

IDEA Public Schools
McAllen Academy
2023-2024 Campus Improvement Plan



Public Presentation Date: August 16, 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**

School Pledge

Team and Family

Inspire Each Other

Grow and Learn

Ensure Equity

Regulate Your Emotions

Respect Others

Own Your Actions

Act with Integrity

Reach Out for Help

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	9
School Processes & Programs	11
Perceptions	12
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: All IDEA students matriculate to college	17
Goal 2: IDEA achieves an A Rating	18
Goal 3: Increase student persistence	24
Goal 4: Increase student daily attendance	27
Goal 5: Increase staff retention	28

Comprehensive Needs Assessment

Revised/Approved: September 6, 2023

Demographics

Demographics Summary

IDEA Academy McAllen is a K-5 charter elementary school servicing 868 students. Our main population is low socio-economic as 84% of our student population is disadvantaged. 94% of our student population that we service is Hispanic/Latino. 4% of our population is Special education and the population is 89% is ESL or EB. To enroll to our campus, parents must complete an application and students are then selected via Lottery.

Students who withdraw, usually leave due to parents finding better employment opportunities out of state. Different support systems are put in to place to make sure persistence is sustained. Some of these systems are parent communication, one on one meetings with students with the counselor and social worker.

The average class size for kinder is 20:1

1st-5th grade ratio is 30:1

Attendance average is 93%-95%

Strategies in place to increase and keep attendance are incentives, parent phone calls from homeroom teachers, administrators, and office staff, attendance matrix (letter sent out to parents/guardians).

Males vs females: 446 VS 423

Our information for school race, ethnicity and demographics has been consistent for the past 3-5 years.

Demographics Strengths

IDEA Academy McAllen's teacher ethnicity (over 95% Hispanic) mirrors that of the students 94% Hispanic. The majority of the teachers 90% or more, grew up in the Rio Grande Valley area.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Average daily attendance at IDEA Academy McAllen was below target at 94.73% **Root Cause:** Inconsistent teacher and administrator follow-up with parents. Lack accountability for repeat offenders.

Problem Statement 2 (Prioritized): Student persistence at IDEA Academy McAllen has been declining, as of 5.30.23 **Root Cause:** Students/parents looking to experience extra curricular activities not offered here, at other school districts.

Student Learning

Student Learning Summary

At IDEA Academy McAllen students have made significant gains in DI. Overall there was gains in DI all across Pk-2nd grades. Wit and Wisdom curriculum standards do not align to the TEKS which requires teachers to create/adjust questions that are aligned to STAAR. Teachers created Extended Constructed Responses and Short Constructive Responses prompts that were aligned to the core text of what students were learning in Reading. Moving forward for next year teachers will work on creating prompts that are aligned to what students are learning about in their Reading class.

Comparative data:

The gains come from having teachers work on a strong backwards plan from the beginning of the school year. Teachers unpacked Mastery Tests and created anchor charts to help students with visuals. 5th ELA was in the top quartile for academic achievement results, 3rd and 4th showed gains on preliminary STAAR data results compared to Semester Exam.

Student Learning Strengths

DI overall data , AR/Hotspot/PE Honor Roll Distinction, 1st grade math top 5 overall compared to other schools. The gains come from having teachers work on a strong backwards plan from the beginning of the school year. Teachers unpacked mastery tests and created anchor charts to help students with visuals. 5th ELA was in the top quartile for academic achievement results, 3rd and 4th showed gains on preliminary STAAR data results compared to Semester Exam.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): K-2nd- Overall lesson progress was low. Kinder:1.5-1.8 a week. 1st :4.8-5.6 a week. 2nd: 2.3-6.7 a week. **Root Cause:** Lack of fidelity to backwards plan.

Problem Statement 2 (Prioritized): Limited visuals for students during the Wit and Wisdom lessons **Root Cause:** Teachers felt that there was not enough time to incorporate visuals during the lesson.

Problem Statement 3 (Prioritized): 3-5th grade students struggled with elaborating and providing evidence when writing a short constructed response and extended constructed responses. **Root Cause:** Students spent a lot of time understanding prompts along with restating and answering questions instead of adding more at bats to elaborate and provide evidence.

School Processes & Programs

School Processes & Programs Summary

A committee has been created in place to ensure that staff members that best qualified teachers are qualified to be teachers, Staff members are selected based upon individual strengths such as certifications, experience in content knowledge, relationship building skills, exemplifies core values, open to feedback and giving, holding a strong record of results, a team player, flexibility and being open minded. In the year of 2022-2023, all teachers hold a bachelor's degree are placed in the classroom that best meets the needs to the students and teachers ability. Instructional process are aligned to the GET rubric and feedback implemented in teach boost. Protocols and practices are put in place to ensure all observations and feedback are quickly turned around. Campus staff meet weekly to align all responsibilities and expectations amongst campus and grade levels. We also use these weekly meetings to highlight glows for the week, weekly events, and norm communication and place them in our teacher weekly. and our teachers are expected to meet with content course leaders quarter to align districts instructional practices. We also have a testing coordinator on campus that provides support, trainings, refreshers and guidance for testing performance.

Instruction and classroom activities are formulated through alignment of the TEKS. Each classroom is responsive to individualized feedback to support teacher growth and student learning. Through Move tthis World, we support our students socially and emotionally. Various campus activities are promoted to support students extra curricular interests. Assistant Principals and DI coaches provide professional instructional coaching. Interventionist fill in instructional gaps that have been carried over from year to year. They also support student learning to improve no matter the level the students may be on. Our interventionists support ELLS through E to E program and Decoding programs (DI), and our educators support through decoding program create college houses based on the students reading levels to target daily lessons with the end goal of graduating to the next program. Educators across all grade levels and subjects are responsible for creating daily formative assessments to address the days learning to ensure if reteaching needs to occur.

School Processes & Programs Strengths

Instructional leaders/DI Coaches are experienced in backwards planning, supporting their team, and having students reach their end of year goal.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Staff feel a lack of training on supporting our SPED students and appropriate instructional strategies to meet their needs. **Root Cause:** There was a transition from SPED teacher in the middle of the year. We also started too late in meeting with teachers in addressing student needs. Further detailed action didn't occur will we had less than 50% (42.5%) students passing exams.

Problem Statement 2 (Prioritized): Staff feels that there is a gap between students being recommended for RTI and the evaluation process moving forward. **Root Cause:** Teachers are not invested in the process or the importance of paperwork. Point person isn't consistent on follow up, holding the teachers accountable, and passing the sense of urgency

Perceptions

Perceptions Summary

At IDEA McAllen Academy, our biggest area for opportunity this year was around staff retention. Our campus lost seven staff members throughout the year. This can be attributed to both managerial and staff gaps with the implementation of feedback around expectations and coaching. Additionally, staff resigned due to other opportunities at surrounding districts that included more compensation with less roles and responsibilities.

Furthermore, parent volunteers across the campus decreased significantly. We believe this was due in part to rising costs in living and inflation, and we did not have a systematic way of eliciting parent volunteers on an ongoing basis. In reflection, this process could've been more intentional and systematic.

Perceptions Strengths

In reflecting on the student and parent survey spring results, overall, we are above or at district averages in all areas. Our highest performing area was around safety, which is an area we want to be high as we want our students and community to feel safe while at school. School belonging is also an area we scored 4.0 (.2 above IDEA Public Schools). These are areas we will continue to be more intentional on as we know while they are high (compared to other schools), there is still room for improvement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Only 38/45 staff members are returning this year (84%) This has been the lowest staff retention numbers our campus has had since its opening in 2012. **Root Cause:** Staff did not acclimate well to the coaching cycle and found it difficult to keep up with the implementation of ongoing feedback and accountability. Additionally, teachers sought opportunities at other districts that offered more compensation with less duties/roles and responsibilities.

Problem Statement 2 (Prioritized): Parent volunteer numbers did not reach pre-covid numbers despite campus efforts to increase participation. **Root Cause:** A significant amount of parents who were volunteers previously joined the workforce due to inflation and increasing living costs. Additionally, the process to engage parent volunteers was unclear and was not overcommunicated on an ongoing basis.

Priority Problem Statements

Problem Statement 1: Only 38/45 staff members are returning this year (84%) This has been the lowest staff retention numbers our campus has had since its opening in 2012.

Root Cause 1: Staff did not acclimate well to the coaching cycle and found it difficult to keep up with the implementation of ongoing feedback and accountability. Additionally, teachers sought opportunities at other districts that offered more compensation with less duties/roles and responsibilities.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Parent volunteer numbers did not reach pre-covid numbers despite campus efforts to increase participation.

Root Cause 2: A significant amount of parents who were volunteers previously joined the workforce due to inflation and increasing living costs. Additionally, the process to engage parent volunteers was unclear and was not overcommunicated on an ongoing basis.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Staff feel a lack of training on supporting our SPED students and appropriate instructional strategies to meet their needs.

Root Cause 3: There was a transition from SPED teacher in the middle of the year. We also started too late in meeting with teachers in addressing student needs. Further detailed action didn't occur will we had less than 50% (42.5%) students passing exams.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Average daily attendance at IDEA Academy McAllen was below target at 94.73%

Root Cause 4: Inconsistent teacher and administrator follow-up with parents. Lack accountability for repeat offenders.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Student persistence at IDEA Academy McAllen has been declining, as of 5.30.23

Root Cause 5: Students/parents looking to experience extra curricular activities not offered here, at other school districts.

Problem Statement 5 Areas: Demographics

Problem Statement 6: K-2nd- Overall lesson progress was low. Kinder: 1.5-1.8 a week. 1st :4.8-5.6 a week. 2nd: 2.3-6.7 a week.

Root Cause 6: Lack of fidelity to backwards plan.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 3-5th grade students struggled with elaborating and providing evidence when writing a short constructed response and extended constructed responses.

Root Cause 7: Students spent a lot of time understanding prompts along with restating and answering questions instead of adding more at bats to elaborate and provide evidence.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Limited visuals for students during the Wit and Wisdom lessons

Root Cause 8: Teachers felt that there was not enough time to incorporate visuals during the lesson.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Staff feels that there is a gap between students being recommended for RTI and the evaluation process moving forward.

Root Cause 9: Teachers are not invested in the process or the importance of paperwork. Point person isn't consistent on follow up, holding the teachers accountable, and passing the sense of urgency

Problem Statement 9 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- Special education/non-special education population including discipline, progress and participation 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.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data







- Other additional data

Goals

Goal 1: All IDEA students matriculate to college

Performance Objective 1: IDEA McAllen Campus meets or exceeds enrollment target, as set by the IPS Board of Directors, by the homeroom period on the 11th day of school of the 2023-2024 school year







High Priority

Strategy 1 Details	Reviews			
Strategy 1: Assist with recruitment and persistence efforts to ensure all seats are filled as per district guidelines	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 47% and achieve 49% school wide in Spring 2024 (HB3)

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Ensure first time teach is strong, fidelity to rehearsals and strong leader lesson plan feedback on a weekly basis	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 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 36% and achieve 38% schoolwide.

Strategy 1 Details	Reviews			
Strategy 1: Leaders will support teachers through intentional unpacking of each module to identify the most important skills for success on end of year and end of module assessments. They will target these skills through daily practice in the lesson.	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 2: IDEA achieves an A Rating

Performance Objective 3: IA McAllen students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
<p>Strategy 1: There will be a schoolwide emphasis on incorporating the four domains into each lesson: reading, writing, listening and speaking. This will help ensure our EL students are receiving daily feedback and authentic practice in each lesson in preparation for the TELPAS exam.</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 2: IDEA achieves an A Rating

Performance Objective 4: IA McAllen will achieve 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Strategy 1 Details	Reviews			
Strategy 1: Identification of HB students at start of year and consistent tracking and support for these students through small group remediation efforts until minutes are met. Monitor progress throughout the year to ensure acceleration benchmarks are being met.	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 2: IDEA achieves an A Rating

Performance Objective 5: IA McAllen will have 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
<p>Strategy 1: We will ensure each core teacher and SPED teacher is meeting child needs by analyzing pre-assessment data throughout the year and providing ongoing instruction at their level. Ongoing tracking and data analysis will be conducted on a daily and weekly basis and after every major assessment.</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 6: IA & CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

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))	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 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: Create a welcoming and safe environment where students feel a great sense of belonging and WANT to be in school. Students and parents feel safe coming every day and this is evidenced in our BOY survey results.	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))

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: 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))</p> <p>Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))	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 4: Increase student daily attendance

Performance Objective 1: IDEA McAllen will meet 97% ADA requirements by the end of the 23-24 school year






High Priority

Strategy 1 Details	Reviews			
Strategy 1: 100% of students absent will be contacted on a daily basis to ensure parent accountability and fidelity with district escalation matrix	Formative			Summative
	Oct	Jan	Mar	June
		N/A		
<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 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.







High Priority

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
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Increase staff retention

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

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				