

IDEA Public Schools
South Flores College Prep
2023-2024 Improvement Plan



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Mission Statement

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

Vision

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

Core Values

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

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

At South flores, we are committed to the development of students according to the **IB learner profiles**.

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced

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Reflective

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Located in the Heart of the South side of San Antonio Texas, SOFLO houses a diverse group of students, where we all work as one unit to overcome adversity and close the achievement gap.

Demographics Strengths

The strength of our Demographics at SOFLO is the diversity within our students and our special education programs at IDEA public schools. With our students coming from different backgrounds, cultures, and beliefs, at Idea South Flores, we all work as one tight community supporting one another as we strive towards success. Our special programs collaborate with district, campus staff, and parents to develop and implement programs and activities to meet the needs of all students. We ensure that all students receiving special services are fully included in SOFLO instructional and extracurricular programs in accordance with the least restrictive environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our special education department at SOFLO lacked the adequate amount of certified special education teachers. **Root Cause:** At SOFLO our special populations numbers keep increasing causing huge caseload numbers that become overwhelming amounts of paperwork/service minutes for teachers to complete. We need to tier scholars scholar on a high, medium, low need and ensure we are providing related service minutes and honing on key points to close the achievement gap.

Problem Statement 2 (Prioritized): 504 students are not receiving enough support in the classrooms. **Root Cause:** The lack of special education teachers or resource classes hinders the growth of 504 students. Our class sizes continue to increase and the rigorous curriculum makes it hard to reach every child and their need. Teachers need to be properly trained and coached in how to provide accommodations for special pops students.

School Processes & Programs

School Processes & Programs Summary

Our campus leaders attend district professional development focused on prioritized School Leadership Levers. Additionally, each campus leader has a 1:1 weekly check-in with the Principal to outline their leadership trajectory, role, and responsibilities. We have also selected a grade team leader for each grade and a subject group leader for each subject. These two groups of leaders are led by our assistant principals based on their strengths in culture and instruction. Each morning, we meet with grade team leaders to discuss items of the day, daily culture focus, and weekly culture focus. For subject group leaders, they meet each Tuesday during their shared planning period to design a writing aligned professional development for teachers that occurs each Tuesday. Both groups work together to make decisions aligned to the campus priorities during their weekly meeting.

Lead Team Meeting: Monday

Grade Team Leader Meeting: Thursday

Subject Group Leader Meeting: Tuesday.

Daily huddles with lead team and grade team leaders.

School Processes & Programs Strengths

The school processes and programs strengths:

1. Regular meetings with campus leadership teams
2. Teachers are given feedback weekly through observational rounds.
3. Academic updates and announcements are given weekly.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 47% persistence concerns were with campus culture and discipline. **Root Cause:** Campus does not have an effective school-wide tracking system for admin referrals. Teachers do not have a way of documenting classroom infractions. We cannot see trends in locations, by who (scholar/teacher), when, etc.

Problem Statement 2 (Prioritized): Each year SoFlo CP has barely met staff retention or has been under the goal of 85%. The same is true for persistence (90%). **Root Cause:** Many of our teachers joined our team in the pandemic. They did not receive a through SoFlo training around classroom procedures, systems, and celebrations. We saw this lead to teacher burnout and classroom disruptions.

Perceptions

Perceptions Summary

We analyzed data at the campus level and grade level for enrollment, average daily attendance (ADA), scholar persistence (including the subgroup of new-to-IDEA scholars), and staff retention.

Perceptions Strengths

We are currently meeting our staff retention goal. We also have high intent to return in grade 11.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our persistence is lowest in grades 8, 9, and 10. **Root Cause:** We have not effectively invested scholars in families in what our school offers - AP, IB, and strong college counseling for all scholars - as a meaningful alternative to dual enrollment or early graduation. This is a shortcoming in both proactive programming (i.e. low attendance at High School Experience Night) as well as in targeted persistence meetings (not being held with all stakeholders).

Problem Statement 2 (Prioritized): Our ADA is lowest in grades 8, 9, and 10 (which correlate with our lowest persistence grades). **Root Cause:** We have a large proportion of scholars who are chronically absent (less than 90% ADA) that make up the majority of low ADA data. They are not being held accountable for missing the days (i.e. via ADA matrix or seat time).

Priority Problem Statements

Problem Statement 1: 47% persistence concerns were with campus culture and discipline.

Root Cause 1: Campus does not have an effective school-wide tracking system for admin referrals. Teachers do not have a way of documenting classroom infractions. We cannot see trends in locations, by who (scholar/teacher), when, etc.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Each year SoFlo CP has barely met staff retention or has been under the goal of 85%. The same is true for persistence (90%).

Root Cause 2: Many of our teachers joined our team in the pandemic. They did not receive a through SoFlo training around classroom procedures, systems, and celebrations. We saw this lead to teacher burnout and classroom disruptions.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Our persistence is lowest in grades 8, 9, and 10.

Root Cause 3: We have not effectively invested scholars in families in what our school offers - AP, IB, and strong college counseling for all scholars - as a meaningful alternative to dual enrollment or early graduation. This is a shortcoming in both proactive programming (i.e. low attendance at High School Experience Night) as well as in targeted persistence meetings (not being held with all stakeholders).

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Our ADA is lowest in grades 8, 9, and 10 (which correlate with our lowest persistence grades).

Root Cause 4: We have a large proportion of scholars who are chronically absent (less than 90% ADA) that make up the majority of low ADA data. They are not being held accountable for missing the days (i.e. via ADA matrix or seat time).

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Making STAAR data a goal in lower levels has created a gap in the academic performance of scholars in high school grade levels. The rigor of STAAR does not directly align or support the skills and knowledge scholars need in order to succeed in AP/IB courses.

Root Cause 5: The root cause of the lower scoring on the mock STAAR Exams is that we are teaching to the STAAR Exam rather than to the skills and content needed for scholars to be prepared for the upcoming grade level. Vertical alignment between content and grade levels is essential for scholar academic preparedness.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Making STAAR data a goal in lower levels has created a gap in the academic performance of scholars in high school grade levels. The rigor of STAAR does not directly align or support the skills and knowledge scholars need in order to succeed in AP/IB courses.

Root Cause 6: The root cause of the lower scoring on the mock STAAR Exams is that we are teaching to the STAAR Exam rather than to the skills and content needed for scholars to be prepared for the upcoming grade level. Vertical alignment between content and grade levels is essential for scholar academic preparedness.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 504 students are not receiving enough support in the classrooms.

Root Cause 7: The lack of special education teachers or resource classes hinders the growth of 504 students. Our class sizes continue to increase and the rigorous curriculum makes it hard to reach every child and their need. Teachers need to be properly trained and coached in how to provide accommodations for special pops students.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Our special education department at SOFLO lacked the adequate amount of certified special education teachers.

Root Cause 8: At SOFLO our special populations numbers keep increasing causing huge caseload numbers that become overwhelming amounts of paperwork/service minutes for teachers to complete. We need to tier scholars scholar on a high, medium, low need and ensure we are providing related service minutes and honing on key points to close the achievement gap.

Problem Statement 8 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

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)

Strategy 1 Details		Reviews			
Strategy 1: All scholars will practice on MasteryPrep, our district ACT preparation platform, during their RTTC course in 10th and 11th grade. Additionally, 9th and 10th graders who are on track with grade level EOCs will work on MasteryPrep during their intervention block.		Formative			Summative
		Oct	Jan	Mar	June
					
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					







Goal 1: All IDEA students matriculate to college

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

Strategy 1 Details		Reviews			
Strategy 1: 9th and 10th graders who are on track with grade level EOCs will prepare for and take the TSI during their intervention block. 11th graders will test at least monthly during alternate schedules. 12th graders who are still not exempt will be receive 1-on-1 tutoring and opportunities for testing.		Formative			Summative
		Oct	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					







Goal 2: IDEA achieves an A Rating

Performance Objective 1: 60% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
Strategy 1: Scholars will practice 3 times a year before taking the official TELPAS to ensure they are familiar with the technology.	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The EL coordinator and Testing Coordinator will pull samples from the practice rounds of TELPAS to do a student work analysis meeting and create individual next steps for each scholar.	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Goal 2: IDEA achieves an A Rating

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

Strategy 1 Details	Reviews			
Strategy 1: Use Achieve, RenSTAR, weekly exams, and exit ticket data to track scholars progress and determine instructional next steps.	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Assess scholars at the beginning of year to see if they are having difficulty with fluency (use DI curriculum) or comprehension (use TEKS based curriculum)	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: IDEA achieves an A Rating

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

Strategy 1 Details	Reviews			
Strategy 1: Identify HB4545 scholars by the first week of school.	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Interventionists track hours weekly. API sends reports weekly to identify priority scholars who are behind.	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 2: IDEA achieves an A Rating

Performance Objective 4: 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
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Students are assigned growth goals by 2nd week of school and progress is tracked weekly.	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 3: Increase student persistence

Performance Objective 1: Campus receive 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: Conduct monthly Crises Team Meetings to plan, learn, and apply our findings from our drills. Strategy's Expected Result/Impact: Clear execution of drills in a timely fashion so if any situation was to happen, our scholars feel prepared and safe.	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: Increase student persistence

Performance Objective 2: 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

Goal 3: 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))

Goal 4: Increase student daily attendance

Performance Objective 1: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Goal 4: Increase student daily attendance

Performance Objective 2: IDEA South Flores College Prep will achieve a 97.5% annual attendance rate for the 23-24 school year

Goal 5: 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><div></div><div>25%</div></div>			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 5: Increase staff retention

Performance Objective 2: IDEA South Flores College Prep will be 95% staffed for all teacher positions throughout the 2023-24 school year.

Goal 5: Increase staff retention

Performance Objective 3: Recruit and hire high quality candidates per role by using high quality resume criteria