IDEA Public Schools

South Flores 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**

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA South Flores Academy is a elementary school serving over 700 scholars on the south side of San Antonio, Texas. We teach scholars from Kindergarten through 5th grade. Our campus was established in 2013 opening our doors to Kindergarten through 2nd grade. From there each year we opened another grade in 2016 we were a full scale elementary school. We serve 79% economically disadvantaged scholars, with 94% of our scholars being Hispanic. Our daily attendance is approximately 93%. Over 85% of our families continue to stay at our school year after year.

Demographics Strengths

1. Consistent communication
2 Family engagement events
3 Special programs align with needs of students
4 Behaviors do not impact student learning
5 Diverse staff
6 Collaboration between colleges and universities in our community

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to respond to unnecessary absences and how they effect academic performance for our scholars. **Root Cause:** Lack of stakeholders understanding the impact on scholars learning when they miss school.

Problem Statement 2 (Prioritized): There is a need to respond to high attendance concerns immediately to address families. **Root Cause:** Lack of grade level administration addressing and responding to high attendance concerns with families . Causes families to not value their scholar's attendance.

Student Learning

Student Learning Summary

ELA
3rd – 92%/68%
4th – 93%/58%
5th – 100%/82%
Math
3rd – 96%/37%
4th – 89%/40%
5th – 98%/60%
Science
5th – 96%/53%

Student Learning Strengths

1 Continuous weekly assessments to check academic progress
2 Implementation of writing starting in kindergarten
3 Alignment of instruction from kindergarten thru 5th grade
4 Staff members are trained in their content
5 Professional development throughout the year
6 Continuous observations from leaders

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to respond to teachers identifying differentiate instruction for scholars with learning gaps. **Root Cause:** Lack of prioritizing professional development offering differentiated strategies to address gaps in scholars learning.

Problem Statement 2: There is a need to respond to the intervention plan for scholars that are below grade level in reading and math. **Root Cause:** The lack of a clear and concise plan for intervention teacher for reteaching scholars and allowing more at bats to master skills.

School Processes & Programs

School Processes & Programs Summary

On our campus we use multiple ways to develop our leaders. The leadership team does weekly joint observations in which are led by the assistant principals. During these observations leaders identify their direct reports areas of growth and then develop action steps in which are reviewed by the principal. In their weekly check ins, they review their personal coaching cycle and receive ratings with observational feedback and next steps for their own leadership growth. Quarterly coaching assessments and placements are completed with weekly check ins with our teachers. This supports the teachers and leaders to align on the areas of strength and focus. We use a scope and sequence for our coaching cycle calendared out for the school year. (Culture vs Instructional -- August vs March)

School Processes & Programs Strengths

1. Staff roles and responsabilites are clear.
2. Content and culture training at beginning of the year
3. On going professional development
4. Support plan for new teachers
5. Vertical alignement between grade levels
6, Restorative justice procedures for behaviors
7. Safety is prioritized on campus

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to respond to different perceptions of expectations among staff members from direct managers. **Root Cause:** Lack of or miscommunication between leaders, causing differentiated expectations between staff members.

Problem Statement 2: The lack of use and follow up with the progressive discipline plan we have in place regarding employee expectations. **Root Cause:** Inconsistency in the utilization of the progressive discipline plan by administration with 100% of employees not following expectations.

Perceptions

Perceptions Summary

This past school year our staff retention increased from 78% to 97%. As an organization, we used a survey to gather data that revealed that the principal had great results referring to her direct reports. The data showed that the assistant principals results from our staff was a different story. The three areas in which we are focusing this year were: 1. Staff feeling that their voices are heard and taken into consideration. (See problem statement below) 2. Our campus is a fun place to work. 3. Staff are able to take time off.

Perceptions Strengths

1 Teachers have sense of belonging anf feel supported with discipline
2. Teachers are mentored throughout observations and feedback
3. Full time counsler
4. Family engagement events
5. Academically focused and rigorous
6. Systems and procedures in place for student code of conduct

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to respond to the perception that discipline consequences do not meet severity of action.   **Root Cause:** Lack of stakeholders agreement with disciplinary actions taken.

Problem Statement 2: There is a need to respond to staff feeling that their voices are being heard and ideas/thoughts considered by their direct manager.   **Root Cause:** Lack of direct manager's time to hear their thoughts, ideas and feelings about decisions/situations that impact their classes/content during weekly check-in.

Priority Problem Statements

Problem Statement 1: There is a need to respond to unnecessary absences and how they effect academic performance for our scholars.

Root Cause 1: Lack of stakeholders understanding the impact on scholars learning when they miss school.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to respond to different perceptions of expectations among staff members from direct managers.

Root Cause 2: Lack of or miscommunication between leaders, causing differentiated expectations between staff members.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There is a need to respond to teachers identifying differentiate instruction for scholars with learning gaps.

Root Cause 3: Lack of prioritizing professional development offering differentiated strategies to address gaps in scholars learning.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a need to respond to high attendance concerns immediately to address families.

Root Cause 4: Lack of grade level administration addressing and responding to high attendance concerns with families . Causes families to not value their scholar's attendance.

Problem Statement 4 Areas: Demographics

Problem Statement 5: There is a need to respond to the perception that discipline consequences do not meet severity of action.

Root Cause 5: Lack of stakeholders agreement with disciplinary actions taken.

Problem Statement 5 Areas: Perceptions

Goals

Goal 1: All IDEA students matriculate to college

Performance Objective 1:
Maintain 100% of 2023-24 IDEA South Flores College Prep Campus high-school graduates matriculate to college, enroll in a post-secondary program for special education scholars, enlist in the armed forces, and/or are granted a faith-based or medical exemption.

High Priority

HB3 Goal

Evaluation Data Sources: Weekly PTG reported by College Prep Counselor

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: 1. Develop partnerships between College Prep scholars and Academy Teachers based on scholars area of academic focus and teachers area of strength. 2. Implement and facilitate 1:1 tutoring opportunities for College Prep scholars based off of partnerships.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Utilizing a meet and greet introduce partnerships between, Academy teachers with academic area of strength that have been matched with College Prep scholars in that area of focus needed. Adjusting partnerships to meet scholars academic needs throughout the school year. Facilitation of tutoring will be conducted by one of the following options: (A) Specific time allocated during conference period daily/weekly. (B) After school from 3:45-4:45pm (C) Saturday 9:00- 12:00pm later in the year. The impact would be the time for Academy teachers to work 1:1 to tutor scholars in ELAR (reading/writing) and Math, based on missing foundational skills taught in elementary grades. **Staff Responsible for Monitoring:** College Prep -- College Counselor, Academy -- Teachers, API **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction		N/A	50%		

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA: South Flores Academy 3rd grade student performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 54 to 56 in Spring 2024 (HB3)

HB3 Goal

Evaluation Data Sources: Campus reading and math interventionists will provide feedback, coaching and small group intervention for scholars with a data driven daily schedule that includes dedicated time to disaggregate data to design their next week's schedule.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Campus reading and math interventionists will provide feedback, coaching and small group intervention for scholars with a data driven daily schedule that includes dedicated time to disaggregate data to design their next week's schedule.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
		N/A	40%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA: South Flores Academy 3rd grade student performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 33 to 35 in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Campus reading and math interventionists will provide feedback, coaching and small group intervention for scholars with a data driven daily schedule that includes dedicated time to disaggregate data to design their next week's schedule.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Campus reading and math interventionists will provide feedback, coaching and small group intervention for scholars with a data driven daily schedule that includes dedicated time to disaggregate data to design their next week's schedule.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase from 30 to 40 in Spring 2024 **Staff Responsible for Monitoring:** ELA and Math Interventionist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	N/A	N/A		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: Increase student persistence

Performance Objective 1: Maintain IDEA South Flores Academy annual persistence rate for scholars enrolled during the 23-24 school year will persist and return for the start of the 24-25 school year from 90% to 96% .

High Priority

Evaluation Data Sources: Weekly PTG with YTD scholar persistence tracker pulled from Locus

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: 1. Uphold and follow through with teachers in regards to expectations and guidelines in regards to persistence	**Formative**			**Summative**
2. Implement and facilitate parent meetings regarding persistence. 3. Allocate specific time and ways to celebrate grade levels persistence.	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. Using the progressive discipline plan we will hold all staff members accountable for expectations and guidelines outlined in the Staff Handbook in regards to Persistence. Communicating with parents on a daily/weekly basis builds key investments. 2. Holding parent meetings to review expectations and communicating the impact it has on scholars learning when they are move to other schools. 3. During last faculty meeting of the month celebrate grade levels that are meeting persistence. The impact of scholars leaving our school is the gap that has to be filled when a new scholar comes in **Staff Responsible for Monitoring:** All Staff -- APO, API, Teacher, School Counselor, Principal **Title I:** 2.4, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2	N/A	N/A		
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to respond to unnecessary absences and how they effect academic performance for our scholars.   **Root Cause**: Lack of stakeholders understanding the impact on scholars learning when they miss school.
Problem Statement 2: There is a need to respond to high attendance concerns immediately to address families.   **Root Cause**: Lack of grade level administration addressing and responding to high attendance concerns with families . Causes families to not value their scholar's attendance.

Goal 4: Increase student daily attendance

Performance Objective 1: IA & CP: IDEA South Flores will increase from 93% to a 95% annual attendance rate for the 23-24 school year

    High Priority

    Evaluation Data Sources: Daily ADA tracker with YTD data pulled from Locus

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: 1. Uphold and follow through with teachers in regards to expectations and guidelines in regards to daily ADA 2. Implement and facilitate parent meetings regarding ADA. 3. Allocate specific time and ways to celebrate scholars ADA.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. Using the progressive discipline plan we will hold all staff members accountable for expectations and guidelines outlined in the Staff Handbook in regards to ADA. Communicating with parents on a daily/weekly basis builds key investments. 2. Holding parent meetings to review expectations and communicating the impact it has on scholars learning when they are absent. 3. During monthly family engagement celebrate grade levels that are meeting ADA. CFU for families as to expectations and importance regarding ADA with give away. **Staff Responsible for Monitoring:** All Staff -- APO, SIS, Teacher, API, Principal **Title I:** 2.4, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - School Processes & Programs 1	N/A	N/A		
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to respond to unnecessary absences and how they effect academic performance for our scholars.   **Root Cause**: Lack of stakeholders understanding the impact on scholars learning when they miss school.
Problem Statement 2: There is a need to respond to high attendance concerns immediately to address families.   **Root Cause**: Lack of grade level administration addressing and responding to high attendance concerns with families . Causes families to not value their scholar's attendance.

School Processes & Programs
Problem Statement 1: There is a need to respond to different perceptions of expectations among staff members from direct managers.   **Root Cause**: Lack of or miscommunication between leaders, causing differentiated expectations between staff members.

Goal 5: Increase staff retention

Performance Objective 1: IA & CP: IDEA South Flores is 100% staffed for all teacher positions throughout the 2023-24 school year.

   High Priority

   Evaluation Data Sources: Weekly Staff Retention PTG reported on LOCUS

   Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: 1. Uphold and follow through in regards to expectations and guidelines to reduce the likelihood of a repeated offences. 2. Implement and facilitate complete coaching cycle to support the development of staff members. 3. Allocate specific time to staff weekly to voice ideas, thoughts and feelings. 4. Recruit and hire high quality candidates per role by using high quality resume criteria.	**Formative**			**Summative**
	Oct	Jan	Mar	June
	N/A	N/A		
Strategy's Expected Result/Impact: 1. Using the progressive discipline plan we will hold all staff members accountable for expectations and guidelines outlined in the Staff Handbook daily, weekly and monthly. Which will cause staff to leading the way in supporting scholars and families in adhering to the expectations and guidelines. 2. Completion of the coaching cycle will progressively improve and develop staff members into master teachers. Using the "GET" to rate each staff member in Teach Boost. With each staff member growth to proficient in each rating by end of school year (APR). 3. During weekly check in with direct manager 5 - 10 minutes will be allocated for staff to share ideas, thoughts and feelings regarding personal or work related decisions/situations that may impact their class, grade, or content. **Staff Responsible for Monitoring:** Direct manager - API, APO, Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 - Perceptions 1				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a need to respond to different perceptions of expectations among staff members from direct managers.   **Root Cause**: Lack of or miscommunication between leaders, causing differentiated expectations between staff members.

Perceptions
Problem Statement 1: There is a need to respond to the perception that discipline consequences do not meet severity of action.   **Root Cause**: Lack of stakeholders agreement with disciplinary actions taken.