

IDEA Public Schools
Rio Grande City Academy
2023-2024 Campus Improvement Plan





Public Presentation Date: August 29, 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**

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Comprehensive Needs Assessment

Revised/Approved: August 24, 2023

Demographics

Demographics Summary

IDEA Rio Grande City Academy is a Kinder- 5th grade campus established in 2017 in Rio Grande City, Texas. Serving 700 students from a low economic population in Rio Grande City, Roma and La Grulla, Texas. Our staff currently consists of 56 staff members ranging in experience from 1-10 years in the classroom. We offer a variety of programs at our campus that focus on student learning and student development, such as Special education, RISE, Critical student intervention and electives to name a few. Our enrollment consists of the following:

Kinder: 89

1st: 114

2nd: 110

3rd: 118

4th: 118

5th: 118

Demographics Strengths

We have a lot of students still enrolled with us that are founding students.

100% of our community can connect to each other.

We offer several programs and electives during the day and after school.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our persistence hits a low every summer when parents decide to either move away from Rio Grande City or choose to experience the local school district. We lose between 15-20 families based on this. **Root Cause:** Lack of commitment from parents. Onboarding process needs to be revisited and revamped.

Problem Statement 2 (Prioritized): Our ADA was not met again this year. We ended the year at a 95.84% and our goal was a 97%. **Root Cause:** Lack of fidelity to the escalation matrix at our campus and inconsistent parental support/meetings.

Student Learning

Student Learning Summary

Our students have been growing every day, however, the gaps are still large. We knew that our focus was going to be heavily on student growth. We prioritized knowing the data, knowing our students and we made strategic moves and observations based on our data. Data tracking was at the forefront of our focus and that became the way that we started seeing changes and growth. Data shows this year that our students struggled with Reading/Writing with the new assessment. Our Pre-K-2nd grades ended the year on/above level in Reading and Math and performed well on subjects such as Math, Science and Social Studies. Our focus this school year remains on student performance, student growth, meets and masters and most importantly, pushing the rigor in all classrooms. We also need to do a better job of ensuring that there are cross-curriculum opportunities for our teachers to grow and learn.

Student Learning Strengths

Most 3rd-5th grade teachers are veterans and have shown improvement.

Most Kinder-2nd grade teachers are veterans and have shown growth.

Our teachers track data and can make data driven descions based on data.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Low percentage of meets and masters students. **Root Cause:** Low level rigor on the teacher level. Teachers are doing the heavy lifting and need to release to students.

Problem Statement 2 (Prioritized): Critical student intervention is not meeting the needs of our most critical students. **Root Cause:** Not enough time and emphasis on proper intervention techniques and/or instruction.

School Processes & Programs

School Processes & Programs Summary

Programs for coaching teachers:

GET

Teachboost

Goal setting, 2x2, APR's

Coaching conversations

Programs for enrichment:

IXL

Imagine learning

School Processes & Programs Strengths

Processes:

Professional Development on Campus

Lead team tacticals

Instructional rounds

Instructional tactical

At our campus we have campus based instructional rounds that allow us to determine strengths and trends that we need to coach our teachers on. We use tools such as the GET to determine what the teachers need to work on. This allows my leaders to coach their teachers effectively and consistently.

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): SPED and 504 accommodations need to be tracked with fidelity. **Root Cause:** Lack of training and resources provided to our teachers.

Problem Statement 2 (Prioritized): RTI practices were weak and need revisiting and refocusing. **Root Cause:** Teachers and lead team do not have enough training for RTI.

Problem Statement 3 (Prioritized): In class strategies for EB students need to be tracked and focused on. **Root Cause:** Minimal amount of TELPAS training and EB strategies being used in the classroom during instruction.

Perceptions

Perceptions Summary

Leadership Team is highly visible to parents, teachers, and community members. Parents and community members often seek out opportunities to volunteer on the campus and support teachers. Our overall retention of teachers is not a priority, however, our focus remains on retaining all staff members, whether teacher or co-teacher. Our overall teacher retention was at a 97% but our overall staff retention was at a 93% so our focus is going to be on ensuring that we retain our co-teachers. A big way to do that is leveraging their strengths and utilizing them accordingly for future promotions.

We utilize staff feedback surveys to ensure that we are consistently meeting the needs of teachers and staff. These are often issued out two times a year. Once during the Fall and one in the spring. We also utilize our GPTW surveys to receive feedback from our staff.

Perceptions Strengths

Teacher Communication: Our teachers are aware of our important dates and communication is given through campus smore "Principal Weekly" every Monday. This allows teachers to know what to expect with upcoming events.

Parent communication: We use remind, parent weekly, facebook and phone calls as our main sources of communication. This allows us to clearly communicate with our stakeholders.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parental involvement for persistence events have slowly decreased. **Root Cause:** Not enough buy in from parents.

Problem Statement 2 (Prioritized): Our social and emotional needs for students have increased. **Root Cause:** Lack of consistent school counseling due to lack of counselor.

Priority Problem Statements

Problem Statement 1: Our persistence hits a low every summer when parents decide to either move away from rio grande city or choose to experience the local school district. We loose between 15-20 families based on this.

Root Cause 1: Lack of committment from parents. Onboarding process needs to be revisited and revamped.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our ADA was not met again this year. We ended the year at a 95.84% and our goal was a 97%.

Root Cause 2: Lack of fidelity to the escalation matrix at our campus and inconsistent parental support/meetings.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Low percentage of meets and masters students.

Root Cause 3: Low level rigor on the teacher level. Teachers are doing the heavy lifting and need to release to students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Critical student intervention is not meeting the needs of our most critical students.

Root Cause 4: Not enough time and emphasis on proper intervention techniques and/or instruction.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: SPED and 504 accomodations need to be tracked with fidelity.

Root Cause 5: Lack of training and resources provided to our teachers.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: RTI practices were weak and need revisiting and refocusing.

Root Cause 6: Teachers and lead team do not have enough training for RTI.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: In class strategies for EB students need to be tracked and focused on.

Root Cause 7: Minimal amount of TELPAS training and EB strategies being used in the classroom during instruction.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Parental involvement for persistence events have slowly decreased.

Root Cause 8: Not enough buy in from parents.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Our social and emotional needs for students have increased.

Root Cause 9: Lack of consistent school counseling due to lack of counselor.

Problem Statement 9 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
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data

- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

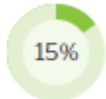
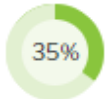






- Organizational structure data

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 45 to 47% in Spring 2024 (HB3)

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase level of rigor in classrooms by ensuring that students are doing the heavy lifting in all classes. Strategy's Expected Result/Impact: Increases in meets and masters. Staff Responsible for Monitoring: Teachers, leaders.</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Tracking and strong parent communication regarding student performance through STAAR parent meetings. Strategy's Expected Result/Impact: Transparency with data. Staff Responsible for Monitoring: Teachers, students, parents, leaders.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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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 44% to 46% in Spring 2024. (HB3)

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase level of rigor in math classrooms. Strategy's Expected Result/Impact: Students doing heavy lifting and reaching goals for meets and masters. Staff Responsible for Monitoring: Teachers, leaders</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strategically use Hotspot to ensure that we are practicing math teks for 3rd-5th graders on the daily. Strategy's Expected Result/Impact: Students will increase on math scores. Staff Responsible for Monitoring: Teachers, leaders</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
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Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 49% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that students are receiving high quality practice for TELPAS daily and tracking their overall performance.</p> <p>Strategy's Expected Result/Impact: Students maintaining proficiency or increasing</p> <p>Staff Responsible for Monitoring: leaders and teachers</p> <p>ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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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			
<p>Strategy 1: Using after school tutorials and an in-house tracker to track HB4545 minutes completion on a week to week basis.</p> <p>Strategy's Expected Result/Impact: Completion of HB4545 minutes</p> <p>Staff Responsible for Monitoring: 4th and 5th grade math and reading teachers, API's and Principals.</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 1: IDEA achieves an A Rating

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







High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher collaboration between sped teacher and teachers to ensure collaboration and completion of accommodations in classes daily.</p> <p>Strategy's Expected Result/Impact: Students obtain approaches in STAAR</p> <p>Staff Responsible for Monitoring: Teachers, leaders</p> <p>ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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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







High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Track each students performance in domains 1-3 by using the locus dashboard and respond to data appropriately.</p> <p>Strategy's Expected Result/Impact: Students hit 90/60/30 in exams</p> <p>Staff Responsible for Monitoring: Leaders, teachers</p> <p>ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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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))







High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that everyone is trained on what the expectations and that we are having random audits to improve safety quality.</p> <p>Strategy's Expected Result/Impact: Rated proficient or higher on safety scorecard.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Increase student persistence







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

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance.</p> <p>Strategy's Expected Result/Impact: 100% of families attend big events here on campus.</p> <p>Staff Responsible for Monitoring: SSA, Teachers, Leaders</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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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: Ensure that move this world and morning meeting are conducted daily by homeroom teachers. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
	 15%	 40%		
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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))


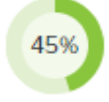
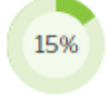
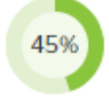




High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: PE teachers will be backwards planning to ensure that students in 2nd-5th meet their required minutes daily and celebrate those that are meeting them on a weekly basis.</p> <p>Strategy's Expected Result/Impact: That 100%of our students meet their required minutes.</p> <p>Staff Responsible for Monitoring: PE teachers, leaders, teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 3: Increase student daily attendance

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







High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Lead strong efforts with the healthy kids initiative to ensure that students are healthier and coming to school every day.</p> <p>Strategy's Expected Result/Impact: Students meeting ADA.</p> <p>Staff Responsible for Monitoring: Leaders, teachers, health aides</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue tracking attendance to ensure that we meet daily average attendance and utilize grade team leads to call, track and report out.</p> <p>Strategy's Expected Result/Impact: Meet daily attendance goal daily</p> <p>Staff Responsible for Monitoring: teachers, leaders, SIS</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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.







High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Managers provide feedback and professional development and coaching for each staff member through each SDC cycle.</p> <p>Strategy's Expected Result/Impact: Teachers will know how they are performing.</p> <p>Staff Responsible for Monitoring: Teachers, leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 4: Increase staff retention

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







High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria.</p> <p>Strategy's Expected Result/Impact: Hiring high quality employees</p> <p>Staff Responsible for Monitoring: Staffing team, leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Matriculaton

Performance Objective 1: Build college ready going mindsets with our scholars by speaking to them about college.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize morning meeting daily to speak about college.</p> <p>Strategy's Expected Result/Impact: Resulting in kids wanting to matriculate to college.</p> <p>Staff Responsible for Monitoring: Teachers, leaders</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				