IDEA Public Schools

Southeast Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: September 12, 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 Southeast is a place that all scholars can call home. We provide an inclusive learning environment where students of all backgrounds and ethnicities can excel academically, socially, and emotionally. The principals of IDEA Southeast believe that through love, perseverance, dedication, and hope, we will instill the spirit of "I can and I will" in each student, staff member, and family to ensure that our students go to and through college. We truly believe that when adults get it RIGHT, our Southeast Stingers will SOAR. IDEA Southeast Academy is located in Southeast Fort Worth, Texas. Our school opened its doors in August 2021 and currently serves 454 K-3 students. We serve 96% Economically disadvantaged, 42% Emergent Bilingual and/or English Language Learners, 13% Special education, and 0.03% migrants. Our population is further identified as 63% White-Hispanic, 35% Black, and 2% other (White, Asian, etc.). Males make up 55% of our population and 45% are females. Our overall attendance is 92% for the 22-23 school year. All grade levels averaged 91% with the exception of Kindergarten which averaged 89% weekly attendance. Southeast Academy has 74% staff retention for the 22-23 school year. Our staff is made up of 53% Black, 38% Hispanic, and 7% other. 15% of our staff are males and 85% are female. The current student-teacher ratio in Kinder is 1/13 with co-teachers, 1st grade 1/30, 2nd grade 1/38, and 3rd grade 1/27. Overall student persistence is 89% and new student persistence is 84%. K-84%, 1-92%, 2-90%, and 3-92%.

Demographics Strengths

Some Strengths are all grades with the exception of kinder persistence was 90% or better. Overall persistence fell short of the goal by 1% and showed growth of 15% overall from 21-22 to 22-23 school year and growth of 10% in new student persistence from 21-22 to 22-23 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student persistence new and overall is below the goal of 90%.   **Root Cause:** Kindergarten families withdraw more than other grades. Parents lack trust in school based on poor communication and school culture specifically academics and learning with other students.

Problem Statement 2 (Prioritized): Staff retention is below the goal of 85%.   **Root Cause:** Hiring instructional staff in isolation and not using non-negotiables consistently has caused bad hires that result in a decrease in staff retention.

Student Learning

Student Learning Summary

IDEA Southeast Academy is a K-3 campus. K-2 core curriculum is Reading, DI, Math, Science, and Social Studies. 3rd grade core curriculum is Reading, Writing, Math, Science, and Social Studies. 3rd grade also takes takes the STAAR assessment. K-2 take Diebels. The data for the year is as follows: Kinder DI 17% of scholars on or above grade level, no data for Math. 1st DI-23% on or above grade level, ELA 99/99/76, No data for math. 2nd grade DI 30% on or above grade level, ELA 64/46/25, No math data. 3rd grade ELA grew from 22/6/0 (Semester exam) to 28/6/0 (Mock STAAR), Math 38/19/6 (Semester exam) 65/28/8 (Mock STAAR). Hotspot, an online math intervention, ended the year with 64% of 2nd and 3rd on grade level for typing, 66.67% for typing, and 44.19% for Math Geniuses. Accelerated reading ended the year with 1st-58% word masters, 2nd-15% word masters, and 3rd- 21% word masters.

Success:

We are a hotspot honor roll campus meeting the students' math intervention and typing needs with the percentages listed below. We had 100% of our scholars in 3rd grade take the STAAR test. And we ended the year base on K-2 Diebels with 60% of our scholars on track in reading.

Areas of opportunity:

Reading is always an area of concern. In K-2 students are learning to read, which means DI needs to be strong. In 3-5 students are gathering information (comprehension) and reading for pleasure which allows them to gain knowledge from what they have read. Writing is another area of opportunity for our scholars. If implemented the impact will be students who have stronger comprehension of what they have read.

Student Learning Strengths

Students can read the grade-level text but struggle with decoding words as they are reading. Students have a good grasp of math and usually perform better in this content.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students struggle with comprehension of grade-level text.   **Root Cause:** Students lack the automaticity of letter sounds and blends which causes decoding errors that impact comprehension. This is a result of lack of fluency practice in all grades.

Problem Statement 2 (Prioritized): Writing is a challenge for all students.   **Root Cause:** Writing is not consistently taught and monitored in all grades which causes larger writing and comprehension gaps in 3-5 grades.

School Processes & Programs

School Processes & Programs Summary

IDEA Southeast provides students with rigorous core instruction that is aligned to Texas Essential Knowledge and Skills in math, ELA, science, and social studies. K-2 utilizes Direct Instruction curriculum that allows every student to receive reading instruction at their individual level. 1:1 technology devices are used to provide students access to digital libraries, typing practice, and math intervention.

All students are serviced in the least restrictive environment and provided with any necessary accommodations and/or modifications that allow them to achieve high academic levels.

The social and emotional curriculum of Move This World is utilized by 60% of staff daily, and community circles happen every Friday where students are recognized for their hard work for the week, individual, and group counseling and grade-level guidance lessons are provided to students to increase social and emotional health.

Clubs for sports, athletics, arts, and fitness are utilized to provide students with extracurricular activities are anticipated or the 23-24 school year.

Staff Development is conducted weekly on Tuesdays to provide professional development or side-by-side support to all instructional staff. Co-teachers who express interest in teaching are provided information on teaching programs and allowed to train with an experienced teacher on lesson planning and internalization has yielded two co-teacher being promoted to lead teacher for the 23-24 school year, lesson delivery, and reteaching and extending learning to mastery of aligned content. Teachers who express interest in leadership are given information on leadership development programs and provided opportunities to learn and engage in School Leadership Lever activities this has yielded two teachers who successfully completed the Aspiring Principals program and 2 who will enter the program 23-24 school year. All staff is provided weekly coaching with action steps that improve their educational practice.

School Processes & Programs Strengths

Grade-level leaders took an active role in leadership this year that resulted in grade-level persistence events and clear communication across the campus. Another strength in our processes and programs was development of co-teachers and teachers who desire leadership. 2 co-teacher were promoted to lead teacher roles for the 23-24 school year and 2 teacher completed the aspiring principals program and 2 additional teachers entered for the 23-24 school year. This has caused teachers to desire more opportunity to learn how to lead on the campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Southeast Academy did not meet our 90% student persistence goal.   **Root Cause:** Southeast also lacks a clear tracking of parent concerns and resolutions.

Problem Statement 2 (Prioritized): New to IDEA teachers and staff struggled with the expectations of a highly data driven campus.   **Root Cause:** Differentiated professional development tailored to the needs of new to IDEA teachers and staff was not offered.

Perceptions

Perceptions Summary

IDEA Southeast provided parents with a mid-year survey and an end-of-year survey. With 3rd grade being the first year of student surveys we had 100% of thrid graders to provide input on their perception of the campus. The results were as follows:

 -GLOW: 4.4 out of 5 scholars understand school safety protocols and understand how to report safety concerns

-GROW: Ensure that scholars are educated and trained on anti-bullying efforts through numerous presentations and workshops throughout the year

-GROW: Improve family communication when teacher transitions occur or major staffing changes (host a coffee with the principals)

Perceptions Strengths

Parents and scholars rate IDEA Southeast high on perceptions of the campus. Students enjoy being in a school that is safe and conducive to learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is not enough extra-curricular offerings to students.   **Root Cause:** Extra-curricular activities and competitions were not prioritized.

Problem Statement 2 (Prioritized): Students begin to act out physically more in spring semester compared to the fall semester.   **Root Cause:** Staff accountability to the discipline system is not consistent.

Priority Problem Statements

Problem Statement 1: Student persistence new and overall is below the goal of 90%.

Root Cause 1: Kindergarten families withdraw more than other grades. Parents lack trust in school based on poor communication and school culture specifically academics and learning with other students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Staff retention is below the goal of 85%.

Root Cause 2: Hiring instructional staff in isolation and not using non-negotiables consistently has caused bad hires that result in a decrease in staff retention.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students struggle with comprehension of grade-level text.

Root Cause 3: Students lack the automaticity of letter sounds and blends which causes decoding errors that impact comprehension. This is a result of lack of fluency practice in all grades.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Writing is a challenge for all students.

Root Cause 4: Writing is not consistently taught and monitored in all grades which causes larger writing and comprehension gaps in 3-5 grades.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: New to IDEA teachers and staff struggled with the expectations of a highly data driven campus.

Root Cause 5: Differentiated professional development tailored to the needs of new to IDEA teachers and staff was not offered.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Southeast Academy did not meet our 90% student persistence goal.

Root Cause 6: Southeast also lacks a clear tracking of parent concerns and resolutions.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is not enough extra-curricular offerings to students.

Root Cause 7: Extra-curricular activities and competitions were not prioritized.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Students begin to act out physically more in spring semester compared to the fall semester.

Root Cause 8: Staff accountability to the discipline system is not consistent.

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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals
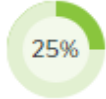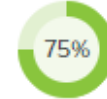
Goal 1: IDEA achieves an A Rating

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 44% to 46% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Exit tickets
District and Regional Assessments
Mock STAAR
ELA STAAR

Strategy 1 Details	Reviews			
Strategy 1: All reading classes will incorporate 15 minutes of reading fluency to increase students' ability to read.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will achieve 90/60/30 on all district and state testing by the end of the school year. **Staff Responsible for Monitoring:** Teachers and leaders **TEA Priorities:** Build a foundation of reading and math	**Oct**	**Jan**	**Mar**	**June**
	25%	50%	75%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue
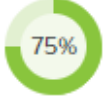
Goal 1: IDEA achieves an A Rating

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 37% to 39% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Exit tickets
District and Regional Assessments
Mock STAAR
Math STAAR

Strategy 1 Details	Reviews			
Strategy 1: Students will grow in math with the consistent use of math fluency daily.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will achieve 90/60/30 on district and state exams by EOD.	**Oct**	**Jan**	**Mar**	**June**
TEA Priorities: Build a foundation of reading and math	25%	30%	75%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA : 50% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Sources: K-12 summit practice
Mock TELPAS
TELPAS
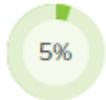
Strategy 1 Details	Reviews			
Strategy 1: All teachers will provide students the opportunity to speak, listen, read, and write in class.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Beginner and Intermediate ELL students will grow by one proficiency level.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: ELL Coordinator, APIs,, Principal	5%	10%	40%	
	0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Goal 1: IDEA achieves an A Rating

Performance Objective 4: IA 100% of identified scholars meet the required minutes per House Bill 4545 (HB4545)

HB3 Goal

Evaluation Data Sources: Minute tracker

Strategy 1 Details		Reviews			
Strategy 1: Provide scholars with tutoring beginning September.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Scholars identified as needed HB 4545 will grow on state exam by 25%.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, APIs, Principal		5%	30%	75%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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))

    Evaluation Data Sources: Monthly campus safetyAudits
regional safety audits
State safety audit

Strategy 1 Details		Reviews			
Strategy 1: Quarterly campus safety checks.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of staff will successfully pass campus safety quarterly checks.		**Oct**	**Jan**	**Mar**	**June**
		15%	30%	75%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 2: Increase student persistence

Performance Objective 2: IA : 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))

High Priority

Evaluation Data Sources: Tracking parents attending events through sign-in sheets
Agenda and sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Increase parent participation with our campus at events such as Coffee with the Principal, Report Card Night, and grade level persistence events.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parent participation at school event will grow from 75% to 80%, **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Translation devices, paper, pens, clipboards, posters, and pencils per event. - Title I, Part A (4120) - $2,161.71	10%	30%	75%	

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

Goal 2: Increase student persistence

Performance Objective 3: IA: 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))

High Priority

Evaluation Data Sources: Agenda and sign-in sheets for scholars

Strategy 1 Details			Reviews		
Strategy 1: Use of the Safer, Smarter school curriculum during 1st week of school.			**Formative**		**Summative**
Strategy's Expected Result/Impact: 100% of teachers engage classes in safer, smarter school curriculum by 8/14/2023	**Oct**	**Jan**	**Mar**	**June**
	100%	100%	100%	

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

Goal 3: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200. (TEC 11.253(d)(10))

    Evaluation Data Sources: Quarterly check with PE teacher and Co-teacher

Strategy 1 Details			Reviews			
Strategy 1: Track progress toward quarterly goals.			**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of scholars meet quarterly goals.			**Oct**	**Jan**	**Mar**	**June**
			10%	30%	70%	

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

Goal 3: Increase student daily attendance

Performance Objective 2: IA : IDEA Southeast Academy will achieve a 95% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: Daily attendance by OATT by class and grade level
Use of escalation Matrix
ADA Huddles agendas
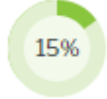
Strategy 1 Details		Reviews			
Strategy 1: Aligning ADA matrix with ADA huddle.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 5% ADA growth in each grade level per quarter compared to 22-23 school year.		**Oct**	**Jan**	**Mar**	**June**
		5%	N/A	65%	
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

Goal 3: Increase student daily attendance

Performance Objective 3: IA: By the end of the first quarter 100% of students will participate once a month in an ADA incentive challenge to increase daily attendance in grade levels.

High Priority

Evaluation Data Sources: Grade level ADA
ADA huddles

Strategy 1 Details	Reviews			
Strategy 1: Create a year-round incentive calendar for ADA challenges.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% student participation will lead to 5% ADA increase in all grade levels.	**Oct**	**Jan**	**Mar**	**June**
	10%	15%	70%	

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

Goal 4: Increase staff retention

Performance Objective 1: IA: 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

Evaluation Data Sources: Teachboost
cornerstone

Strategy 1 Details	Reviews			
Strategy 1: Provide a clear goal with consistent updates.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of staff meet all goals in the staff development cycle.	Oct	Jan	Mar	June
	N/A	30%	70%	

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

Goal 4: Increase staff retention

Performance Objective 2: IA: IDEA Southeast 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

  Evaluation Data Sources: Monthly think tanks
  mid-year staff surveys
  End of year staff surveys

Strategy 1 Details			Reviews			
Strategy 1: Allowing multiple modes of feedback from staff			**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of teachers start and finish 23-24 school year at IDEA Southeast.			**Oct**	**Jan**	**Mar**	**June**
TEA Priorities: Recruit, support, retain teachers and principals			10%	30%	75%	

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

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: By the 11th day of school, IDEA Southeast will be 100% enrolled with 509 students.

    Evaluation Data Sources: Stinger room the first week of school.

Strategy 1 Details				Reviews			
Strategy 1: Strong visual recruitment				**Formative**			**Summative**
Strategy's Expected Result/Impact: 4/6 grades will be over enrolled to ensure 100% enrollment is met.				**Oct**	**Jan**	**Mar**	**June**
				30%	45%	75%	

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

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 2: By the 3rd day of school all no shows will be dropped to open seats for waitlisted students.

    Evaluation Data Sources: attendance sheets
    STREAM

Strategy 1 Details			Reviews		
Strategy 1: Incorporating an enrollment tracking document.			**Formative**		**Summative**
Strategy's Expected Result/Impact: 100% of no shows drop so enrollment is clean and clear in order to make offers to others.		**Oct**	**Jan**	**Mar**	**June**
		100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Translation devices, paper, pens, clipboards, posters, and pencils per event.		$2,161.71
				Sub-Total	$2,161.71
				Budgeted Fund Source Amount	$2,161.71
				+/- Difference	$0.00
				Grand Total Budgeted	$2,161.71
				Grand Total Spent	$2,161.71
				+/- Difference	$0.00