

**IDEA Public Schools**  
**Judson Academy**  
**2023-2024 Campus Improvement Plan**



**Public Presentation Date:** August 24, 2023

# Mission Statement

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

100% of all students going to college is not just a statement at IDEA Judson, it is a promise. IDEA Judson aims to be the highest performing school in IDEA Public Schools and the best education option for the families in the Converse community. We will motivate and challenge our scholars daily to ensure they are supported academically, emotionally, and socially. At our campus we will foster a joy of learning that will create a sense of belonging to our campus. At IDEA Judson we WILL deliver on our promise of 100% of scholars going to and through a four-year university.

## 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

## Demographics

### Demographics Summary

IDEA Judson Academy is a Title 1 campus that offers quality educational programs and extracurricular activities to students in grade K-5. IDEA Judson Academy is part of the fastest growing charter school networks in the state of Texas. Currently IDEA Judson Academy has 678 students enrolled and we were able to hit our goal of enrollment at the beginning of the school year.

The schools current demographics are the following:

Male: 53.28%

Female: 46.72%

Hispanic: 65.93%

African American: 18.20%

White: 11.21%

Special Education: 8.3%

EB: 16.89%

Eco. Dis: 76.86%

### Demographics Strengths

1. Staff Retention: 95.83%

2. Student Persistence: 92.96%

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** New student persistence dropped below 90% **Root Cause:** Leadership failed to properly onboard new families and inform them of the true class sizes during our "Welcome to IDEA" event.

**Problem Statement 2 (Prioritized):** Students that are classified under HB4545 continuously performed less than 70% passing on district assessments. **Root Cause:** Training for tracking HB4545 was delayed to start the year and firm operating mechanisms for identify newly enrolled scholars were not established until December.

# Student Learning

## Student Learning Summary

IDEA Judson Academy has performed in the top 10 in the district in all content on district assessments. Our campus was third in the entire district in our overall academic achievement score on our last rounds of district mock assessments.

Kinder: 87% on Track

1st: 77% on Track

2nd: 88% on Track

## Student Learning Strengths

1. Academic Achievement Score was 3rd in the district for mock exams in March/April.
2. Our K-2 scholars have met each quarter goal of scholars being on track in reading

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** CSI scholars did not meet end of year benchmark goal in reading **Root Cause:** Late pivot to align content taught in CSI to TEKS based

**Problem Statement 2 (Prioritized):** We failed to meet the Domain 3 indicator for academic achievement for our special education demographic and in RLA. **Root Cause:** We failed to create an effective collaboration for content support between the content and special education teacher.

# School Processes & Programs

## School Processes & Programs Summary

At IDEA Judson Academy, the administrative team held weekly instructional and culture rounds to align in best practices and teacher feedback/rating using our GET Rubric. In addition, we held bi-weekly staff development with all staff members to address and gaps that have been observed by the lead team. For academic support, our teachers participated in the following: lesson planning clinics, lesson rehearsals, script practices, unpacking TEKS, and on the spot coaching.

## School Processes & Programs Strengths

1. All 3-5 teachers reached proficiency in lesson planning and TEKS alignment.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Teachers were unfamiliar with our districts new observations rating tool (GET Rubric). **Root Cause:** Leaders failed to adequately cover in depth the changes in the GET Rubric during our beginning of the year professional development.

**Problem Statement 2 (Prioritized):** Instructional rounds to norm on ratings we upheld only 80% of the time. **Root Cause:** Leader did not stick with fidelity to core calendar and allowed other agenda items to cancel instructional rounds.

# Perceptions

## Perceptions Summary

At IDEA Judson Academy we use various operating mechanisms to collect feedback from all stakeholders. At the campus level, we use weekly check-in's with teachers, parent surveys, student surveys, and our Great Places to Work Survey for all staff members.

## Perceptions Strengths

1. Participation at family engagement events was always over 100 participants.
2. Staff Retention is at 95.83%

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Campus canceled/changed multiple family engagement events over the course of the year. **Root Cause:** Leadership team failed to properly plan backwards to meet of the business offices new requirements.

**Problem Statement 2 (Prioritized):** ADA for the year was below the districts goal of 97.5%, kinder being the lowest. **Root Cause:** All leaders did not stick with fidelity to the campuses ADA matrix and there was a failure to stamp during onboarding of new students the impact of attendance on academics.



# Priority Problem Statements

**Problem Statement 1:** We failed to meet the Domain 3 indicator for academic achievement for our special education demographic and in RLA.

**Root Cause 1:** We failed to create an effective collaboration for content support between the content and special education teacher.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** CSI scholars did not meet end of year benchmark goal in reading

**Root Cause 2:** Late pivot to align content taught in CSI to TEKS based

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Students that are classified under HB4545 continuously performed less than 70% passing on district assessments.

**Root Cause 3:** Training for tracking HB4545 was delayed to start the year and firm operating mechanisms for identify newly enrolled scholars were not established until December.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** New student persistence dropped below 90%

**Root Cause 4:** Leadership failed to properly onboard new families and inform them of the true class sizes during our "Welcome to IDEA" event.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Instructional rounds to norm on ratings we upheld only 80% of the time.

**Root Cause 5:** Leader did not stick with fidelity to core calendar and allowed other agenda items to cancel instructional rounds.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Teachers were unfamiliar with our districts new observations rating tool (GET Rubric).

**Root Cause 6:** Leaders failed to adequately cover in depth the changes in the GET Rubric during our beginning of the year professional development.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Campus canceled/changed multiple family engagement events over the course of the year.

**Root Cause 7:** Leadership team failed to properly plan backwards to meet of the business offices new requirements.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** ADA for the year was below the districts goal of 97.5%, kinder being the lowest.

**Root Cause 8:** All leaders did not stick with fidelity to the campuses ADA matrix and there was a failure to stamp during onboarding of new students the impact of attendance on

academics.

**Problem Statement 8 Areas:** Perceptions

# 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
- 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

## 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 English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

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

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices








# Goals

**Goal 1:** All IDEA students matriculate to college

**Performance Objective 1:** College Prep Average ACT score of 21 or better by high school graduation (HB3)

**High Priority**

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct weekly lesson plan clinics with a focus on academic talk and writing to help match the rigor that will appear at the college prep level.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase rigor in academic talk in grades K-5 with a focus on vocabulary, writing, and communications across various media sources.</p> <p><b>Staff Responsible for Monitoring:</b> API's</p>	Formative			Summative
	Oct	Jan	Mar	June
	 20%	 60%	 70%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				








**Goal 2:** IDEA achieves an A Rating

**Performance Objective 1:** IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 59% to 61% in Spring 2024 (HB3)

**High Priority**








**HB3 Goal**

**Evaluation Data Sources:** STAAR, district assessments and exit tickets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct weekly lesson plan clinics in grades 3-5 with a focus on academic vocabulary, writing, and providing evidence to support answers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase rigor in the classroom to align to the state assessment</p> <p><b>Staff Responsible for Monitoring:</b> API's and teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue           </p>				

**Goal 2:** IDEA achieves an A Rating

**Performance Objective 2:** IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 44% to 46% in Spring 2024 (HB3)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct weekly lesson plan clinics in grades 3-5 with a focus on academic vocabulary, writing, and providing evidence to support answers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase rigor in the classroom to align to the state assessment</p> <p><b>Staff Responsible for Monitoring:</b> API's and teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				








**Goal 2:** IDEA achieves an A Rating

**Performance Objective 3:** 42% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TELPAS exam and Mock TELPAS Exam








Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide strategic intervention for ELL scholars and track their progress daily.</p> <p><b>Strategy's Expected Result/Impact:</b> IA Judson will achieve 42% or higher growth on TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, TC, Admin</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**Goal 3:** Increase student persistence

**Performance Objective 1:** IA & CP: Campus receive a score of proficient or higher on the campus safety scorecard for the 2023- 24 school year (TEC 11.253(d)(8))

**High Priority**








Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure all safety meetings and drills are calendared out for the year and discuss status during weekly check-in with APO.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure all drills are held within the given deadline</p> <p><b>Staff Responsible for Monitoring:</b> APO and all staff</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** Increase student persistence

**Performance Objective 2:** IA & CP: 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))

**High Priority**


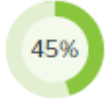





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Include persistence events as a weekly agenda item in our lead time tacticals and present information to our events committee.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure all money is spent appropriately to meet the needs of our campus community.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> - Title I, Part A (4120) - \$2,611</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Increase student daily attendance

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

**High Priority**








**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct weekly check-in's with PE teachers to receive updates on goal and to adjust backwards plan.</p> <p><b>Strategy's Expected Result/Impact:</b> All scholars to meet MVPA minutes</p> <p><b>Staff Responsible for Monitoring:</b> PE teachers and API</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Increase student daily attendance

**Performance Objective 2:** IA & CP: IDEA Judson will achieve a 97% annual attendance rate for the 23-24 school year

**High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Follow campus ADA matrix to follow up on absent scholars</p> <p><b>Strategy's Expected Result/Impact:</b> To be above 97.5% ADA for the entirety of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> All staff members</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				








**Goal 5:** Increase staff retention

**Performance Objective 1:** IA & CP: 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.

Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

**High Priority**

**Evaluation Data Sources:** District benchmarks and PTG








Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Track all coaching weekly via teachboost and check in documents</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of staff will be coached and developed to increase TCP placement</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue           </p>				

**Goal 5:** Increase staff retention

**Performance Objective 2:** IA & CP: IDEA Judson is 100% staffed for all teacher positions throughout the 2023-24 school year.

Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria

**High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Have monthly touch-points with talent partner to discuss current status of teacher vacancies and resources needed to support current teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Recruit and retain 100% of staff members</p> <p><b>Staff Responsible for Monitoring:</b> All lead team and talent partner</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Campus Funding Summary

Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1			\$2,611.00
<b>Sub-Total</b>					\$2,611.00
<b>Budgeted Fund Source Amount</b>					\$2,611.87
+/- Difference					\$0.87
<b>Grand Total Budgeted</b>					\$2,611.87
<b>Grand Total Spent</b>					\$2,611.00
+/- Difference					\$0.87