

IDEA Public Schools
Ingram Hills Academy
2023-2024 Campus Improvement Plan



Public Presentation Date: August 17, 2023

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Revised/Approved: August 24, 2023

Demographics

Demographics Summary

We are a full scale Kinder through 5th grade campus located on the north west side of San Antonio. Our students are referred to as "scholars" and are between the ages of 5-12 years old. We service scholars in special programs such as Special Education, 504, and Emerging Bilingual Program. Our school is focused on academics with the mission and vision of sending all of our scholars to and through college upon completion of high school.

Demographics Strengths

1. Our campus has met enrollment each of the last 5 years and have over 700 scholars enrolled.
2. Our current persistence (those scholars planning to return in the coming academic year is 93% which is 5% higher than it was at this time last year.)
3. IDEA offers a competitive salary and bonuses for high-performing teachers.
3. IDEA has historically reached it mission and vision of 100% College for All.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The population of scholars that is most likely to withdraw is "New to IDEA" scholars, or scholars in their first year with the district (86.96%)
Root Cause: Scholars were enrolled from July to October with little to no onboarding or tours of the campus.

Problem Statement 2 (Prioritized): While persistence has increased over past years, enrollment is off-track in the Kinder grade level. **Root Cause:** Recruitment occurs monthly, but little is done to build relationships with accepted families until April or May.

Student Learning

Student Learning Summary

Last year, Ingram Hills was given an A-rating by the Texas Education Agency. This year our rating is unclear as STAAR assessments are different this year and will have updated passing standards. We have focused on implementing humanities courses with fidelity this year and adjusting to the changes in writing on the ELA STAAR tests and well as prioritizing online learning as the STAAR format has changed.

Student Learning Strengths

1. Scholars can perform well on formative assessments.
2. Math department in 3rd - 5th are performing well.
3. Scholars are performing and engaged in the Science and Social Studies curriculum.
4. IHA was ranked an "A" per TEA based off STAAR results for the 21-22 school year.
5. Classroom observations are held and provide real time coaching with an observation feedback meeting.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We currently have a gap in writing instruction in K - 5th. **Root Cause:** This section of the STAAR was new this year, and curriculum and instructional tools were not yet adjusted for this change.

Problem Statement 2: There is a high need in building strong reading comprehension skills in K - 5th. **Root Cause:** Scholars struggle in comprehension as our K-2 curriculum promotes fluency and phonics and we have not yet provided the right interventions to support comprehension.

Problem Statement 3 (Prioritized): IHA is currently not performing where they should be for Special Pops. EB scholars are high priority as they are still facing a language barrier and SpEd scholars are in need for strong SpEd support push-in time and minutes vs. focus on behaviors. **Root Cause:** Teacher turnover in SpEd, lack of training in tracking systems and vision for in-class support.

School Processes & Programs

School Processes & Programs Summary

IDEA Ingram Hills Academy has created and implemented successful school systems and processes throughout the year. We have successfully implemented our parent communication systems which include many types of social media platforms, documentation of incidents, positive call tracking, and weekly parent and staff newsletters.

School Processes & Programs Strengths

1. Our school prides itself in hiring high quality educators for the best matched subject areas based on student needs.
2. Our teachers create individualized lesson plans that address areas of concern for all scholars. Our teachers have a growth mindset that is present throughout our school with staff and students.
3. The curriculum that our school uses is tailored to fit the needs of each scholar. Teachers have the ability to modify the lessons and curriculum as needed based on mastery and the needs of our scholars.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): This year our school has lacked in RTI tracking, collecting of data, and implementation of strategies to help our scholars. **Root Cause:** There was lack of training provided for staff to successfully implement and track RTI.

Problem Statement 2 (Prioritized): This year our school has lacked in a SPED Accommodation Tracking system for teachers. **Root Cause:** There was a lack of training for leaders to successfully implement best practices for SPED Accommodations due to staff turnover in SPED team.

Problem Statement 3 (Prioritized): As a campus we've seen an increase of incidents occurring with behavior in all grade levels. **Root Cause:** Campus does not have differentiated behavior consequences for Level II and Level III behaviors.

Perceptions

Perceptions Summary

IDEA Ingram Hills Academy has provided the necessary tools and trainings for our teachers to better support the social emotional needs of our students. We have improved our systems of ongoing positive communication with our parents by utilizing our social media platforms and parent communication logs. This school year we have prioritized monthly family engagement events to help build relationships with our families and community.

Perceptions Strengths

1. Parent Communication via positive calls and post-incident calls
2. Staff Development in Mentoring and Social Emotional Learning
3. Response to all Crisis Events and Providing Appropriate Supports
4. Family Engagement Events

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We are not consistent with our conflict resolution as we are still seeing the same behaviors occur between the same students. **Root Cause:** Conflict resolution training was not adequately implemented at all levels. Only the school counselor knows the process and protocol.

Problem Statement 2 (Prioritized): There are few opportunities for parent input or parent volunteer **Root Cause:** This year we prioritized parent communication and events on campus but did not partner with parents for feedback and allow them to support in events.

Priority Problem Statements

Problem Statement 1: As a campus we've seen an increase of incidents occurring with behavior in all grade levels.

Root Cause 1: Campus does not have differentiated behavior consequences for Level II and Level III behaviors.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: This year our school has lacked in RTI tracking, collecting of data, and implementation of strategies to help our scholars.

Root Cause 2: There was lack of training provided for staff to successfully implement and track RTI.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: This year our school has lacked in a SPED Accommodation Tracking system for teachers.

Root Cause 3: There was a lack of training for leaders to successfully implement best practices for SPED Accommodations due to staff turnover in SPED team.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: We currently have a gap in writing instruction in K - 5th.

Root Cause 4: This section of the STAAR was new this year, and curriculum and instructional tools were not yet adjusted for this change.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: IHA is currently not performing where they should be for Special Pops. EB scholars are high priority as they are still facing a language barrier and SpEd scholars are in need for strong SpEd support push-in time and minutes vs. focus on behaviors.

Root Cause 5: Teacher turnover in SpEd, lack of training in tracking systems and vision for in-class support.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: There are few opportunities for parent input or parent volunteer

Root Cause 6: This year we prioritized parent communication and events on campus but did not partner with parents for feedback and allow them to support in events.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: We are not consistent with our conflict resolution as we are still seeing the same behaviors occur between the same students.

Root Cause 7: Conflict resolution training was not adequately implemented at all levels. Only the school counselor knows the process and protocol.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: The population of scholars that is most likely to withdraw is "New to IDEA" scholars, or scholars in their first year with the district (86.96%)

Root Cause 8: Scholars were enrolled from July to October with little to no onboarding or tours of the campus.

Problem Statement 8 Areas: Demographics

Problem Statement 9: While persistence has increased over past years, enrollment is off-track in the Kinder grade level.

Root Cause 9: Recruitment occurs monthly, but little is done to build relationships with accepted families until April or May.

Problem Statement 9 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals




Goal 1: IDEA achieves an A Rating







Performance Objective 1: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 60% to 62% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Formative district assessments, STAAR

Strategy 1 Details	Reviews			
Strategy 1: ELAR and Writing departments will collaborate on uniform expectations for annotations and pre-writing strategies Strategy's Expected Result/Impact: Scholars will be able to better comprehend passages and make meaning of prompts before answering questions or writing Staff Responsible for Monitoring: Teachers, APIs Title I: 2.4 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Staff will be trained on specific EB strategies for building language comprehension in all contents. Strategy's Expected Result/Impact: EB scholars will increase skill in reading comprehension and course content through the use of scaffolds Staff Responsible for Monitoring: Teachers, Interventionists, APIs Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

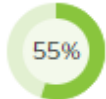








Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: We currently have a gap in writing instruction in K - 5th. Root Cause: This section of the STAAR was new this year, and curriculum and instructional tools were not yet adjusted for this change.
Problem Statement 3: IHA is currently not performing where they should be for Special Pops. EB scholars are high priority as they are still facing a language barrier and SpEd scholars are in need for strong SpEd support push-in time and minutes vs. focus on behaviors. Root Cause: Teacher turnover in SpEd, lack of training in tracking systems and vision for in-class support.

Goal 1: IDEA achieves an A Rating

Performance Objective 2: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 37% to 39% in Spring 2024. (HB3)

High Priority
HB3 Goal
Evaluation Data Sources: Formative district assessments, STAAR.

Strategy 1 Details	Reviews			
Strategy 1: Math department will utilize problem-solving tools such as UPSE Strategy's Expected Result/Impact: Scholars will be able to break down multistep problems and better explain their rationale behind mathematical choices Staff Responsible for Monitoring: Teachers, APIs Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Leverage academic block to provide accelerated instruction for HB4545 daily during the academic day. Strategy's Expected Result/Impact: Increase in performance level on STAAR in Math and Reading Staff Responsible for Monitoring: Principal, APIs Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: IDEA achieves an A Rating

Performance Objective 3: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Formative district assessments, STAAR.

Strategy 1 Details	Reviews			
Strategy 1: Sped teachers will lesson plan strategically using scaffolds and differentiation based on IEP and accommodations Strategy's Expected Result/Impact: Sped scholars will increase daily exit tickets and assessment scores based on this targeted differentiation Staff Responsible for Monitoring: Special Education team, teachers, APIs Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
	N/A	<div><div></div></div> 35%		
Strategy 2 Details	Reviews			
Strategy 2: Use Locus dashboard to track academic achievement for each student in domains 1-3 and respond to data. Strategy's Expected Result/Impact: Urgent data-response and intervention Staff Responsible for Monitoring: Principal Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
	<div><div></div></div> 20%	<div><div></div></div> 100%	<div><div></div></div> 100%	
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Performance Objective 3 Problem Statements:

School Processes & Programs










Problem Statement 2: This year our school has lacked in a SPED Accommodation Tracking system for teachers. **Root Cause:** There was a lack of training for leaders to successfully implement best practices for SPED Accommodations due to staff turnover in SPED team.

Goal 2: Increase student persistence

Performance Objective 1: 100% of schools will be in compliance with the Title 1 Family Engagement requirements through the following events: Meet the Teacher, Public Hearing, Spring Town Hall and Semester 1 Report Card Pick Up. (TEC 11.253(d)(9))

Required Strategy: timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))

Evaluation Data Sources: Attendance logs at engagement events, funding documents for family engagement

Strategy 1 Details	Reviews			
Strategy 1: Create school wide calendar and publish monthly to all families containing family events, report card nights, and celebrations. Strategy's Expected Result/Impact: Families will be informed of campus events and campus will be able to better plan and prepare for each Staff Responsible for Monitoring: Counselor, Principal Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 Funding Sources: - Title I, Part A (4120) - \$2,898.78	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hold monthly town halls for parents to ask questions, observe classrooms, and sign up to volunteer for events Strategy's Expected Result/Impact: Build parent involvement and partnership through relationship building and awareness of instruction on campus Staff Responsible for Monitoring: Principal, counselor Title I: 4.1 Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 1 Problem Statements:








Perceptions

Problem Statement 2: There are few opportunities for parent input or parent volunteer **Root Cause:** This year we prioritized parent communication and events on campus but did not partner with parents for feedback and allow them to support in events.

Goal 2: Increase student persistence

Performance Objective 2: 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

High Priority
Evaluation Data Sources: Permission slip for SSS, tracker from district calendar

Strategy 1 Details	Reviews			
Strategy 1: Add trainings and anti-bullying to campus calendar, track implementation through weekly culture rounds Strategy's Expected Result/Impact: Decrease in bullying incidents in 23-24 school year Staff Responsible for Monitoring: Counselor, Principal Problem Statements: School Processes & Programs 3	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				








Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: As a campus we've seen an increase of incidents occurring with behavior in all grade levels. Root Cause: Campus does not have differentiated behavior consequences for Level II and Level III behaviors.

Goal 3: Increase student daily attendance

Performance Objective 1: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of PE. (TEC 11.253(d)(10))

Evaluation Data Sources: IHT watch data

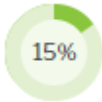





Strategy 1 Details	Reviews			
Strategy 1: PE teachers turn in lesson plans that engage scholars bell to bell with aerobic exercise and team sports. Strategy's Expected Result/Impact: Ingram Hills will be on track for PE goal each month. Scholars will have structured outlet for physical activity. Staff Responsible for Monitoring: PE Teachers, Principal ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	June
	 35%	 100%	 100%	
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 3: Increase student daily attendance

Performance Objective 2: ADA escalation matrix will be utilized daily including calls and ADA family meetings to keep campus on track toward ADA goal.

High Priority








Evaluation Data Sources: Power School data.

Strategy 1 Details	Reviews			
Strategy 1: Lead team will conduct rounds to observe all phases of the ADA escalation matrix and track daily during ADA huddle Strategy's Expected Result/Impact: ADA matrix will be followed with fidelity, resulting in reaching the 97% ADA goal. Staff Responsible for Monitoring: APO, Principal Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Increase staff retention

Performance Objective 1: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2023-24 school year.







High Priority

Strategy 1 Details	Reviews			
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. Strategy's Expected Result/Impact: Teachers are aware of growth and development, feel supported and heard by their manager. Staff Responsible for Monitoring: Principal, APIs TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Increase staff retention

Performance Objective 2: IDEA Ingram Hills is 100% staffed for all teacher positions throughout the 2023-24 school year.

Evaluation Data Sources: Staff retention, Teacher Career Pathway Levels






Strategy 1 Details	Reviews			
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria Strategy's Expected Result/Impact: 85% or higher staff retention Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: Ingram Hills Academy will increase number of scholar applications via family and friend referrals in the 23-24 academic year

High Priority

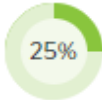






Evaluation Data Sources: PTG for applications quarterly

Strategy 1 Details	Reviews			
Strategy 1: Hold monthly refer a friend campaigns and publicize referral method via newsletter and pickup line Strategy's Expected Result/Impact: Referring friends to Ingram Hills builds trust and community and will ultimately make enrollment sustainable Staff Responsible for Monitoring: APO, Principal TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 2: Ingram Hills Academy will conduct strategic recruitment events monthly and track staff attendance

Evaluation Data Sources: Application yield per month, staff attendance, application success per recruitment method

Strategy 1 Details	Reviews			
Strategy 1: Prioritize business partnerships and historical success for flyering Strategy's Expected Result/Impact: Consistent application submission throughout year Staff Responsible for Monitoring: Principal, APO TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Campus Funding Summary

Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$2,898.78
Sub-Total					\$2,898.78
Budgeted Fund Source Amount					\$2,898.78
+/- Difference					\$0.00
Grand Total Budgeted					\$2,898.78
Grand Total Spent					\$2,898.78
+/- Difference					\$0.00