

IDEA Public Schools
Pharr Academy
2023-2024 Campus Improvement Plan



Public Presentation Date: September 20, 2023

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: All IDEA students matriculate to college	11
Goal 2: IDEA achieves an A Rating	13
Goal 3: Increase student persistence	19
Goal 4: Increase student daily attendance	22
Goal 5: Increase staff retention	24

Comprehensive Needs Assessment

Revised/Approved: September 20, 2023

Demographics

Demographics Summary

IDEA Pharr Academy is a Kinder-5th grade school in the Rio Grande Valley that serves a high number of English Language learners and Economic disadvantage students. Our schools serves over 800 students from ages 5-11 years of age where they receive various student support programs such as Bilingual, Special Education, and CSI to tailor our education to meet student needs.

Demographics Strengths

At IDEA Pharr we strive to build a strong belief in team and family with all our stakeholders including students, parents, and staff. We work to ensure that every students receives a high quality education by developing high performing teachers to build a foundation in literacy, mathematics, and communication skills to ensure our students succeed through college.

Strengths:

Student data in EOY assesments is higher in the subpopulations of EB, special education and CSI.

IDEA offers competitive pay to our teachers

IDEA Pharr achieves a matriculation rate of 100%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Low student ADA for the school year. **Root Cause:** 1. Student absences due to covid guidelines. 2. Teachers lacked a consistent system to call parents when students were absent.

Problem Statement 2 (Prioritized): Students in SPED did not reach proficiency in STAAR exams. **Root Cause:** 1. Inconsistent quality support for students in SPED 2. Inconsistent differentiation support for SPED students

Student Learning

Student Learning Summary

IDEA Pharr Academy performed above the median in area in Pre-K-2nd ELA, Math, Science, and DI data for the school year 2022-2023. Over 50% of students in CSI met and exceed a 2 year growth in Renstar reading assessments from BOY.

Pending STAAR release scores for 22-23

Student Learning Strengths

Increase in student achievement scores from previous STAAR year of 2021-2022.

Strong internal data tracking systems by sub population, grade level, and teacher.

Expected growth met in TELPAS components and composite scores.

Increase and maintained meeting goals in Critical Student Intervention.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Teachers lacked capacity to increase rigor in the classroom aligned to the rigor of state exams. **Root Cause:** 1. Inconsistent TEKS alignment during lesson planning. 2. Lack of differentiation supports visible in lesson plans 3. Leaders not holding teacher accountable

Problem Statement 2: Teachers lack of quality lesson internalizations aligned to standards. **Root Cause:** 1. Lack of fidelity of lesson internalization process 2. Leaders lacked foundation of a clear system for lesson internalization and submission

School Processes & Programs

School Processes & Programs Summary

At IDEA PHARR we have the following:

Curriculum

- K-5th Wit and Wisdom/Eureka/Amplify Science as our core curriculum
- CSI Decoding (3-5th)
- K-2nd Direct Instruction

Professional Development:

At IDEA Pharr we use campus operating mechanisms such as culture and instructional rounds to gather data points, and differentiate our PD sessions. We have STAFF PD on Mondays, and content based PLC's. (Math/science Tuesdays, DI Wednesday, RLA/SS Thursday)

Technology/Extra Curricular?Support Services

As part of our campus model we use several computer based applications for different goals to ensure students are being tracked, provided support, and opportunities for individualized learning in areas such as Hotspot, AR, and PE.

School Processes & Programs Strengths

- IDEA Pharr Retains on average over 90% of our students year over year
- IDEA Pharr parents rate campus at or above 4.7/5 on the statement "my school hold my child to high academic standards"
- IDEA Pharr teachers are rated 3.33 in GET3B lesson planning (22-23)
-

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Increase performance of EB scholars in EOY exams. **Root Cause:** 1. Low pool of candidates with required certifications to fill key campus positions to support EB learners. 2. Low number of bilingual/teacher certified teachers.

Problem Statement 2: Increase 1st year teacher proficiency and performance **Root Cause:** 1. Leaders did not provide differentiation supports to teachers 2. Some teachers required targeted coaching 3. Majority of teachers lacked content knowledge

Perceptions

Perceptions Summary

Our school uses real time data to ensure that we target potential root causes, address them, and ultimately close any gaps in our school's systems. Our yearly parent survey, 1st week of school survey, and parent investment meetings such as "coffee with principal, listening school tours, etc" are examples of how we use parent input to drive our campus level decisions. This has allowed for us to meet our 90% persistence goal year after year. Additionally, our campus leadership teams drives to ensure our Professional Development is aligned to our campus priority of providing quality customer service to all staff and stakeholders.

Perceptions Strengths

IA Pharr Strengths:

ADA: Our ADA in our campus is one of the highest in our district's region due to the fact that we ensure we have a solid system for parent communication. We ensure we invest parents and students in our daily activities and celebrations to ensure scholars are in school every day. This year our campus attendance officer ensures that both academy and college prep leaders report out on their attendance rates by grade level and ensure that each leader has blocked off time in their core calendars for attendance calls.

2-Way Feedback: At our campus we have strived to ensure that parents receive a call back between 24 hours that they reach out to the office, here our school team validates parent concerns and ensures we improve on feedback to make our school better for our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Lack of parent investment in parent events. **Root Cause:** 1. After covid regulations shifted there was an inconsistent push towards inviting parents to events. 2. Lack of uniformed communication towards parents.

Problem Statement 2: Lack of operating mechanisms to track and ensure ADA goal is met. **Root Cause:** 1. Inconsistency of following through operating mechanisms for ADA 2. Leader/staff accountability in calling families for ADA

Priority Problem Statements

Problem Statement 1: Low student ADA for the school year.

Root Cause 1: 1. Student absences due to covid guidelines. 2. Teachers lacked a consistent system to call parents when students were absent.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students in SPED did not reach proficiency in STAAR exams.

Root Cause 2: 1. Inconsistent quality support for students in SPED 2. Inconsistent differentiation support for SPED students

Problem Statement 2 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- 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
- Effective Schools Framework data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- 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
- 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.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data

- Class size averages by grade and subject
- Enrollment trends

Employee Data

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

Support Systems and Other Data








- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: All IDEA students matriculate to college

Performance Objective 1: College Prep Average ACT score of 21 or better by high school graduation (HB3)








High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: IA Pharr will be focusing on making sure our rising 5th grade students have a solid literacy foundation to ensure they are able to quickly adapt to College Prep grade levels to ensure there success in ACT examinations.</p> <p>Strategy's Expected Result/Impact: 100% of students in Pharr CP will score a 21 or higher in the ACT exams.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: All IDEA students matriculate to college

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

High Priority








Strategy 1 Details	Reviews			
<p>Strategy 1: Partner with Pharr CP leadership team to promote and support year long activities to ensure 100% of our seniors are TSIA cleared by EOY.</p> <p>Strategy's Expected Result/Impact: 100% of seniors matriculate to college.</p> <p>Staff Responsible for Monitoring: Principal and counselors</p> <p>TEA Priorities: Connect high school to career and college</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 1: Pharr IA: 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase to at or above 62% in Spring 2024 (HB3)

High Priority

HB3 Goal








Strategy 1 Details	Reviews			
<p>Strategy 1: Hold tutorials after semester exams for 3-5th reading students who did not meet STAAR performance levels at meets and masters.</p> <p>Strategy's Expected Result/Impact: Increase STAAR literacy scores in reading in Domain 3</p> <p>Staff Responsible for Monitoring: Principal and API's</p> <p>TEA Priorities: Build a foundation of reading and math</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 2: Pharr 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 49% to 51% in Spring 2024. (HB3)








High Priority

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Hold tutorials after semester exams for 3-5th math students who did not meet STAAR performance levels at meets and masters.</p> <p>Strategy's Expected Result/Impact: Increase STAAR scores in math for Domain 3</p> <p>Staff Responsible for Monitoring: Principal and API's</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: IDEA achieves an A Rating

Performance Objective 3: Pharr IA & CP: 90% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))








Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide daily foundational practice for English Language Learners in classroom setting by providing multiple daily at bats for students to practice speaking, listening, and writing in the classrooms.</p> <p>Strategy's Expected Result/Impact: 100% of EB students increase a proficieny level in TELPAS assessments by EOY.</p> <p>Staff Responsible for Monitoring: Principal, API managing TC</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: IDEA achieves an A Rating

Performance Objective 4: Pharr AC : 100% of identified scholars meet required minutes per House Bill 4545 (HB4545) by EOY

High Priority








HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Hold BOY STAFF PD, Parent Meeting, and student conferences for H4545 for the school year 23-24 to explain the plan and criteria for success for the H4545.</p> <p>Strategy's Expected Result/Impact: 100% of students in h4545 receive a minimum of 30 hours of small group targeted instruction to ensure they reach approaches or higher in the 23-24 STAAR exam.</p> <p>Staff Responsible for Monitoring: API</p> <p>TEA Priorities: Build a foundation of reading and math</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 5: IA 100% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Hold tutoring after semester exam in a small group setting to provide targeted teks based interventions.</p> <p>Strategy's Expected Result/Impact: 100% of students in Special Education achieve an approaches or higher score in STAAR examinations.</p> <p>Staff Responsible for Monitoring: Principal, and SPED manager</p> <p>TEA Priorities: Build a foundation of reading and math</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

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








HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: After semester exams students begin tracking their own growth goals for Reading and Math STAAR classes for Domain 2-3.</p> <p>Strategy's Expected Result/Impact: Increase results in Domain 1-3 from 22-23 school year for the 23-24 school year for an A rating.</p> <p>Staff Responsible for Monitoring: Principal, API</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Increase student persistence

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








High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that 100% of instructional and operational staff are trained and knowledgeable in all safety measures and procedures by providing an extensive training during beginning of the year professional development and ongoing monthly trainings and follow-up meetings to ensure compliance.</p> <p>Strategy's Expected Result/Impact: All staff will be knowledgeable and trained in all campus safety measures and procedures by the beginning of the school year.</p> <p>Staff Responsible for Monitoring: Assistant Principal of Operations.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Increase student persistence








Performance Objective 2: IA & CP: 100% of schools will be in compliance with the Title 1 Family Engagement requirements through the following events: Meet the Teacher, Public Hearing, Spring Town Hall and Semester 1 Report Card Pick Up. (TEC 11.253(d)(9))

Required Strategy: timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))

Strategy 1 Details	Reviews			
<p>Strategy 1: Calendar allotment before beginning of the school year to map out dates for each of the compliance events and proactively communicate to stakeholders and families through various forms of communication and in all relevant languages.</p> <p>Strategy's Expected Result/Impact: All stakeholders will be aware of each event and the established dates prior to the beginning of the school year. Parents and families will have timely notice in relevant language.</p> <p>Staff Responsible for Monitoring: School Counselor</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	June
	 <p>90%</p>	 <p>75%</p>	 <p>65%</p>	
<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			
<p>Strategy 1: Include Anti-Bullying curriculum lessons into culture day non-negotiables for all students to participate in lessons during the first week of school. Map out a rotation calendar through electives rotations and implement to ensure that 100% of "opt-in" students participate in the Safer, Smarter School curriculum.</p> <p>Strategy's Expected Result/Impact: The expected result is that 100% of students will complete Anti-Bullying curriculum by first day of school. All "opt-in" students will participate in Safer, Smarter School curriculum during electives rotation following the rotation calendar by the district deadline.</p> <p>Staff Responsible for Monitoring: School Counselor</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 60 min. (TEC 11.253(d)(10))

High Priority

Evaluation Data Sources: We will target students that are not meeting MVPA requirements by having a biweekly report in beginning and end of week to ensure all students are participating in physical activity.








Strategy 1 Details	Reviews			
<p>Strategy 1: At our campus, we will plan to coordinate with our PE coaches and teachers to ensure that 100% of our students are meeting their MVPA minutes. We will ensure that any CSI student that is pulled out of PE has an opportunity to meet their MVPA minutes to ensure that this is accessible to all students.</p> <p>Strategy's Expected Result/Impact: Students will be able to participate in physical activities every week to ensure they learn about the importance of an active lifestyle.</p> <p>Staff Responsible for Monitoring: Principal, PE coaches, API, School Counselor</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA XX will achieve a 97% annual attendance rate for the 23-24 school year

High Priority

HB3 Goal








Strategy 1 Details	Reviews			
Strategy 1: Our strategy will be using messenger to call before OATP so students can be at school, teacher involvement making phone calls daily and SIS/registrar daily email to all staff.	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 5: Increase staff retention

Performance Objective 1: IA & CP: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2023-24 school year.

Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

High Priority








Strategy 1 Details	Reviews			
<p>Strategy 1: Manager work with each team team to provide with differentiated development with focus on developing high performing teachers.</p> <p>Strategy's Expected Result/Impact: Rating of proficient or higher during instructional and culture rounds that will impact student learning in the classroom and teacher development .</p> <p>Staff Responsible for Monitoring: Responsible staff is manager and lead team when conducting rounds.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Increase staff retention

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

Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: IDEA Pharr will recruit based on specific school need and knowledge on content of need, by teacher referrals, calling references, patterning up with talent partner for best fit for the campus, and finally going through a teacher panel.</p> <p>Strategy's Expected Result/Impact: Teacher familiar with content of need will be able to lesson plan and deliver content .</p> <p>Staff Responsible for Monitoring: Managers will be responsible for lesson plan feedback, coaching and feedback for teacher.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				