

IDEA Public Schools
Ingram Hills College Prep
2023-2024 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 25, 2023

Demographics

Demographics Summary

IDEA Ingram Hills represents a campus that is diverse in culture, ethnicity and gender. We were able to have a low drop out rate, losing only 1 scholar which tells us once our scholars are here, they want to stay here. Part of what makes our campus unique is that we have a strong RISE/SPED team that provides support to our scholars. Our RISE scholars are able to differentiate and give support based on individual student needs. Our areas of opportunity for areas in our campus were low ADA rates, teacher retention has room for improvement and students were not successful in AP courses due to not being prepared to take 4 advanced courses.

Demographics Strengths

1. Race and ethnicities diversity, students and staff
2. Low dropout rate. Only 1 scholar this year.
3. RISE team is supportive and caring

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We did not hit our enrollment target. **Root Cause:** 70% persistence in the year before and weak summer recruiting plan.

Problem Statement 2: Student Attendance was around 92%. **Root Cause:** There was inconsistency in upholding the ADA Matrix.

Problem Statement 3 (Prioritized): 4 Teachers resigned in Semester 1 **Root Cause:** There was no clear behavior management system.

Student Learning

Student Learning Summary

At IDEA Ingram Hills we were able to provide teachers with a weekly OTG (on track to graduate) reports, and this data gave teachers a better perspective of student achievement. Teachers were able to pivot instruction testing when needed. We also saw a tremendous growth in our EL population due to our strong support in the classroom. Our next strength, was in providing our 8th grade scholars a graduation plan done by Mr. Escalante. Our areas of opportunity were enrollment due to lack of transportation to families. Other Ideas being in close proximity and inconsistency between Ideas campus particularly in student and family experience. Overall students experienced a lack of investment in achieving their goals due to a system that does not hold them accountable and positive reinforcement.

Student Learning Strengths

- 1.Weekly OTG report provided by Escalante
 - 2.EL population in achievement in benchmarks
 - 3.Graduation plans provided in 8th grade
-

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): SPED Scholars struggled to hit "approaches" and "meets" on the STAAR Exams. **Root Cause:** There was a weak partnership between the Gen Ed and SPED teachers.

Problem Statement 2 (Prioritized): Our scholars struggled achieving results in AP classes. **Root Cause:** AP teachers did not receive the coaching cycle consistently.

Problem Statement 3: There was a consistent apathy in our most struggling scholars. **Root Cause:** We struggled to find the right motivation, and partner with families to ensure scholars were successful.

School Processes & Programs

School Processes & Programs Summary

Our strenghts at IDEA Ingram Hills were that we had strong leadership from our APIs at the BOY. We felt supported by leadership and IT teams. We had strong systems in place for grade level communication. Areas of improvement were that lack of implementation of technology in consistently in every classroom. Leaders lacked traning on implementing technology for teachers to use in classrooms. School counselor and social worker should be able to support students due to completing other duties. And lack of extra-curricular options/academics on campus.

School Processes & Programs Strengths

- 1.We had great leadership at the BOY/APIs
- 2.Felt supported by leadership and IT teams
- 3.Grade level communication

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There was a lack of technology being integrated into daily classroom learning across campus. **Root Cause:** No clear vision/system put in place by lead team.

Problem Statement 2 (Prioritized): Our extra curricular activities only target a small group of students, mainly athletes. **Root Cause:** We did not prioritize finding sponsorship for other academic clubs throughout the year.

Problem Statement 3: Teachers were unclear of who is responsible for which roles in lead team making it difficult for teachers to feel supported by lead team. **Root Cause:** Lack of planning out back up plans for different lead team members being off campus forcing others to be unavailable for their roles.

Perceptions

Perceptions Summary

Ingram Hills campus provided several opportunities for upward feedback through surveys throughout the year with zero risk of retaliation or consequence for transparency. Teacher relationships on campus are strong as they champion and support each other daily. Also, our lead team was quick to communicate data with staff allowing teachers to invest in areas of opportunity. Gaps at Ingram Hills included student culture due to lack of BOY training on behavior hierarchy. Another area of growth was our community partnership that developed because of a lack of PTA and systems to create volunteer opportunities. Lastly, our biggest area of growth was professionalism as we did not have strong systems to track and hold teachers consistently accountable.

Perceptions Strengths

1. Surveys and feedback was provided, true/transparent- no retaliation
2. Teacher relationships and trust is strong among each other.
3. Strong communication on data

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We had consistent behavior concerns throughout the year. **Root Cause:** Lack of clear behavior management system.

Problem Statement 2: Our families wanted to support, but there was no clear avenue for them to do so. **Root Cause:** There is no PTA or parent involvement group.

Problem Statement 3 (Prioritized): Teacher professionalism was weak, in regard to hitting deadlines and arriving to work and duty on time. **Root Cause:** There was no clear system to inspect that professionalism norms were being met.

Priority Problem Statements

Problem Statement 1: 4 Teachers resigned in Semester 1

Root Cause 1: There was no clear behavior management system.

Problem Statement 1 Areas: Demographics

Problem Statement 2: SPED Scholars struggled to hit "approaches" and "meets" on the STAAR Exams.

Root Cause 2: There was a weak partnership between the Gen Ed and SPED teachers.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There was a lack of technology being integrated into daily classroom learning across campus.

Root Cause 3: No clear vision/system put in place by lead team.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Our extra curricular activities only target a small group of students, mainly athletes.

Root Cause 4: We did not prioritize finding sponsorship for other academic clubs throughout the year.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Teacher professionalism was weak, in regard to hitting deadlines and arriving to work and duty on time.

Root Cause 5: There was no clear system to inspect that professionalism norms were being met.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: We had consistent behavior concerns throughout the year.

Root Cause 6: Lack of clear behavior management system.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: We did not hit our enrollment target.

Root Cause 7: 70% persistence in the year before and weak summer recruiting plan.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Our scholars struggled achieving results in AP classes.

Root Cause 8: AP teachers did not receive the coaching cycle consistently.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) 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
- Special education/non-special education population including discipline, progress 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

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data






- Organizational structure data

Goals

Goal 1: IDEA achieves an A Rating

Performance Objective 1: 90% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: Mock TELPAS, TELPAS exam

Strategy 1 Details	Reviews			
Strategy 1: Complete 2 Mock Telpas Exams in October and February Strategy's Expected Result/Impact: Receive timely data and respond to data before TELPAS Exam Staff Responsible for Monitoring: Rafaela Hernandez Title I: 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: SPED Scholars struggled to hit "approaches" and "meets" on the STAAR Exams. Root Cause: There was a weak partnership between the Gen Ed and SPED teachers.

Goal 1: IDEA achieves an A Rating

Performance Objective 2: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Evaluation Data Sources: Internal Tracker, PowerSchool Tracker

Strategy 1 Details	Reviews			
Strategy 1: Create Strong Academic Block where teachers provide accelerated instruction daily. Strategy's Expected Result/Impact: Close gaps from exit tickets Staff Responsible for Monitoring: All instructional staff Title I: 2.4 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	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:





Student Learning
Problem Statement 1: SPED Scholars struggled to hit "approaches" and "meets" on the STAAR Exams. Root Cause: There was a weak partnership between the Gen Ed and SPED teachers.

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: Mock Exams, STAAR Exam

Strategy 1 Details	Reviews			
Strategy 1: Create Strong Partnership between SPED and Gen Ed staff by having weekly collaborative planning time. Strategy's Expected Result/Impact: Equip SPED teachers with content and time to create an intervention plan for SPED scholars. Staff Responsible for Monitoring: SPED teachers, Kayla Ramirez Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Weekly tutoring for SPED Scholars facilitated by SPED Teacher. Strategy's Expected Result/Impact: Close gaps in a small group setting Staff Responsible for Monitoring: SPED teachers, Kayla Ramirez Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 3 Problem Statements:






Student Learning
Problem Statement 1: SPED Scholars struggled to hit "approaches" and "meets" on the STAAR Exams. Root Cause: There was a weak partnership between the Gen Ed and SPED teachers.

Goal 1: IDEA achieves an A Rating

Performance Objective 4: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

High Priority

Evaluation Data Sources: Mock Exams, STAAR Exam

Strategy 1 Details	Reviews			
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) Strategy's Expected Result/Impact: Use data to create intentional strategies to improve data. Staff Responsible for Monitoring: Kayla Ramirez, Jennifer Neudek Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: SPED Scholars struggled to hit "approaches" and "meets" on the STAAR Exams. Root Cause: There was a weak partnership between the Gen Ed and SPED teachers.

Goal 1: IDEA achieves an A Rating

Performance Objective 5: 75% of 11th grade scholars are TSI Exempt by the May 2024.

High Priority
HB3 Goal
Evaluation Data Sources: Internal Tracker




Strategy 1 Details	Reviews			
Strategy 1: Biweekly tutoring and testing completed by RTTC Teacher and College Counselor. Strategy's Expected Result/Impact: Tutor based on the most recent attempt to close gaps. Staff Responsible for Monitoring: Angel Escalante Title I: 2.6 - TEA Priorities: Connect high school to career and college Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 2: Our scholars struggled achieving results in AP classes. Root Cause: AP teachers did not receive the coaching cycle consistently.

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))

Strategy 1 Details	Reviews			
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) Strategy's Expected Result/Impact: Build strong partnerships with families to create trust Staff Responsible for Monitoring: Kayla Ramirez, Iris Perales Title I: 4.1, 4.2 Problem Statements: Demographics 1 Funding Sources: - Title I, Part A (4120) - \$1,988.58	Formative			Summative
	Oct	Jan	Mar	June
				









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  Accomplished
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We did not hit our enrollment target. Root Cause: 70% persistence in the year before and weak summer recruiting plan.

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))

Strategy 1 Details	Reviews			
Strategy 1: Calendar and implement plan for Safer Smarter Schools by end of September. Strategy's Expected Result/Impact: Creating awareness and learning about bullying Staff Responsible for Monitoring: Jordan Morrison, Iris Perales Title I: 2.5 Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: In addition to Safer Smarter Schools, create Tier 2 interventions for each grade level. (Girls Group to discuss body image, Social Media awareness, etc) Strategy's Expected Result/Impact: Educating scholars on how to process through influences in society. Staff Responsible for Monitoring: Jordan Morrison Title I: 2.5 Problem Statements: Demographics 1 - School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: We did not hit our enrollment target. Root Cause: 70% persistence in the year before and weak summer recruiting plan.
School Processes & Programs
Problem Statement 2: Our extra curricular activities only target a small group of students, mainly athletes. Root Cause: We did not prioritize finding sponsorship for other academic clubs throughout the year.

Goal 2: Increase student persistence

Performance Objective 3: 100% of new families will be fully onboarded before FDOS or before scholar's first day.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Create and uphold onboarding plan and do not allow scholars to begin without following all steps. Strategy's Expected Result/Impact: Scholars and families are clear on our expectations as a school, and ensure they are aligned with what we believe. Staff Responsible for Monitoring: Iris Perales, Kayla Ramirez Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: We did not hit our enrollment target. Root Cause: 70% persistence in the year before and weak summer recruiting plan.
Perceptions
Problem Statement 1: We had consistent behavior concerns throughout the year. Root Cause: Lack of clear behavior management system.

Goal 3: Increase student daily attendance

Performance Objective 1: IDEA Ingram Hills will achieve a 97% annual attendance rate for the 23-24 school year

High Priority
Evaluation Data Sources: PowerBi

Strategy 1 Details	Reviews			
Strategy 1: 100% of absent scholars will receive a phone call when they are absent from teacher, leader and/or ops member. Strategy's Expected Result/Impact: Strong partnership with families Staff Responsible for Monitoring: Alyssa Williams Title I: 2.5 Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
	<div>100%</div>	<div>100%</div>	<div>100%</div>	
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: SPED Scholars struggled to hit "approaches" and "meets" on the STAAR Exams. Root Cause: There was a weak partnership between the Gen Ed and SPED teachers.
Problem Statement 2: Our scholars struggled achieving results in AP classes. Root Cause: AP teachers did not receive the coaching cycle consistently.

Goal 3: Increase student daily attendance

Performance Objective 2: 100% of students from 6th-12th grade meet their MVPA minutes goal of 900 minutes. (TEC 11.253(d)(10))

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Use watches daily to track MVPA Minutes. Strategy's Expected Result/Impact: Use data to drive who gets watches daily if there are not enough Staff Responsible for Monitoring: Saul Martell and David Fleurant Title I: 2.6 Problem Statements: School Processes & Programs 2	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 2: Our extra curricular activities only target a small group of students, mainly athletes. Root Cause: We did not prioritize finding sponsorship for other academic clubs throughout the year.

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
Evaluation Data Sources: Cornerstone






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: Consistent checkpoints to staff on their performance. Staff Responsible for Monitoring: Kayla Ramirez, Jennifer Neudek TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Demographics 3	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: 4 Teachers resigned in Semester 1 Root Cause: There was no clear behavior management system.

Goal 4: Increase staff retention

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

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: Hiring staff members who are aligned to the vision for IDEA will lead to stronger staff retention Staff Responsible for Monitoring: Kayla Ramirez TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Demographics 3	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: 4 Teachers resigned in Semester 1 Root Cause: There was no clear behavior management system.

Goal 4: Increase staff retention

Performance Objective 3: 100% of staff will get a monthly upwards feedback survey.

High Priority

Strategy 1 Details		Reviews			
Strategy 1: Leverage 10 minutes of a staff meeting per month to administer staff survey, reflect as a lead team within 24 hours, and send out reflections and next steps via email to all staff within 48 hours. Strategy's Expected Result/Impact: Staff have a chance to give their feedback and build trust with leaders by seeing us respond to feedback. Staff Responsible for Monitoring: Kayla Ramirez TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Demographics 3		Formative			Summative
		Oct	Jan	Mar	June
					
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					











Performance Objective 3 Problem Statements:

Demographics	
Problem Statement 3: 4 Teachers resigned in Semester 1	Root Cause: There was no clear behavior management system.

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

Performance Objective 1: 100% of Staff members will recruit twice per semester

Evaluation Data Sources: Internal Tracker

Strategy 1 Details	Reviews			
Strategy 1: Create Intentional super recruitment day plans monthly Strategy's Expected Result/Impact: 10 apps per month Staff Responsible for Monitoring: Alyssa Echeverria-Williams Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create Internal Tracker to ensure all staff members recruit twice per semester. Strategy's Expected Result/Impact: Accountability towards the strategy Staff Responsible for Monitoring: Alyssa Echeverria-Williams Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We did not hit our enrollment target. Root Cause: 70% persistence in the year before and weak summer recruiting plan.

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

Performance Objective 2: 100% of new families will be fully onboarded before FDOS or before scholar's first day.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Create and uphold onboarding plan and do not allow scholars to begin without following all steps. Strategy's Expected Result/Impact: Families who begin with us are clear on our expectations and aligned with our mission. Staff Responsible for Monitoring: Kayla Ramirez, SC TEA Priorities: Connect high school to career and college	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$1,988.58
Sub-Total					\$1,988.58
Budgeted Fund Source Amount					\$1,988.58
+/- Difference					\$0.00
Grand Total Budgeted					\$1,988.58
Grand Total Spent					\$1,988.58
+/- Difference					\$0.00