

IDEA Public Schools
Pflugerville College Prep
2023-2024 Improvement Plan



Public Presentation Date: September 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**

As a campus, we also focus on being:

Challenge Seekers

Creative & Critical

Community Centered

Secure & Proud

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 4
 - School Processes & Programs 5
 - Perceptions 7
- Priority Problem Statements 8
- Comprehensive Needs Assessment Data Documentation 10
- Goals 12
 - Goal 1: IDEA achieves an A Rating 13
 - Goal 2: Increase student persistence 18
 - Goal 3: Increase student daily attendance 21
 - Goal 4: Increase staff retention 23
 - Goal 5: Increase student enrollment 25
- Campus Funding Summary 26

Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Pflugerville College Prep currently serves grades 6-11 and will serve grades 6-12 starting in 2024. Our founding class of students who started with us as a sixth graders will graduate in May of 2025. IDEA Public Schools follows an "AP For All" program, and our students take their first AP Course in 9th grade. This will be our second year offering CTE Programming; we will offer two pathways: Multimedia and Nursing Science. We also offer Art and have an Athletics program. At the end of 2023, our school had 527 students enrolled, with 65% being emerging bilingual and 79% economically disadvantaged. If we combine middle school and high school, 17% of the population receives special education services, 4% receive 504 services, 77% identify as Hispanic, 9% Black/African American, 8% White, 5% Asian and 1% identifying as 2 or more races or American Indian.

Demographics Strengths

Our committee identified several strengths: 1) our student population is becoming more ethnically diverse as evidenced from high school to middle school and 2) our campus data demonstrates that we have a strong tie to the Latino community in this area and 3) our Average Daily Attendance was higher than the district average. 4) our persistence is higher than it was this year at the same time.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our student persistence is below 90%, which is our district goal. **Root Cause:** Position vacancy in receptionist role and lack of operating mechanisms around school to home communication that is consistent throughout the whole campus.

Problem Statement 2 (Prioritized): Our Average Daily Attendance fell short of our district goal of 97%; we ended the year at 93.32%. **Root Cause:** Lack of consistent tracking from the beginning of the year and lack of implementation of meetings early in the year around attendance policies and impact on academic development.

Student Learning

Student Learning Summary

Our school was rated a B (88) for our Academic Achievement during the 2021-2022 school year. We earned an 80 in Academic Achievement, a 90 on School Progress, and an 83 in Closing the Gaps.

The last year we received a rating was pre-pandemic in our founding year, 2018, when we earned an 87 (B). During this past school year, we also earned our Distinctions for Academic Achievement in Reading, Math, and Social Studies. We also earned our Postsecondary Readiness Distinctions. Our distinctions indicate that we are performing well above schools with a similar student body.

11% of our rising 11th graders are TSI Exempt in ELA. 3% of our rising 10th graders are TSI Exempt in math and 17% of our rising 11th graders are TSI Exempt in Math.

Student Learning Strengths

Our students' Reading performance improved drastically in grades 8-10 from Semester Exams to Spring Exams to our STAAR test.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student achievement in Math and Science is significantly lower than in our English classes. **Root Cause:** Lack of beginning of year assessment and identification of specific gaps and associated instruction to remediate gaps before continuing into conceptual and multi-step equations.

Problem Statement 2 (Prioritized): Our level of students performing above grade level is under the district goal of 30%. **Root Cause:** Much of our teacher development is focused on moving students to passing or to grade level.

School Processes & Programs

School Processes & Programs Summary

Our campus develops instructional leaders through collaboration with our Regional Team and a robust coaching and collaboration cycle. We observe classrooms daily and go on Lead Team rounds for instruction and culture several times a week. Our professional development prioritizes teacher growth in instructional skills and data analysis. All teachers have weekly check-in's, unless they are on the path to master teacher, which focus on specific and targeted skills for their practice. In 2023, we will implement content team meetings and focus more on in-the-moment-coaching of teachers. Our schedule next year allows for vertical alignment across individual grade levels.

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 retains 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 academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

IDEA's individualized coaching and development of its employees is a contributing factor in getting new employees to proficiency quickly and providing an internal pool for promotions.

Ongoing feedback, effective accountability mechanisms, and consistent follow through also provide a supportive environment where employees have clear expectations for performance.

IDEA is currently undertaking an initiative to redefine its employee value proposition (EVP) to better identify, promote, and implement recruitment and retention strategies that can provide the talent needed to be successful

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): As we continue to grow, safely and efficiently dismissing scholars becomes more challenging. **Root Cause:** Lack of accountability for families and difficulties planning for walkers, after school care, and siblings' dismissal.

Problem Statement 2 (Prioritized): Our grade levels lack cohesive academic routines and consistent scholar joy--including how class starts, how students track their own progress, and grades. **Root Cause:** Lack of calendaring/vision setting for joy and lack of vision setting/training/observation for academic routines.

Perceptions

Perceptions Summary

IDEA provides bi-annual surveys for families and students to share their experiences, opinions, and feelings about our school the Panorama Platform. Teachers provide feedback on the Great Places to Work Survey, and we offer a place for teachers to offer suggestions throughout the school year to improve our campus. We have monthly events for families and advertise through social media and our Weekly Newsletter. We are gradually cultivating partnerships with our community through inviting them to our events, such as Trunk or Treat. We have a strong partnership with Backpack Friends, which ensures that our students do not experience food insecurity over weekends. Our most popular events are Beginning of Year Orientation, Step Up's/Graduations, and Trunk or Treat.

Perceptions Strengths

Our staff members have a strong relationship amongst one another, and strong staff-to-student relationships to promote a sense of belonging.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff feels that the school did not follow the discipline system outlined at the beginning of the year. **Root Cause:** Insufficient communication between administrators and instructional staff; teachers did not implement our tracking system for misbehavior consistently and diligently; administrators needed to communicate more consistently and clearly about consequences, family meeting, family support, etc.

Problem Statement 2 (Prioritized): Families desire greater opportunities for feedback and engagement. **Root Cause:** Family engagement is limited to bi-monthly events, PTO meetings, conferences, and 1:1 communication.

Priority Problem Statements

Problem Statement 1: Our Average Daily Attendance fell short of our district goal of 97%; we ended the year at 93.32%.

Root Cause 1: Lack of consistent tracking from the beginning of the year and lack of implementation of meetings early in the year around attendance policies and impact on academic development.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our student persistence is below 90%, which is our district goal.

Root Cause 2: Position vacancy in receptionist role and lack of operating mechanisms around school to home communication that is consistent throughout the whole campus.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Student achievement in Math and Science is significantly lower than in our English classes.

Root Cause 3: Lack of beginning of year assessment and identification of specific gaps and associated instruction to remediate gaps before continuing into conceptual and multi-step equations.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Our level of students performing above grade level is under the district goal of 30%.

Root Cause 4: Much of our teacher development is focused on moving students to passing or to grade level.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: As we continue to grow, safely and efficiently dismissing scholars becomes more challenging.

Root Cause 5: Lack of accountability for families and difficulties planning for walkers, after school care, and siblings' dismissal.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Our grade levels lack cohesive academic routines and consistent scholar joy--including how class starts, how students track their own progress, and grades.

Root Cause 6: Lack of calendaring/vision setting for joy and lack of vision setting/training/observation for academic routines.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Staff feels that the school did not follow the discipline system outlined at the beginning of the year.

Root Cause 7: Insufficient communication between administrators and instructional staff; teachers did not implement our tracking system for misbehavior consistently and diligently; administrators needed to communicate more consistently and clearly about consequences, family meeting, family support, etc.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Families desire greater opportunities for feedback and engagement.

Root Cause 8: Family engagement is limited to bi-monthly events, PTO meetings, conferences, and 1:1 communication.

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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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 Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Local benchmark or common assessments 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

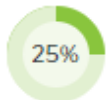





Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: IDEA achieves an A Rating





Performance Objective 1: 6-10th Grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 49.8% to 55% in Spring 2024 (HB3)

Strategy 1 Details	Reviews			
Strategy 1: Hold weekly content team meetings that focus on data-based best practices and roll content-aligned next steps to teachers. Strategy's Expected Result/Impact: Increased data Staff Responsible for Monitoring: Principal, API's	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement 3x weekly first period coaching cycle.	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: IDEA achieves an A Rating

Performance Objective 2: 40% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))





Evaluation Data Sources: End of Year TELPAS data

Strategy 1 Details	Reviews			
Strategy 1: Implement strategies in partnership with EB coordinator and Regional Team support	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 1: IDEA achieves an A Rating

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





Evaluation Data Sources: PowerSchool Tracker

Strategy 1 Details	Reviews			
Strategy 1: Build robust intervention opportunities including after school tutoring.	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 1: IDEA achieves an A Rating







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

Evaluation Data Sources: STAAR data, IA Data

Strategy 1 Details	Reviews			
Strategy 1: Implement effective data tracking methods with SPED department and strong communication with families around IA Performance as well as IEP growth. Staff Responsible for Monitoring: SPED Case managers, SPED Content Lead, API's	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 1: IDEA achieves an A Rating

Performance Objective 5: 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
				
Strategy 2 Details	Reviews			
Strategy 2: Implement DDI practices on the timeline prescribed by the Austion Region.	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Train Families at STAAR nights to use: 1) math manipulatives and resources at home to study for math and 2) reading prompts to discuss student's independent reading at home. Strategy's Expected Result/Impact: Students grow in math with support at home. Staff Responsible for Monitoring: Assistant Principals, Principal, School Counselor Title I: 2.4 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2 Funding Sources: Flashcards, Manipulatives for shapes/volume/graphing/multiplication - Title I, Part A (4120) - \$1,200, Reusable discussion guides for parents to use to discuss students' reading at home - Title I, Part A (4120) - \$857.83	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>				

Performance Objective 5 Problem Statements:


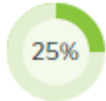




Student Learning

Problem Statement 1: Student achievement in Math and Science is significantly lower than in our English classes. **Root Cause:** Lack of beginning of year assessment and identification of specific gaps and associated instruction to remediate gaps before continuing into conceptual and multi-step equations.

Problem Statement 2: Our level of students performing above grade level is under the district goal of 30%. **Root Cause:** Much of our teacher development is focused on moving students to passing or to grade level.






Goal 2: Increase student persistence

Performance Objective 1: Campus receives 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: Stay in compliance with monthly drills as prescribed by the District. Staff Responsible for Monitoring: APO, IDEA Safety Team, Campus Crisis Team	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hold Monthly Campus Crisis Team Meetings Staff Responsible for Monitoring: APO, Principals, District Safety Team, RDO	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: Increase student persistence

Performance Objective 2: Our campus 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))

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))</p> <p>Strategy's Expected Result/Impact: Higher attendance</p> <p>Staff Responsible for Monitoring: Principal, Social Worker, School Counselor, College Counselor</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Goal 2: Increase student persistence

Performance Objective 3: 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: Ensure all lessons as prescribed are covered during Culture Camp. Include further lessons or re-teach lessons in January and throughout the year when necessary and in alignment with other safety events.	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 3: Increase student daily attendance

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

Strategy 1 Details	Reviews			
Strategy 1: Follow District Prescribed ADA Matrix	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement ADA Huddles as needed.	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 3: Increase student daily attendance

Performance Objective 2: 100% of students in 6th and 7th grade meet their MVPA minutes goal of 60,000.

Strategy 1 Details	Reviews			
Strategy 1: Ensure our PE Team is trained on the software necessary to track minutes	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 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.

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






Goal 4: Increase staff retention

Performance Objective 2: IDEA Pflugerville is 85% staffed for all teacher positions throughout the 2023-24 school year.

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
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Increase student enrollment

Performance Objective 1: Create an active Social Media presence with 3x posts weekly.

Strategy 1 Details	Reviews			
<p>Strategy 1: Social Worker (lead Social Media Point Person) posts 1 event or calendar related reminder, 1 school community/fun post, and 1 college readiness related post each week.</p> <p>Strategy's Expected Result/Impact: Families feel connected to our campus and are aware of the benefits of enrolling at or staying enrolled with our campus.</p> <p>Staff Responsible for Monitoring: Social Worker, APO, Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Campus Funding Summary

Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3	Reusable discussion guides for parents to use to discuss students' reading at home		\$857.83
1	5	3	Flashcards, Manipulatives for shapes/volume/graphing/multiplication		\$1,200.00
Sub-Total					\$2,057.83
Budgeted Fund Source Amount					\$2,057.83
+/- Difference					\$0.00
Grand Total Budgeted					\$2,057.83
Grand Total Spent					\$2,057.83
+/- Difference					\$0.00