

IDEA Public Schools
Mesquite Hills College Prep
2023-2024 Improvement Plan



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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

Demographics

Demographics Summary

The school community: students, staff, & community. All student groups by race/ethnicity, gender, attendance, & mobility. Graduation/completion rates & dropouts. Discipline. Enrollment in CCMR, advanced course enrollment, special education & all other special programs. Teacher retention/recruitment/experience & teacher-student ratios. Paraprofessional qualifications. Other.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Professional Development for teachers to maximize instructional best practices to all demographics **Root Cause:** Rigor is becoming more challenging for students

Student Learning

Student Learning Summary

Mesquite Hills CP home of the Diamondbacks -Founded on 2021-2022. Launching grades were 6th-8th grade with a population of 295.

Our community is a 100% commute campus and we are located on 11881 Dyer.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Attendance Daily Average is below 97%, which hinders the implementation and follow-up on student learning. **Root Cause:** Attendance systems and procedures are inconsistent. The need of more instructional implementation and follow up.

School Processes & Programs

School Processes & Programs Summary

Mesquite Hills College Prep has established systems that support curriculum and instruction, Special Programs, SEL/ Mental Health, and Family Engagement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Communication and Training on procedures, such as discipline, parental involvement, attendance, and staff roles. **Root Cause:** Training, implementation, and follow-up.

Perceptions

Perceptions Summary

Mesquite Hill College Prep has parent and staff surveys to provide feedback on our school culture.

Perceptions Strengths

Mesquite Hills College Prep provide multiple opportunities for community engagement to include:

1. Award Ceremonies and Recognitions
2. Town Hall -Coffee with the Principals
3. Cultural and Ethic Celebrations
4. Curriculum Nights

Mesquite Hills is committed to providing scholars with a learning environment conducive to a physically and emotional safe school.

1. Implementing SEL lesson
2. Having monthly safety drills.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Enrollment is not communicated to all stake holders based on what the school offers, such as college for all, AP courses, and extracurricular activities. **Root Cause:** Proactiveness on communication through various sources of social media.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices







Goals






Goal 1: IDEA achieves an A Rating

Performance Objective 1: CP: 25% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Tier 1 instruction: Lesson planning, Observation and Feedback, and Coaching, Strategy's Expected Result/Impact: At least 25% of sped scholars will be at meets in the STAAR. Staff Responsible for Monitoring: Principal, Assistant Principal, and Teachers. Title I: 2.4, 2.5	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Data Accountability: * Saturday Teacher Academies for Domain 1,2,3. * Reteach students who did not meet 75% of exit ticket criteria during current day's tutorial hours to focus on exit ticket instructional gap. 45-minute weekly check in's to review and analyze data. * Identify common misconceptions of students through daily, weekly exit tickets, assessments and find areas to reteach. * Reteach roll-out calendar to close the gap Strategy's Expected Result/Impact: A 55 Domain 2 result. Staff Responsible for Monitoring: Principal, Assistant Principal, and Teachers. Title I: 2.4, 2.5	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: 29% of our Emergent Learners are at Meets in the STAAR and 42% of emergent bilingual learners are meeting the English Proficiency Levels. Strategy's Expected Result/Impact: Met standard Staff Responsible for Monitoring: Principal, Assistant Principal, and Teachers Title I: 2.5 - 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		Formative			Summative
		Oct	Jan	Mar	June
					
		<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






Goal 1: IDEA achieves an A Rating

Performance Objective 2: 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: STAAR






Strategy 1 Details		Reviews			
Strategy 1: Data Accountability: * Saturday Teacher Academies for Domain 1,2,3. * Reteach students who did not meet 75% of exit ticket criteria during current day's tutorial hours to focus on exit ticket Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments		Formative			Summative
		Oct	Jan	Mar	June
					
 No Progress		 Accomplished	 Continue/Modify	 Discontinue	

Goal 2: Increase student persistence

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

High Priority

Evaluation Data Sources: Parent and Student Surveys

Strategy 1 Details	Reviews			
Strategy 1: IDEA Mesquite Hills will maintain 90% of students every nine weeks by having family engagement activities throughout the school year. Ex: Family Picnics, Homecoming, Trunk or Treat, Thanksgiving Pie event, Winter fest, Egg hunt and Kite event, and field lessons. Strategy's Expected Result/Impact: 90% persistence Staff Responsible for Monitoring: Principal, API, Counselor, Teachers Title I: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Quarterly positive calls ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: Increase student persistence

Performance Objective 2: 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

Evaluation Data Sources: Parent Attendance Signatures






Strategy 1 Details	Reviews			
Strategy 1: Open and Transparent Communication Staff Responsible for Monitoring: Principal, API, Counselor, Teachers Title I: 2.4, 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: Increase student persistence

Performance Objective 3: 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))

High Priority

Evaluation Data Sources: Parent and Student Surveys
Guidance lesson Presentations








Strategy 1 Details	Reviews			
Strategy 1: Complete all mandated anti bullying, safe schools, and emotional health guidance lessons. Staff Responsible for Monitoring: School Counselor Title I: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, 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>				

Goal 3: Increase student daily attendance

Performance Objective 1: 100% of students from 6th thru 8th Grade meet 97% attendance rate each 9 weeks.

High Priority








Evaluation Data Sources: ADA Matrix and Power School ADA Report

Strategy 1 Details	Reviews			
Strategy 1: Daily parent calls Strategy's Expected Result/Impact: 97% Staff Responsible for Monitoring: Principal, Assistant Principal, Registrar, Teachers Counselor ESF Levers: Lever 1: Strong School Leadership and Planning, 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 3: Increase student daily attendance

Performance Objective 2: Will achieve a 97% annual attendance rate for the 23-24 school year

High Priority
Evaluation Data Sources: Attendance matrix

Strategy 1 Details	Reviews			
Strategy 1: Establish an Attendance Escalation Matrix that will have levels of communication. Strategy's Expected Result/Impact: Increase of absences. Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, and Staff. ESF Levers: Lever 1: Strong School Leadership and Planning, 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 4: Increase staff retention

Performance Objective 1: 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: Great Places to Work Survey
Evaluation System(Teach Boost)

Strategy 1 Details	Reviews			
Strategy 1: Quality professional development Strategy's Expected Result/Impact: 85% staff retention Staff Responsible for Monitoring: Principal and Assistant Principal	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Coaching cycle through observation, feedback, and follow-up. Strategy's Expected Result/Impact: 85% teacher retention. Staff Responsible for Monitoring: Principal and Assistant Principal of Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Culture of Joy: 1. Monthly Core Value Awards 2. Teacher Appreciation every 3 weeks. Strategy's Expected Result/Impact: 85% Staff Retention Staff Responsible for Monitoring: Principal and Assistant Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Increase staff retention

Performance Objective 2: 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: Social Media advertisement, Campus Tours, Information Booths Strategy's Expected Result/Impact: 100% Teacher Recruitment Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments		Formative			Summative
		Oct	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: We will be at 100% enrolled by first day of school by having ongoing recruitment events throughout the year and have 2 super recruitment days.

High Priority

Evaluation Data Sources: Internal evaluation metric (STREAM)

Strategy 1 Details		Reviews			
Strategy 1: Recruitment events and Parent/Scholar Touchpoints: * Schedule Campus Tours * Family Engagement Events at the local park or soccer field. * Have parents observe classroom instruction and campus culture. * Highlight events through social media * Have a touchpoint tracker to identify attendance trends. * Schedule curriculum and info nights with current teachers. * Invite scholars and parents to sports events. Strategy's Expected Result/Impact: 100% enrollment by first day of school. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Teachers		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue