

IDEA Public Schools
Mesquite Hills Academy
2023-2024 Campus Improvement Plan



Public Presentation Date: August 31, 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.

IDEA Mesquite Hills Campus Vision:

Our family puts scholars first by building relationships, creating a culture of achievement, instilling academic risk-taking, and developing a strong work ethic that prepares them for success in college and citizenship.

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

Emergent Bilingual Learners- 22.39%
SPED- 8.74%
Section 504- 2.99%
At risk- 38.5%
Race summary
African American: 8.10%
American Indian: .43%
Asian: 1.07%
Hispanic: 82.73%
Pacific Islander: .43%
White: 7.16%

Demographics Strengths

We have CSI and DISE as intervention, 504, speech, and SPED services under special education services.
CSI concentrates on the fundamental of reading, and DISE its a program that helps non-english speakers.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Emergent Bilingual Learners are having sufficient practice in Listening, Speaking, Writing and Reading on a daily basis. **Root Cause:** Teacher have not been trained in EL Strategies or SIOP.

Problem Statement 2 (Prioritized): Emergent Bilingual Learners are not advancing in their new language acquisition. **Root Cause:** EL Strategies were implemented mid year, and not consistent in all grades and contents.

Student Learning

Student Learning Summary

Science- Kinder 95/85/55- 1st 92/78/38- 2nd 71/43/16- 3rd 58/34/7
Content is getting more difficult and there is more writing in the upper grade levels.
2nd and 3rd have gaps from the pandemic
3rd grade is taking assessments online

Social Studies- Overall campus 88/77/57 SPED 84/68/42 ELL 87/76/55
Curriculum is more interesting.
For K-2nd they were used to the assessment formats
For 3rd grade they did this content first and curriculum and testing was more difficult/advanced.

DI Reading PK- 89% K-30% 1st-46% 2nd-74%

Students are able to test up and jump lessons to get closer to goal
High behavior in all classes
Short staffed in Kinder for half the year
Students are already familiar with content from previous grades

Math Overall campus 84/69/42 SA 65 SPED 71/52/23 SA 48 EL 83/66/40 SA 63
Tutoring and interventions based on student needs
Use of manipulatives and accommodations.
Effects of pandemic can still be seen in upper grade levels.
Loss of lesson progress due to frequent redirecting in lower grade levels.

ELA Overall campus 58/42/21 SA 40 SPED 43/26/8 SA 26 EL 57/37/20 SA 35
Implementing screen to scratch mid-year
In lower grades scholar can spell phonetically
Comprehension is low across the campus
Mid-year changes to staffing in all grades

CSI 10/15 have shown 0.5 or more growth on RENSTAR.
SPED Speech only 22/22 completed IEP goals Pk-3rd
SPED+RISE is 28/29- 97% mastered IEP goals Pk-3rd

Student Learning Strengths

Scholars are able to use strategies that teachers have taught.

Scholars attended intersession and weekly tutoring.
Writing skills have increased due to wit and wisdom.
Scholars were able to use manipulatives.
Skills have grown based on previous content knowledge.
Accommodations were implemented for special pops.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Scholars are lacking in Reading and Comprehension g in all grade levels. **Root Cause:** Post pandemic affects of learning gaps.

Problem Statement 2: Staff shortages and mid-year changes in staff lead to teacher lesson delivery. **Root Cause:** Substitutes were not trained by the campus to deliver lesson successfully.

Problem Statement 3 (Prioritized): Tutoring was not made available to students with intervention needs in reading and math in all grades. **Root Cause:** Due to budget cuts, tutoring was only offered to 3rd grade starting in January.

Priority Problem Statements

Problem Statement 1: Emergent Bilingual Learners are having sufficient practice in Listening, Speaking, Writing and Reading on a daily basis.

Root Cause 1: Teacher have not been trained in EL Strategies or SIOP.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Emergent Bilingual Learners are not advancing in their new language acquisition.

Root Cause 2: EL Strategies were implemented mid year, and not consistent in all grades and contents.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Scholars are lacking in Reading and Comprehension g in all grade levels.

Root Cause 3: Post pandemic affects of learning gaps.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Tutoring was not made available to students with intervention needs in reading and math in all grades.

Root Cause 4: Due to budget cuts, tutoring was only offered to 3rd grade starting in January.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Current disciplinary process, actions, consequences and communications is unclear in and out of campus.

Root Cause 5: Families and staff are not well versed in our behavior managemen system.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Extracurriculual activities and clubs are not part of the IDEA Mesquite Hills Academy's culture

Root Cause 6: There is not afterschool programming offered by the school.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Revamp Family Engagment events to include a deeper focus of our curriculum and academics.

Root Cause 7: Some families leave because academics is too hard.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Improve communication with parents about the effects of chronic absenteeism.

Root Cause 8: Parents are not prioritizing daily attendance and the coorelation with closing academic gaps.

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
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- 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
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact








Parent/Community Data

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

Goals

Goal 1: 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 current meets 62% in Reading to 62% in Spring 2024 (HB3)

Strategy 1 Details		Reviews			
Strategy 1: TEK diagnosis on learning gaps in reading Strategy's Expected Result/Impact: Growth in TELPAS Staff Responsible for Monitoring: API Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Oct	Jan	Mar	June
					
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Scholars are lacking in Reading and Comprehension g in all grade levels. Root Cause: Post pandemic affects of learning gaps.

Goal 1: 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 current meets 41% in Math to 43% in Spring 2024. (HB3)

Strategy 1 Details	Reviews			
Strategy 1: TEK diagnosis to discover math gaps. Strategy's Expected Result/Impact: Growth in STAAR math scores Staff Responsible for Monitoring: API Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Offer tutoring and intervention sooner Strategy's Expected Result/Impact: Growth in Reading and math data Staff Responsible for Monitoring: APIs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 2 Problem Statements:











Student Learning

Problem Statement 1: Scholars are lacking in Reading and Comprehension g in all grade levels. **Root Cause:** Post pandemic affects of learning gaps.

Problem Statement 3: Tutoring was not made available to students with intervention needs in reading and math in all grades. **Root Cause:** Due to budget cuts, tutoring was only offered to 3rd grade starting in January.

Goal 1: IDEA achieves an A Rating

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

Strategy 1 Details	Reviews			
Strategy 1: EL strategy and SIOP training for teachers Strategy's Expected Result/Impact: TELPAS growth Staff Responsible for Monitoring: Principal and APIs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement EL strategies in Listening, Reading, Speaking and Writing in all classes and contents everyday. Strategy's Expected Result/Impact: TELPASS growth Staff Responsible for Monitoring: Principal and APIs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 3 Problem Statements:








Demographics

Problem Statement 1: Emergent Bilingual Learners are having sufficient practice in Listening, Speaking, Writing and Reading on a daily basis. **Root Cause:** Teacher have not been trained in EL Strategies or SIOP.

Problem Statement 2: Emergent Bilingual Learners are not advancing in their new language acquisition. **Root Cause:** EL Strategies were implemented mid year, and not consistent in all grades and contents.

Goal 1: IDEA achieves an A Rating

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








Strategy 1 Details	Reviews			
Strategy 1: Offer after school tutoring early in the year Strategy's Expected Result/Impact: STAAR performance growth Staff Responsible for Monitoring: API Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 3	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 3: Tutoring was not made available to students with intervention needs in reading and math in all grades. Root Cause: Due to budget cuts, tutoring was only offered to 3rd grade starting in January.

Goal 1: IDEA achieves an A Rating

Performance Objective 5: IA & CP: X% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
Strategy 1: Intervention plan for special education students Strategy's Expected Result/Impact: growth in sped population Staff Responsible for Monitoring: APIs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Scholars are lacking in Reading and Comprehension g in all grade levels. Root Cause: Post pandemic affects of learning gaps.
Problem Statement 3: Tutoring was not made available to students with intervention needs in reading and math in all grades. Root Cause: Due to budget cuts, tutoring was only offered to 3rd grade starting in January.

Goal 1: 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

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))


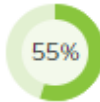





Strategy 1 Details	Reviews			
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately Strategy's Expected Result/Impact: growth in data Staff Responsible for Monitoring: Principals and APIs Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 1, 3	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Emergent Bilingual Learners are having sufficient practice in Listening, Speaking, Writing and Reading on a daily basis. Root Cause: Teacher have not been trained in EL Strategies or SIOP. Problem Statement 2: Emergent Bilingual Learners are not advancing in their new language acquisition. Root Cause: EL Strategies were implemented mid year, and not consistent in all grades and contents.
Student Learning
Problem Statement 1: Scholars are lacking in Reading and Comprehension g in all grade levels. Root Cause: Post pandemic affects of learning gaps. Problem Statement 3: Tutoring was not made available to students with intervention needs in reading and math in all grades. Root Cause: Due to budget cuts, tutoring was only offered to 3rd grade starting in January.

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))

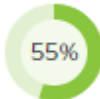
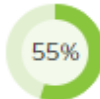





Strategy 1 Details		Reviews			
Strategy 1: Family engagement events Strategy's Expected Result/Impact: Proficient or higher on score card Staff Responsible for Monitoring: SC Title I: 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1		Formative			Summative
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Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Revamp Family Engagment events to include a deeper focus of our curriculum and academics. Root Cause: Some families leave because academics is too hard.

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: Timely communication to families regarding school events to promote family engagement and attendance. Strategy's Expected Result/Impact: ADA growth Staff Responsible for Monitoring: APO Title I: 2.5, 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Improve communication with parents about the effects of chronic absenteeism. Root Cause: Parents are not prioritizing daily attendance and the correlation with closing academic gaps.

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: MTW and Guidance Lessons throughout the year Strategy's Expected Result/Impact: 100% Staff Responsible for Monitoring: SC Title I: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Current disciplinary process, actions, consequences and communications is unclear in and out of campus. Root Cause: Families and staff are not well versed in our behavior managemen system.








Goal 3: 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))

Strategy 1 Details		Reviews			
Strategy 1: Tracking of IHT data Strategy's Expected Result/Impact: goal met Staff Responsible for Monitoring: API and PE Coaches Title I: 2.5 - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June
					
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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



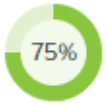




Strategy 1 Details	Reviews			
Strategy 1: Parent communication of importance of ADA Strategy's Expected Result/Impact: ADA growth Staff Responsible for Monitoring: Principal and APO Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Improve communication with parents about the effects of chronic absenteeism. Root Cause: Parents are not prioritizing daily attendance and the correlation with closing academic gaps.

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 Strategy's Expected Result/Impact: 100% completion Staff Responsible for Monitoring: All managers Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Current disciplinary process, actions, consequences and communications is unclear in and out of campus. Root Cause: Families and staff are not well versed in our behavior managemen system.

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: Recruit and hire high quality candidates per role by using high quality resume criteria Strategy's Expected Result/Impact: Retention and onboarding growth Staff Responsible for Monitoring: Principal Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 1: IA & CP: IDEA MQHAC is 100% fully enrolled for the 2024-25 school year.

High Priority

Evaluation Data Sources: Power BI Stream and Enrollment Dashboards

Strategy 1 Details	Reviews			
Strategy 1: Recruitment events, walks, tours and siblings Strategy's Expected Result/Impact: 100% Enrolled by First 10 days of school Staff Responsible for Monitoring: APO Title I: 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				