

**IDEA Public Schools**  
**Southeast College Prep**  
**2023-2024 Improvement Plan**



**Public Presentation Date:** September 19, 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

## Demographics

### Demographics Summary

IDEA Southeast College Prep is one of 4 schools in the Tarrant County region of IDEA Public Schools that serves approx. 230 6<sup>th</sup> and 7<sup>th</sup> grade scholars. IDEA Southeast served 120 6<sup>th</sup> grade scholars in the 2021-2022 school year as 2022-2023 is the founding year for this campus. IDEA Southeast serves a diverse population of scholars including Emerging Bilinguals (EB), Special Education, and Socioeconomically Disadvantaged. The school serves approximately 70% Hispanic, 21% African American, and less than 1% White and Asian scholars. On average, 94% of scholars attended school regularly and 13.6% of CP scholars are chronically absent. Parental and community involvement is evident, but low as compared to other schools in the area

### Demographics Strengths

IDEA Southeast CP has an equitable demographic representation of the population makeup of the community.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** IDEA CP ADA is at 93%, which is lower than the state standard of 97%. **Root Cause:** IDEA CP did not adequately communicate to stakeholders a deep understanding of the importance and impact of regular attendance because they were not trained and coached effectively.

**Problem Statement 2 (Prioritized):** Parent and family involvement, especially with diverse populations, and community partnerships are not as strong as they could be. **Root Cause:** There was limited communication with parents and community members in events they could be involved in as well as low confidence in participating because of language and cultural barriers or extensive and demanding work schedules.

# Student Learning

## Student Learning Summary

### Student Learning Summary:

How are our students doing? Potential Content:

*Student achievement and progress on state/local assessments, benchmarks, advanced course/dual enrollment. CCMR, grades, graduation plans, retention data, dropouts, special education data, English language assessments & other data.*

	ELA 6			ELA 7			Math 6			Math 7		
	All	SPED	EL	All	SPED	EL	All	SPED	EL	All	SPED	EL
% Approaches	37	33	35	59	9	79	71	100	73	47	0	62
% Meets	5	0	5	29	0	35	16	50	14	18	0	25
% Masters	1	0	0	9	0	14	4	50	2	6	0	9

	Reading	Writing	Listening	Speaking
Beginning				
Intermediate				
Advanced				
Advanced High				

**\*need access to TELPAS results**

**Retention – 84.62%**

**Persistence – 87%**

### Student Learning Strengths

6<sup>th</sup> Grade Math SPED based on mock proficiency.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The percentage of EL Students that earned an Increased Level of Proficiency is less than 42%. **Root Cause:** Opportunities for students to engage in reading, writing, listening, and speaking within class are not connected to ELP strategies. \* Appropriate accommodations are not given to support EBs Summit K-12 platform was not utilized for students to practice in a timely manner.

**Problem Statement 2 (Prioritized):** The percentage of students that earned % Meets Grade Level or Above is less than 60% **Root Cause:** Math lessons lack differentiation and didn't close foundational gaps. \* Intervention spaces lack content expertise and adequate oversight.

# School Processes & Programs

## School Processes & Programs Summary

At IDEA Southeast we have many programs and processes to ensure excellence within our building including CSI, EB, and special education services. We have systems to ensure we are using data to close the gaps and provide interventions to students, when necessary, integrate technology into the classroom in reflection of the state assessment standards, and have a flexible PD schedule to ensure we are meeting the needs of all of our staff members. Our team has worked this year to create lasting systems when it comes to curriculum to ensure that the systems, lesson plans, and student activities can last for years to come.

## School Processes & Programs Strengths

### Support Services:

- Collaboration between content teachers and SPED teachers
- SPED support providing daily inclusion and pull out support
- Regional support for special populations (EB and CSI)

### Technology Integration:

- 1:1 technology for all students
- 2 technology based classes and 100% tech integration by February
- Noredink and publishing writing
- Use of edcite and TEA resources for testing

Paper to tech strategies were uniformed across campus

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** SPED teachers were being pulled for duty/coverage/teaching and unable to provide sufficient services to students. **Root Cause:** School did not have adequate internal plans for internal coverage and did not prioritize the protection of SPED priorities.

**Problem Statement 2 (Prioritized):** Students not getting ample practice time with technology before STAAR. **Root Cause:** School did not have an efficient plan to resolve student technology issues.

# Perceptions

## Perceptions Summary

IDEA Southeast College Prep is a place where scholars, staff, and families can call home. Through monthly family engagement events we were able to build connections with scholars and their families. We ensured open two-way communication that allowed for campus staff and families to communicate with one another in a timely manner through Remind, phone calls, and text messages. As a campus we value the feedback from our scholars, staff, and families. To ensure we continue to provide high-quality, rigorous learning experiences that meet the needs of our learners and prepare them for college and careers we provided Fall and Spring surveys to hear from our families.

At ICP, we operate with the following values in mind: love/joy of learning, high expectations for all, growth and resiliency, voice, and lead and build community. We know that a strong consistent school culture leads to strong student persistence and achievement.

## Perceptions Strengths

**Strengths:**

**Culture**

- **Community Circle**
- **Extracurricular Activities: Sports/Clubs**
- **Advisory Lessons**
- **Weekly positive touchpoints**
- **Stinger Store**

**Family and Community Engagement/Partnerships**

- **Partnership with Higher Praise Church**
- **Monthly family engagement events**

**Surveys/ Student Feedback (215 Surveys)**

- **Executed Fall and Spring Survey**
- ***SEL Competencies***
- **Emotion Regulation: 3.4, Self-Management: 3.6, Social Awareness: 3.3**
- ***School Survey***
- **Safety: 4.5, School Belonging: 3.0, School Climate: 3.0, School Safety: 3.3, School-Teacher Student Relationships: 3.3, Student Survey Data About School: 3.4**

**Staff Surveys/Feedback/Retention**

- **Surveys during PD at the beginning of the semester**
- **Collaboration and safe place among teachers**

**Communication**

- **Utilized Remind, Deanslist, and Facebook to inform families of events and important information**
- **Lead Team communicated with families within 24-48 hours of reporting concern**

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Teachers are inconsistent in utilizing the ladder of consequences **Root Cause:** Behavior matrix needed for repetitive and egregious behaviors  
Lack of Tier 3 supports to provide consistent social emotional supports for scholars

**Problem Statement 2 (Prioritized):** Lack of consistent family engagement at school events **Root Cause:** Misalignment around communicating College Prep events Teachers not utilizing contacts with parents as a time to invite them to events

# Priority Problem Statements

**Problem Statement 1:** Teachers are inconsistent in utilizing the ladder of consequences

**Root Cause 1:** Behavior matrix needed for repetitive and egregious behaviors Lack of Tier 3 supports to provide consistent social emotional supports for scholars

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** Lack of consistent family engagement at school events

**Root Cause 2:** Misalignment around communicating College Prep events Teachers not utilizing contacts with parents as a time to invite them to events

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** SPED teachers were being pulled for duty/coverage/teaching and unable to provide sufficient services to students.

**Root Cause 3:** School did not have adequate internal plans for internal coverage and did not prioritize the protection of SPED priorities.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Students not getting ample practice time with technology before STAAR.

**Root Cause 4:** School did not have an efficient plan to resolve student technology issues.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** The percentage of EL Students that earned an Increased Level of Proficiency is less than 42%.

**Root Cause 5:** Opportunities for students to engage in reading, writing, listening, and speaking within class are not connected to ELP strategies. \* Appropriate accommodations are not given to support EBs Summit K-12 platform was not utilized for students to practice in a timely manner.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** The percentage of students that earned % Meets Grade Level or Above is less than 60%

**Root Cause 6:** Math lessons lack differentiation and didn't close foundational gaps. \* Intervention spaces lack content expertise and adequate oversight.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** IDEA CP ADA is at 93%, which is lower than the state standard of 97%.

**Root Cause 7:** IDEA CP did not adequately communicate to stakeholders a deep understanding of the importance and impact of regular attendance because they were not trained and coached effectively.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** Parent and family involvement, especially with diverse populations, and community partnerships are not as strong as they could be.

**Root Cause 8:** There was limited communication with parents and community members in events they could be involved in as well as low confidence in participating because of

language and cultural barriers or extensive and demanding work schedules.

**Problem Statement 8 Areas:** Demographics

# Goals

**Goal 1:** IDEA achieves an A Rating

**Performance Objective 1:** CP: 50% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

**High Priority**

**Evaluation Data Sources:** TELPAS Assessment

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of classroom teachers will be trained on how to facilitate instruction through the lens of Emergent Literacy.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Scholars will practice 300 minutes on SummitK12 in preparation for the TELPAS exam. <b>Strategy's Expected Result/Impact:</b> Interventionist and Tutors will leverage the SummitK12 program to support language proficiency. <b>Staff Responsible for Monitoring:</b> Linda Massey Bryson Green  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** IDEA achieves an A Rating

**Performance Objective 2:** CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

**High Priority**

**Evaluation Data Sources:** PowerSchool documentation of HB4545 hours

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will facilitate after school tutoring and Hotspot and AR facilitators will facilitate small group instruction at the discretion of the core content teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholars will hit approaches on the 23-24 State Assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Alexandria Greene Jessica Winkley</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** IDEA achieves an A Rating

**Performance Objective 3:** CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

**High Priority**

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> SPED teachers will facilitate AM pre-teach for SPED students.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholars will be equipped with the skills and tools necessary to access lesson mastery.</p> <p><b>Staff Responsible for Monitoring:</b> Tynetria Veal Bryson Green</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** IDEA achieves an A Rating

**Performance Objective 4:** 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))

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The school leadership team will conduct data board meeting weekly in order to analyze assessment data and plan our calendars around prioritized classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> This meeting will guide our coaching and supports for teachers that will in turn produce higher student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Bryson Green (Principal) Ally Green (API) Jessica Winkley (API)</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** Increase student persistence

**Performance Objective 1:** ICP: 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**

**HB3 Goal**

**Evaluation Data Sources:** TEA Safety Inspection

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> APO and Facilities Manager will complete the daily walkthrough and inspection. <b>Strategy's Expected Result/Impact:</b> School will pass the inspection daily and give feedback for any gaps identified. <b>Staff Responsible for Monitoring:</b> Kylie Cranford	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> APO will facilitate monthly safety drills. <b>Strategy's Expected Result/Impact:</b> All staff will receive feedback on how to refine schoolwide safety systems <b>Staff Responsible for Monitoring:</b> Kylie Cranford	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Increase student persistence

**Performance Objective 2:** 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))

**High Priority**

**Evaluation Data Sources:** Event Attendance documentation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Leaders will facilitate the following events: Meet the Teacher Night, Fall/Spring TownHall Meetings, and a Quarterly Report Card Night and increase family participation from last year through effective communication and engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Family voices will be lifted in incorporated into the schoolwide decision making. This will result in an increase in family participation .</p> <p><b>Staff Responsible for Monitoring:</b> Danise Lilley, School counselor Principal, APIs, and teachers, social worker</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> translation devices, pens, papers, highlighters, posters - Title I, Part A (4120) - \$1,157.57</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Increase student persistence

**Performance Objective 3:** 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))

**Goal 3:** Increase student daily attendance

**Performance Objective 1:** CP: IDEA Southeast CP will achieve a 97.5% annual attendance rate for the 23-24 school year

**High Priority**

**Evaluation Data Sources:** ADA Data Collection

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Lead Team will engage in a daily ADA Huddle <b>Strategy's Expected Result/Impact:</b> 97.5% ADA <b>Staff Responsible for Monitoring:</b> Kylie Cranford Danise Lilley Bryson Green	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Lead Team will utilize the ADA Matrix to support with attendance and accountability. <b>Strategy's Expected Result/Impact:</b> Families will close attendance gaps earlier in order to prevent truancy. <b>Staff Responsible for Monitoring:</b> Kylie Cranford	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Increase student daily attendance

**Performance Objective 2:** CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

**Goal 4:** Increase staff retention

**Performance Objective 1:** 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**

**Evaluation Data Sources:** Roadmaps

**Goal 4:** Increase staff retention

**Performance Objective 2:** CP: IDEA Southeast CP 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**

**Evaluation Data Sources:** Hiring and Recruitment Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Lead Team will engage in hiring in Q3. <b>Strategy's Expected Result/Impact:</b> 100% hired for 24-25	Formative			Summative
	Oct	Jan	Mar	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 5:** Increase student enrollment in order to reach Enrollment goal by FDOS.

# Campus Funding Summary

Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	translation devices, pens, papers, highlighters, posters		\$1,157.57
<b>Sub-Total</b>					\$1,157.57
<b>Budgeted Fund Source Amount</b>					\$1,157.53
<b>+/- Difference</b>					<b>-\$0.04</b>
<b>Grand Total Budgeted</b>					\$1,157.53
<b>Grand Total Spent</b>					\$1,157.57
<b>+/- Difference</b>					<b>-\$0.04</b>