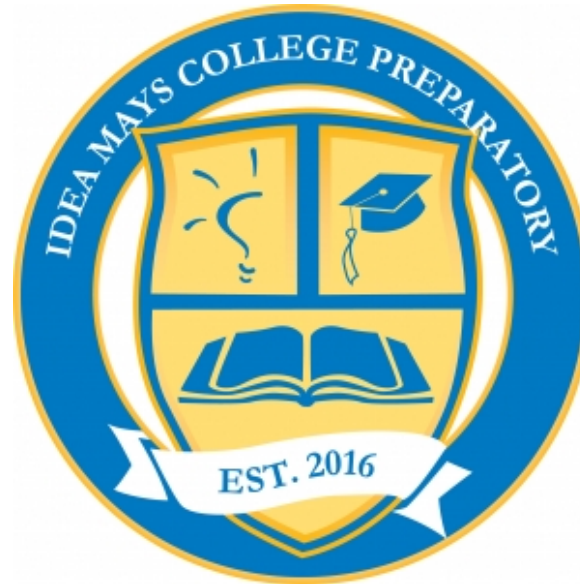# IDEA Public Schools

Mays College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 30, 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**

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: September 29, 2023

Demographics

Demographics Summary

IDEA Mays College Prep is a Tittle1 campus that offers quality educational programs and extracurricular activities to students in grades 6th through 12th. Mays College preparatory has consistently hit its individual enrollment target and looks forward to welcoming a total of 780 students during the 2023-24 school year. The schools demographics show that approximately 84% of the student population identify as economically disadvantaged.

Demographics Strengths

92% Teacher retention as of 5/26

91.45% Scholar retention.

100% 12th grade acceptances into 6+ universities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Mays was inconsistent with how it communicated with parents. This led families to feel as though the school was not responsive.   **Root Cause:** Failure to ensure 100% of families have multiple modes of being able to connect with us and tracking that communication preference through : printed newletters weekly, social media, class dojo, remind

Problem Statement 2 (Prioritized): Scholars provided feedback that their teachers changing caused them to feel uncertain of who to approach for help. This resulted in scholars feeling a lack of guidance.   **Root Cause:** Teacher retention was at 92%. Teacher attrition happened heavily in 9th and 10th grade.

Problem Statement 3: Afterschool clubs were not heavily advertised to scholars. This led some scholars to feel as though they were not provided with alternatives to academics and resulted in scholars leaving.   **Root Cause:** Clubs sponsors were not taking advantage of school communication systems to ensure family and scholar engagement. Administration did not audit this in a timely manner.

Student Learning

Student Learning Summary

Currently pending final TEA Results. (Update : Aug 1st)

1. 100% TSI Exempt
2. 100% AP Enrollment
3. 100% of Scholars accepted in 6+ universities
4. Full CCMR Points

Student Learning Strengths

1. 100% TSI Exempt
2. 100% AP Enrollment
3. 100% of Scholars accepted in 6+ universities
4. Full CCMR Points

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Overall passing rate for Sped scholars for Mays college prep in the area of Mathematics and ELA   **Root Cause:** Targeted intervention was responsive to the most pressing scholar needs but not reprehensive of EOY goals.

Problem Statement 2 (Prioritized): AP preparedness was not at the same level as STAAR.   **Root Cause:** Inconsistency in AP Rounds.

Problem Statement 3 (Prioritized): Lack of consistent in the moment data tracking by teachers.   **Root Cause:** Leaders did not inspect what they expected outside of STAAR Classrooms.

School Processes & Programs

School Processes & Programs Summary

At Mays we prioritize in the moment coaching. This means that every leader, teacher, and faculty member is coached at the point of error. Instructional leadership is required to have weekly check-in with all individuals they manage in order to continuously develop and promote individual growth.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA reatins an average of 84% of students year over year

- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high eacademic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our Family engagement strategies were not comprehensive across all grade levels. **Root Cause:** Failure to properly define the family experience from recruitment to graduation, which has produced a disjointed approach to family engagement work, and lack of prioritized time.

Problem Statement 2 (Prioritized): Last minute hires resulted in additional turn over **Root Cause:** Onboarding was not responsive to teacher need as a late hire. As a result of this, they did not feel supported within their new role.

Perceptions

Perceptions Summary

Our focus has to be on increasing staff retention. Last year we closed the year at 80%. We're currently trending at 91% staff retention.

Perceptions Strengths

1. Placing staff in the right positions to succeed
2. Responsiveness to scholar feedback

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): PTO organizational structure allowed for inconsistency in vision. Parent volunteers were on a rotating basis which led to internal breakdown in planning.   **Root Cause:** Inconsistency with which leaders facilitated PTO meetings and served as campus point of contact led to poorly executed planning.

Problem Statement 2 (Prioritized): Decrease in parent communication   **Root Cause:** Too many platforms for family communication led to families feeling spammed/ not receiving the correct information. This resulted in numbers and platforms being blocked.

Priority Problem Statements

Problem Statement 1: Scholars provided feedback that their teachers changing caused them to feel uncertain of who to approach for help. This resulted in scholars feeling a lack of guidance.

Root Cause 1: Teacher retention was at 92%. Teacher attrition happened heavily in 9th and 10th grade.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Overall passing rate for Sped scholars for Mays college prep in the area of Mathematics and ELA

Root Cause 2: Targeted intervention was responsive to the most pressing scholar needs but not reprehensive of EOY goals.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: AP preparedness was not at the same level as STAAR.

Root Cause 3: Inconsistency in AP Rounds.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Lack of consistent in the moment data tracking by teachers.

Root Cause 4: Leaders did not inspect what they expected outside of STAAR Classrooms.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Our Family engagement strategies were not comprehensive across all grade levels.

Root Cause 5: Failure to properly define the family experience from recruitment to graduation, which has produced a disjointed approach to family engagement work, and lack of prioritized time.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Last minute hires resulted in additional turn over

Root Cause 6: Onboarding was not responsive to teacher need as a late hire. As a result of this, they did not feel supported within their new role.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: PTO organizational structure allowed for inconsistency in vision. Parent volunteers were on a rotating basis which led to internal breakdown in planning.

Root Cause 7: Inconsistency with which leaders facilitated PTO meetings and served as campus point of contact led to poorly executed planning.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Decrease in parent communication

Root Cause 8: Too many platforms for family communication led to families feeling spammed/ not receiving the correct information. This resulted in numbers and platforms being

blocked.

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

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- 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 Data: Assessments

- State and federally required assessment information

Parent/Community Data

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

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**
>
> **Evaluation Data Sources:** Weekly updates on the executive tracker.

Strategy 1 Details		Reviews			
Strategy 1: During tactical, CCs will present data on ACT progress and share out the ACT focus for instructional alignment.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: This will build transparency on aligned goals and ensure that there is a pathway towards closing instructional gaps. **Staff Responsible for Monitoring:** Hilda Duenas		60%	N/A	N/A	
	0% No Progress	100% Accomplished	→ Continue/Modify	✘ Discontinue	

Goal 1: All IDEA students matriculate to college

Performance Objective 2: 100% of graduates meet TSIA college readiness benchmark (HB3)

Strategy 1 Details				Reviews			
Strategy 1: Math and ELA Content team leaders lead the vertical alignment expectations				**Formative**			**Summative**
Strategy's Expected Result/Impact: With vertical alignment, TSIA lessons are not taught in isolation and students will be able to be exempt prior to reaching their senior year. **Staff Responsible for Monitoring:** Jordan Thomas				**Oct**	**Jan**	**Mar**	**June**
				50%			
	0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue		

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA & CP: 75% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details		Reviews			
Strategy 1: 100% of managers will be trained in SIOP strategies to cascade to their direct reports.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of the campus provide sheltered learning opportunities to scholars which will assist with EB's language acquisition and enable them to increase their proficiency.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Eliza Harris, Martin Gonzalez, Ariel Reyes		30%			
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 2: IDEA achieves an A Rating

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

    High Priority

Strategy 1 Details		Reviews			
Strategy 1: Create built in opportunities for in school intervention support.		**Formative**			**Summative**
Strategy's Expected Result/Impact: This will remove the obstacles of providing out of school support for our scholars in need of intervention and ensure that they we reach 100% of HB4545 hours prior to the STAAR exam. **Staff Responsible for Monitoring:** Martin Gonzalez		**Oct**	**Jan**	**Mar**	**June**
		75%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 65% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
Strategy 1: Teacher facing seating chart with academic monitoring pathways and identified special populations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: In the moment data collection will push teachers to think about the misconceptions of scholars.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Gonzalez	70%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 4: 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))

High Priority

Evaluation Data Sources: Exit Ticket and Weekly Assessments

Strategy 1 Details			Reviews		
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately Every 3 weeks		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: This will allow the instructional team to be able to identify the gaps for special pops and then backwards plan the instructional strategies to close those gaps. **Staff Responsible for Monitoring:** Eliza Harris		25%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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))

Strategy 1 Details		Reviews			
Strategy 1: Campus Crisis Team will meet as planned to reflect on campus safety scorecard throughout the year		**Formative**			**Summative**
Strategy's Expected Result/Impact: The reflection time will enable the team to make the necessary adjustments throughout the year that maximize the health and wellbeing of our scholars. **Staff Responsible for Monitoring:** Lindsay Medina- Silvas		Oct	Jan	Mar	June
		50%			
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

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			
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. Every week through the family weekly, parents will receive communication along with campus wide announcements through Remind.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: This will allow parents to feel connected and acknowledged. **Staff Responsible for Monitoring:** Elisa Zamora **Funding Sources:** - Title I, Part A (4120) - $2,656.39		65%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 3: 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: Culture Camp will include built in times for the Safer, Smarter School and Anti-Bullying Curriculum		**Formative**			**Summative**
Strategy's Expected Result/Impact: This will alleviate teacher concerns of finding the time to teach the program safely and ensure 100% of scholars complete it by the 10th day of school. **Staff Responsible for Monitoring:** Elisa Zamora		**Oct**	**Jan**	**Mar**	**June**
		70%			
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 4: Increase student daily attendance

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

Strategy 1 Details			Reviews		
Strategy 1: Leadership team will update progress of ADA escalation matrix during weekly tacticals.			**Formative**		**Summative**
Strategy's Expected Result/Impact: By including this goal within our operating mechanisms, we are reaffirming our ability to intervene on ADA concerns. **Staff Responsible for Monitoring:** Lindsay Medina-Silvas		**Oct**	**Jan**	**Mar**	**June**
		20%			
0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

Goal 4: Increase student daily attendance

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

High Priority

Evaluation Data Sources: Tracking through athletic monitors

Strategy 1 Details		Reviews			
Strategy 1: 100% of scholars in PE will receive 900 documented minutes		**Formative**			**Summative**
Strategy's Expected Result/Impact: Scholars will maintain a healthy lifestyle **Staff Responsible for Monitoring:** Susan Burger; Lora Medina; Andrea King		**Oct**	**Jan**	**Mar**	**June**
		80%			
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

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: Teachboost

Strategy 1 Details		Reviews			
Strategy 1: Leadership team will rate 5 teachers per week through TeachBoost; teachers will be seen at least once per week.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers are receiving regular feedback from observational rounds		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Eliza Harris		25%			
Strategy 2 Details		Reviews			
Strategy 2: Leaders will provide feedback to 4 teachers through TeachBoost weekly.		**Formative**			**Summative**
Strategy's Expected Result/Impact: This will increase documented transparency and allow staff to feel safe and supported.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Eliza Harris		15%			
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue		

Goal 5: Increase staff retention

Performance Objective 2: CP: IDEA Mays 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

Strategy 1 Details		Reviews			
Strategy 1: Working alongside the talent partner to ensure that candidates meet the bar of success prior to the interview process.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: This will screen out unqualified applicants and elevate the candidates that can be coached to meet organization expectations. **Staff Responsible for Monitoring:** Eliza Harris and Erica Reese		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**
3	2	1			$2,656.39
				Sub-Total	$2,656.39
				Budgeted Fund Source Amount	$2,656.39
				+/- Difference	$0.00
				Grand Total Budgeted	$2,656.39
				Grand Total Spent	$2,656.39
				+/- Difference	$0.00