IDEA Public Schools

Kyle College Prep

2023-2024 Improvement Plan

Public Presentation Date: November 6, 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 5, 2023

Demographics

Demographics Summary

IDEA Kyle College Prep is a diverse school of approximately 510 scholars of many ethnicities, nationalities, religions, and orientations. The greater Kyle community is an economically diverse area, with multi-million homes adjacent to homes a fraction of the value. IDEA Kyle College Prep families include approximately 5 different home languages. Our staff is representative of our student population, including Hispanic, Caucasion, Middle-Eastern, and Black staff members. The campus focuses heavily on core instruction in middle school with the goal of moving all scholars to grade level or above in reading and mathematics by 8th grade, when students begin career-tech ed courses and other student-centered electives. Campus life offers a variety of clubs and athletics to ensure all scholars find their passion and an adult champion on campus. (See PDF in addendum for more information.)

Demographics Strengths

- IDEA Kyle offers multiple diverse clubs (Black student alliance, student council, ambassador program)

- Weekly feedback form for parents and scholars

-Monthly principal townhalls for parents and scholars

- Scholars feel a sense of community

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our median scholars are not feeling a sense of motivation to get to college.   **Root Cause:** Differentiation for high and low scholars is often prioritized but we have not focused on median scholars

Problem Statement 2: ECODIS percentage still low   **Root Cause:** Recruitment focusing on proximity

Student Learning

Student Learning Summary

IDEA Kyle CP earned an 84 on the State of Texas Accountability Report Card, which resulted in a "B" rating. This year, when I started my principalship in October, we were standing at an "F" rating. After Mock exams, we made it to a "D" rating. Currently, we are at the top in several contents amongst the district. SpEd scholars lagged behind their peers on the state assessments. Growth goals increased from semester exams to mock exams. OTG increased from 35% to 97%. ELA data doubled from semester to mock exams. (See PDF in Addendum for more information.)

Student Learning Strengths

- OTG increase from 53% to 97%

-Growth goal increase from 9% to 62%

- ELA data doubled from semester exam to mock exam

- Mastery increased from MOCK to STAAR

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 85% of our teachers are novice/new to content teaching **Root Cause:** API's had not received the coaching to coach their teachers effectively.

Problem Statement 2: SPED data did not increase as much as the rest of our data **Root Cause:** New API leading the sped team/ so many gaps to close

School Processes & Programs

School Processes & Programs Summary

IDEA Kyle College Prep has strong coaching systems in place. With a predominantly new team of teachers for the 22-23 school year, our instructional leadership team is observing teachers, providing real-time coaching, and monitoring action steps daily. High leverage lesson plan feedback is provided every week, and teacher are held accountable for turning around feedback by Friday. Weekly check ins with new teachers include pedagogy, data analysis, lesson plans, and culture building. Expectations, due dates, deliverables, and time lines are clear. I have a structured system of accountability and I make sure that all staff is held to high expectations. I believe in tracking everything therefore, I hold my instructional team to high standards when it comes to filling out our daily trackers.

School Processes & Programs Strengths

- Fidelity with trackers

-Follow up fidelity

- Lesson rehearsal fidelity

- API's have been coached up to success to coach teachers

- Effective coaching has led to effective teaching

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Still pushing for teacher buy in with our systems.   **Root Cause:** High expectations were not existent, which resulted in high teacher turnover when high expectations came along.

Problem Statement 2 (Prioritized): Inconsistent Instructional OCS meetings based on every system   **Root Cause:** API's had to push into classrooms when teachers resigned, too many gaps and deprioritized this

Perceptions

Perceptions Summary

Staff retention was at 56% in the 21-22 school year. This year, we maintained a higher percentage but we still lost several teachers which resulted in other teachers filling in those gaps. Reason for losing teachers was because structure and accountability was not something that they were used to, therefore I had to hold teachers to high expectations which resulted in our newest teachers or novice teachers disagreeing with our IDEA expectations. Staff ADA was also low but after setting ADA expectations, we increased our attendance. Teacher ADA was low, requiring present staff members to cover classes. This caused a high burnout rate for teachers. Constant staff feedback surveys were offered. Most feedback involved "too many deadlines and different tasks". Teachers onboarded mid-year were required to be ready to teach immediately.

Perceptions Strengths

I was able to conduct my 15 min of fame with our staff when I began my principalship in October, which resulted in more buy in. Our strongest teachers have provided the feedback that they "appreciate the structure and transparency" from me in regards to my expectations. So far, teachers who had been having a difficult time with high expectations seem to be getting used to it due to the consistency that I have created.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): High teacher turnover   **Root Cause:** No accountability system/ no high expectations

Problem Statement 2: Lack of culture of joy   **Root Cause:** Leaders have not created engagement plans for implementation of culture of joy. Teachers have not been successfully coached on bringing joy in their lessons.

Priority Problem Statements

Problem Statement 1: Our median scholars are not feeling a sense of motivation to get to college.

Root Cause 1: Differentiation for high and low scholars is often prioritized but we have not focused on median scholars

Problem Statement 1 Areas: Demographics

Problem Statement 2: 85% of our teachers are novice/new to content teaching

Root Cause 2: API's had not received the coaching to coach their teachers effectively.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Inconsistent Instructional OCS meetings based on every system

Root Cause 3: API's had to push into classrooms when teachers resigned, too many gaps and deprioritized this

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: High teacher turnover

Root Cause 4: No accountability system/ no high expectations

Problem Statement 4 Areas: Perceptions

Goals

Goal 1: IDEA achieves an A Rating

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

Strategy 1 Details	Reviews			
Strategy 1: Data Analysis: Begin by analyzing the data from previous STAAR tests to identify specific areas of weakness and strengths. This will help you understand which skills and concepts need more focus. Early Identification and Intervention: Implement an early identification system to identify struggling readers as soon as possible. Provide targeted interventions and support to help them catch up with their peers. Professional Development: Ensure that teachers receive ongoing professional development in evidence-based reading instruction techniques. This includes training on phonics, vocabulary development, comprehension strategies, and fluency building.	**Formative**			**Summative**
	Oct	Jan	Mar	June
	65%			

Strategy 2 Details	Reviews			
Strategy 2: 1. We will utilize our master data board tracker 2. We will collaborate with our CSI teacher and our ELA teachers to ensure that all scholars are receiving the extra support that they need. 3. PD days will be specified and determined strategically in order to create a successful learning environment	**Formative**			**Summative**
	Oct	Jan	Mar	June
	100%	100%	100%	
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA & CP: 100% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
Strategy 1: Peer Collaboration: Encourage peer collaboration and interaction among students with different language backgrounds. Pairing ELL students with proficient English speakers can facilitate language learning and foster friendships. Language Support Resources: Provide students with language support resources, such as bilingual dictionaries, language reference materials, and access to language learning resources online. Parent Communication: Maintain open and regular communication with parents about their child's language progress, goals, and strategies for improvement.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	25%			
Strategy 2 Details	Reviews			
Strategy 2: 1. Pairing ELL students with proficient English speakers can facilitate language learning and foster friendships. 2., such as bilingual dictionaries, language reference materials, and access to language learning resources online. 3. : Maintain open and regular communication with parents about their child's language progress, goals, and strategies for improvement.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	10%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Strategy 1 Details		Reviews			
Strategy 1: Flexible Scheduling: Create a flexible schedule that allows for additional instructional time or intervention sessions for students who need to catch up on missed minutes.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Extended Learning Opportunities: Offer extended learning opportunities such as before-school, after-school, or weekend programs to provide extra instructional time for identified scholars.		45%			
Strategy 2 Details		**Reviews**			
Strategy 2: 1. Create a flexible schedule that allows for additional instructional time or intervention sessions for students who need to catch up on missed minutes. 2. Offer extended learning opportunities such as before-school, after-school, or weekend programs to provide extra instructional time for identified scholars.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
		80%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 1: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
Strategy 1: Individualized Education Plans (IEPs): Develop and regularly review IEPs for each SPED student, setting specific academic goals and accommodations tailored to their unique needs and learning styles.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Differentiated Instruction: Provide differentiated instruction that addresses various learning styles and academic abilities within the SPED classroom, ensuring that each student receives appropriate support. Co-Teaching Model: Implement a co-teaching model where general education teachers and SPED teachers collaborate to provide targeted instruction and support to SPED students in mainstream classrooms.	30%			
Strategy 2 Details	**Reviews**			
Strategy 2: 1. Develop and regularly review IEPs for each SPED student, setting specific academic goals and accommodations tailored to their unique needs and learning styles.	**Formative**			**Summative**
2.Provide differentiated instruction that addresses various learning styles and academic abilities within the SPED classroom, ensuring that each student receives appropriate support.	**Oct**	**Jan**	**Mar**	**June**
3. Implement a co-teaching model where general education teachers and SPED teachers collaborate to provide targeted instruction and support to SPED students in mainstream classrooms.	60%			

| 0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 5: IA & CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing
Required Strategy: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))

Strategy 1 Details	Reviews			
Strategy 1: Data-Driven Instruction:	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	75%			
Strategy 2 Details	Reviews			
Strategy 2: Use student assessment data to identify specific areas of weakness and strengths. Tailor instructional plans to address the specific needs of individual students and groups.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	45%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: 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))

Strategy 1 Details		Reviews			
Strategy 1: Emergency Drills:		**Formative**			**Summative**
		Oct	Jan	Mar	June
		100%	100%	100%	
Strategy 2 Details		**Reviews**			
Strategy 2: Conduct regular and realistic emergency drills, including fire drills, lockdown drills, and evacuation drills, to ensure everyone knows how to respond quickly and safely.		**Formative**			**Summative**
		Oct	Jan	Mar	June
		100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 2: 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))

Strategy 1 Details	Reviews			
Strategy 1: Communication Plan: Establish a communication plan to inform families about the scheduled events, their purpose, and the benefits of their participation.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	100%	100%	100%	
Strategy 2 Details	**Reviews**			
Strategy 2: Establish a communication plan to inform families about the scheduled events, their purpose, and the benefits of their participation. **Funding Sources:** - Title I, Part A (4120) - $820	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Increase student persistence

Performance Objective 3: IA & CP: 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: Clear Communication: Administrator Support:		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
		100%	100%	100%	

Strategy 2 Details		Reviews			
Strategy 2: 1. At the beginning of the school year, communicate the importance of completing the curriculum on time and the benefits it brings to creating a safe and inclusive learning environment. 2. Ensure that school administrators are fully supportive of the curriculum completion and actively encourage teachers to prioritize it in their lesson planning.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
		100%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 6th thru 11th Grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Strategy 1 Details				Reviews			
Strategy 1: Enhance the PE curriculum to include a diverse range of activities that appeal to different interests and fitness levels. Offer activities that students find enjoyable and engaging.				**Formative**			**Summative**
				Oct	Jan	Mar	June
				100%	100%	100%	
Strategy 2 Details				Reviews			
Strategy 2: Tracking strategies that our coaches have implemented consistently.				**Formative**			**Summative**
				Oct	Jan	Mar	June
				100%	100%	100%	
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue				

Goal 3: Increase student daily attendance

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

Strategy 1 Details	Reviews			
Strategy 1: Early Intervention	**Formative**			**Summative**
	Oct	Jan	Mar	June
Attendance Incentives: **Funding Sources:** - Title I, Part A (4120) - $1,000	100%	100%	100%	
Strategy 2 Details	**Reviews**			
Strategy 2: 1. Implement an early intervention system to identify students at risk of chronic absenteeism and provide appropriate support and resources to improve their attendance. 2. Create attendance incentives for students who maintain excellent attendance records, such as recognition, awards, or special privileges.	**Formative**			**Summative**
	Oct	Jan	Mar	June
	100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: Increase student daily attendance

Performance Objective 3: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Strategy 1 Details				Reviews			
Strategy 1: Set clear and realistic MVPA minutes goals for each student based on their age, fitness level, and personal abilities.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**June**
				65%			
Strategy 2 Details				Reviews			
Strategy 2: Individualize goals to ensure they are achievable for all students.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**June**
				100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue			

Goal 4: 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.

| Strategy 1 Details	Reviews			
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	55%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 4: Increase staff retention

Performance Objective 2: IA & CP: IDEA XX is XX% 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

Strategy 1 Details		Reviews			
Strategy 1: Retain Existing Staff: Create a positive and supportive work environment to retain existing staff members, reducing the need for continuous recruitment.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
		80%			
Strategy 2 Details		Reviews			
Strategy 2: Create a positive and supportive work environment to retain existing staff members, reducing the need for continuous recruitment.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
		70%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 1: Organize open houses and campus tours to showcase the school's facilities, learning environment, and overall atmosphere to prospective students and their families.

Strategy 1 Details				Reviews			
Strategy 1: Schedule open houses and tours well in advance, allowing sufficient time for promotion and logistics planning. **Funding Sources:** - Title I, Part A (4120) - $0.39				**Formative**			**Summative**
				Oct	Jan	Mar	June
				50%			
Strategy 2 Details				**Reviews**			
Strategy 2: Create a positive and supportive work environment to retain existing staff members, reducing the need for continuous recruitment.				**Formative**			**Summative**
				Oct	Jan	Mar	June
				100%	100%	100%	
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue				

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

Performance Objective 2: Engage with the local community through partnerships with businesses, organizations, and community events. Participate in community fairs, parades, and other gatherings to raise awareness about the school.

Strategy 1 Details	Reviews			
Strategy 1: Participate in community fairs, parades, festivals, and other gatherings to showcase the school's involvement and commitment to the community.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 3: Recruit parent ambassadors who can speak positively about the school's benefits and answer questions from prospective families.

Strategy 1 Details	Reviews			
Strategy 1: Reach out to parents who have been actively involved in the school community, demonstrated enthusiasm for the school, and have positive experiences to share.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	55%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Campus Funding Summary

			Title I, Part A (4120)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2			$820.00
3	2	1			$1,000.00
5	1	1			$0.39
				Sub-Total	$1,820.39
				Budgeted Fund Source Amount	$1,820.39
				+/- Difference	$0.00
				Grand Total Budgeted	$1,820.39
				Grand Total Spent	$1,820.39
				+/- Difference	$0.00