IDEA Public Schools

Spears College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 14, 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

Revised/Approved: August 31, 2023

Demographics

Demographics Summary

Idea Spears College Prep is a Title 1 campus that offers quality educational programs and extracurricular activities to students in grades 6th through 9th grade. IDEA Spears College Prep is a part of one of the fastest growing charter school networks in the Greater Houston region. Our increase in enrollment is attributed to recruitment efforts after the pandemic. The school's demographics include majority Title 1 identified students.

Demographics Strengths

IDEA offers a competitive salary for teachers with experience. Additionally, IDEA is achieving its mission of college for all in serving a majority of economically disadvantaged students. Spears College Prep specifically 86% Overall Student Persistence.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase student attendance, as we were at approximately 94% ADA this year, despite the goal being 97%   **Root Cause:** Lack of consistent and clear communication around school culture and expectations for attendance and accountability. Parents did not have an understanding regarding OATP and attendance not counting for "showing up" for fraction so the day outside of that time.

Problem Statement 2 (Prioritized): Students were frequently absent due to consequences around behavior.   **Root Cause:** Student behaviors frequently resulted in OSS, rather than restorative justice practices.

Student Learning

Student Learning Summary

Final formal student performance data has not yet been received.
See PDF in Addendum for more information.

Student Learning Strengths

Spears College Prep has practiced strong internal data tracking, progress monitoring and sub-population report.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A large amount of compensatory minutes had to be provided in the summer.   **Root Cause:** Gaps in SpEd leadership and clarity caused there to be significant delays in services to students. Additionally, transfer ARDs were not managed in a timely fashion, which caused a delay in needed servics. SpEd vacancies also caused a delay and gap in the ability to provide services and log intended minutes.

Problem Statement 2 (Prioritized): High employee turnover in STAAR tested subjects.   **Root Cause:** Teacher culture suffered significantly throughout the year, which caused damage to student culture. The more student culture was less desirable, the worse teacher culture was. It remained in a repetitive cycle, causing high turnover this year.

School Processes & Programs

School Processes & Programs Summary

Middle school student begin rigorous Pre-AP instruction, mastering strategies that prepare them for the next phase of our college prep program, high school.

Classes and Activities: English & Language Arts, Mathematics, social studies, science, spanish, physical education, college field lessons, road to and through college, art and nursing.

Highlights: Pre-Advanced Placement coursework and robust extra-curricular activities.

Results: Gearing up for success in college preparatory, developing passions and interests.

School Processes & Programs Strengths

- 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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There were inconsistencies in coaching and closing of the coaching cycle. **Root Cause:** Principal spent the first half of the year alone and spent a significant amount of the time fire fighting, which continued into the hiring of the API, who additionally spent a significant amount of time solving issues around school culture and behavior management, rather than academics.

Problem Statement 2 (Prioritized): Roll-outs were discussed and implemented in meetings and remained ineffective with minimal follow through. **Root Cause:** Leader did not spend time modeling expectations and then following through or taking next steps when expectations were not met. There was also a gap in the coaching cycle.

Perceptions

Perceptions Summary

We operate under seven founding core values: We Act with Integrity, We Achieve Academic Excellence, We Deliver Results, We Ensure Equity, We Build Team & Family, We Bring Joy and We Sweat the Small Stuff.

Perceptions Strengths

Spears College Prep has retained approximately 85% of their students through persistence this year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There was a lack of parent investment/involvement. **Root Cause:** Parents frequently felt "out of the loop" and there were gaps in communication.

Problem Statement 2 (Prioritized): There were not many opportunities for stake holders to be on campus, engaging with students and staff. **Root Cause:** Staff was not creative in including stake holders in on-campus activities and there were gaps in communication.

Priority Problem Statements

Problem Statement 1: High employee turnover in STAAR tested subjects.

Root Cause 1: Teacher culture suffered significantly throughout the year, which caused damage to student culture. The more student culture was less desirable, the worse teacher culture was. It remained in a repetitive cycle, causing high turnover this year.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: A large amount of compensatory minutes had to be provided in the summer.

Root Cause 2: Gaps in SpEd leadership and clarity caused there to be significant delays in services to students. Additionally, transfer ARDs were not managed in a timely fashion, which caused a delay in needed servics. SpEd vacancies also caused a delay and gap in the ability to provide services and log intended minutes.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students were frequently absent due to consequences around behavior.

Root Cause 3: Student behaviors frequently resulted in OSS, rather than restorative justice practices.

Problem Statement 3 Areas: Demographics

Problem Statement 4: There is a need to increase student attendance, as we were at approximately 94% ADA this year, despite the goal being 97%

Root Cause 4: Lack of consistent and clear communication around school culture and expectations for attendance and accountability. Parents did not have an understanding regarding OATP and attendance not counting for "showing up" for fraction so the day outside of that time.

Problem Statement 4 Areas: Demographics

Problem Statement 5: There were inconsistencies in coaching and closing of the coaching cycle.

Root Cause 5: Principal spent the first half of the year alone and spent a significant amount of the time fire fighting, which continued into the hiring of the API, who additionally spent a significant amount of time solving issues around school culture and behavior management, rather than academics.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Roll-outs were discussed and implemented in meetings and remained ineffective with minimal follow through.

Root Cause 6: Leader did not spend time modeling expectations and then following through or taking next steps when expectations were not met. There was also a gap in the coaching cycle.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There was a lack of parent investment/involvement.

Root Cause 7: Parents frequently felt "out of the loop" and there were gaps in communication.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: There were not many opportunities for stake holders to be on campus, engaging with students and staff.

Root Cause 8: Staff was not creative in including stake holders in on-campus activities and there were gaps in communication.

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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- 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
- Study of best practices

Goals

Goal 1: All IDEA students matriculate to college

Performance Objective 1: By the end of the 23-24 school year, IDEA Spears College Prep will receive an A-rating in Domains 1 and 3 by scholars achieving the Approaches/Meets/Masters goals for our campus.

High Priority

HB3 Goal

Evaluation Data Sources: Track number of Masters scholars
Scripted HOT questions in LPs
Strategic grouping of students based on full scale assessments

Strategy 1 Details	Reviews			
Strategy 1: Who: Leaders and Teachers	**Formative**			**Summative**
When: Daily What: Real-time coach the most pressing need (academics and culture)	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Receive a distinction in post secondary readiness by TEA **Staff Responsible for Monitoring:** Principal and APIs **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Math, ELA and report card night planning & organization. - Title I, Part A (4120) - $1,775.87	N/A			
0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: A large amount of compensatory minutes had to be provided in the summer.   **Root Cause**: Gaps in SpEd leadership and clarity caused there to be significant delays in services to students. Additionally, transfer ARDs were not managed in a timely fashion, which caused a delay in needed servics. SpEd vacancies also caused a delay and gap in the ability to provide services and log intended minutes. **Problem Statement 2**: High employee turnover in STAAR tested subjects.   **Root Cause**: Teacher culture suffered significantly throughout the year, which caused damage to student culture. The more student culture was less desirable, the worse teacher culture was. It remained in a repetitive cycle, causing high turnover this year.

Goal 1: All IDEA students matriculate to college

Performance Objective 2: By the end of the 23-24 school year, 100% of 9th grade students will be TSI tested and have passed math and english.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Track number of students having been tested and provide needed intervention.

Strategy 1 Details		Reviews			
Strategy 1: College Counselor will track and ensure that 100% of 9th grade students are TSI tested.		**Formative**			**Summative**
Strategy's Expected Result/Impact: !00% college matriculation		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principals, APIs and College Counselor **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		10%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 2: IDEA achieves an A Rating

Performance Objective 1: By the end of the 22-23 school year, IDEA Spears College Prep will receive an A-rating in Domains 1-3 by scholars achieving the Approaches/Meets/Masters goals for our campus.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Daily individual student tracking
    Whole group tracking
    Daily observations and real-time coaching using Teachboost
    Differential instruction based on student work analysis meetings

Strategy 1 Details		Reviews		
Strategy 1: Who: Leaders and Teachers When: Daily What: Real-time coach the most pressing need (academics and culture) based on data USE AR/HS facilitator to improve reading performance for 6th and 7th grades		**Formative**		**Summative**
		Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Receive an A-rating from TEA
    Staff Responsible for Monitoring: Principal and APIs
 	
    Title I:
    2.4, 2.5, 2.6
    - **TEA Priorities:**
    Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
    - **ESF Levers:**
    Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Learning 1, 2
	15%			

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: A large amount of compensatory minutes had to be provided in the summer. **Root Cause**: Gaps in SpEd leadership and clarity caused there to be significant delays in services to students. Additionally, transfer ARDs were not managed in a timely fashion, which caused a delay in needed servics. SpEd vacancies also caused a delay and gap in the ability to provide services and log intended minutes.

Student Learning
Problem Statement 2: High employee turnover in STAAR tested subjects.   **Root Cause**: Teacher culture suffered significantly throughout the year, which caused damage to student culture. The more student culture was less desirable, the worse teacher culture was. It remained in a repetitive cycle, causing high turnover this year.

Goal 2: IDEA achieves an A Rating

Performance Objective 2: By the end of the 23-24 school year, 20% of SpEd students will get "Meets" on both Math & Reading exams at IDEA Spears College Prep.

High Priority

HB3 Goal

Evaluation Data Sources: Daily individual student tracking
Whole group tracking
Daily observations and real-time coaching using Teachboost
Differential instruction based on student work analysis meetings

Strategy 1 Details	Reviews			
Strategy 1: Who: Leaders and Teachers	**Formative**			**Summative**
When: Daily	**Oct**	**Jan**	**Mar**	**June**
What: Real-time coach the most pressing need (academics and culture) based on data				
Strategy's Expected Result/Impact: Receive an A-rating from TEA **Staff Responsible for Monitoring:** Principal, APIs and SpEd staff **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	15%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 3: Increase student persistence

Performance Objective 1: By the 11th day of the 23-24 school year, IDEA Spears College Prep will maintain a minimum of 90% student persistence.

High Priority

HB3 Goal

Evaluation Data Sources: Quarterly family engagement events
Daily and weekly student incentives
Check-ins with students of concern
Weekly grade level celebrations
Extra-curricular activities

Strategy 1 Details	Reviews			
Strategy 1: Who: All Staff	**Formative**			**Summative**
When: Daily What: Build a strong positive customer service experience with all stakeholders	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Maintain a minimum of 90% of scholars persist with SCP by the 11th day of the 24-25 school year. **Staff Responsible for Monitoring:** APO, SC and Principal **Title I:** 2.5, 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, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - Perceptions 1, 2	20%			

Strategy 2 Details	Reviews			
Strategy 2: 95% of students will participate in anti-bullying training and SEL (Move This World) programming.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student retention will increase through implementation of anti-bullying programming. **Staff Responsible for Monitoring:** Principal APIs School Counselor GTLs **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture	**Oct**	**Jan**	**Mar**	**June**
	25%			

Strategy 3 Details	Reviews			
Strategy 3: 100% student participation in physical education class for grades 6, 7 and 9 in support of the Healthy Kids Initiative.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of students in grades 6, 7 and 9 will be compliant for the Healthy Kids Initiative through participation in physical education class. **Staff Responsible for Monitoring:** Principals APIs PE Teachers **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture	**Oct**	**Jan**	**Mar**	**June**
	50%			

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: High employee turnover in STAAR tested subjects.   **Root Cause**: Teacher culture suffered significantly throughout the year, which caused damage to student culture. The more student culture was less desirable, the worse teacher culture was. It remained in a repetitive cycle, causing high turnover this year.

Perceptions
Problem Statement 1: There was a lack of parent investment/involvement.   **Root Cause**: Parents frequently felt "out of the loop" and there were gaps in communication.
Problem Statement 2: There were not many opportunities for stake holders to be on campus, engaging with students and staff.   **Root Cause**: Staff was not creative in including stake holders in on-campus activities and there were gaps in communication.

Goal 4: Increase student daily attendance

Performance Objective 1: By the end of the 22-23 school year, IDEA Spears College Prep will receive a minimum of 97% of average daily attendance.

   High Priority

   HB3 Goal

   Evaluation Data Sources: Daily tracking of absences
   Monthly ADA incentives
   ADA escalation matric

Strategy 1 Details	Reviews			
Strategy 1: Who: APO, SIS Coordinator, Registrar, SC, Teachers, APIs and Principal When: Daily What: Operating mechanisms for daily attendance protocol fidelity	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Maintain an average of 6 scholars absent per day
     Staff Responsible for Monitoring: Principal, APO, SC
 	
     Title I:
 2.4, 2.5, 2.6
   - TEA Priorities:
 Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
   - ESF Levers:
 Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
     Problem Statements: Demographics 1, 2
	30%			

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase student attendance, as we were at approximately 94% ADA this year, despite the goal being 97%   **Root Cause**: Lack of consistent and clear communication around school culture and expectations for attendance and accountability. Parents did not have an understanding regarding OATP and attendance not counting for "showing up" for fraction so the day outside of that time.
Problem Statement 2: Students were frequently absent due to consequences around behavior.   **Root Cause**: Student behaviors frequently resulted in OSS, rather than restorative justice practices.

Goal 5: Increase staff retention

Performance Objective 1: Spears College Prep: 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

HB3 Goal

Evaluation Data Sources: Staff retention dashboard.

Strategy 1 Details		Reviews			
Strategy 1: Who: Direct Managers		**Formative**			**Summative**
When: Weekly What: Check-ins with direct reports, shout outs		**Oct**	**Jan**	**Mar**	**June**
Who: Principals When: Weekly What: Report out data on staff retention in Data Brief **Strategy's Expected Result/Impact:** Maintain 85% staff retention **Staff Responsible for Monitoring:** Principal, API, APO, SC **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** School Processes & Programs 1, 2		30%			
	0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: There were inconsistencies in coaching and closing of the coaching cycle.   **Root Cause**: Principal spent the first half of the year alone and spent a significant amount of the time fire fighting, which continued into the hiring of the API, who additionally spent a significant amount of time solving issues around school culture and behavior management, rather than academics.
Problem Statement 2: Roll-outs were discussed and implemented in meetings and remained ineffective with minimal follow through.   **Root Cause**: Leader did not spend time modeling expectations and then following through or taking next steps when expectations were not met. There was also a gap in the coaching cycle.

Goal 5: Increase staff retention

Performance Objective 2: IDEA Spears College Prep is 84% 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

 HB3 Goal

 Evaluation Data Sources: HR staffing tracker.

Strategy 1 Details		Reviews			
Strategy 1: Who: Direct Managers		**Formative**			**Summative**
When: Weekly What: Check-ins with direct reports, shout outs		**Oct**	**Jan**	**Mar**	**June**
Who: Principals When: Weekly What: Report out data on staff retention in Data Brief **Strategy's Expected Result/Impact:** Maintain 85% staff retention. **Staff Responsible for Monitoring:** Principal, API, APO, SC **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** School Processes & Programs 1, 2		30%			
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: There were inconsistencies in coaching and closing of the coaching cycle. **Root Cause**: Principal spent the first half of the year alone and spent a significant amount of the time fire fighting, which continued into the hiring of the API, who additionally spent a significant amount of time solving issues around school culture and behavior management, rather than academics.
Problem Statement 2: Roll-outs were discussed and implemented in meetings and remained ineffective with minimal follow through. **Root Cause**: Leader did not spend time modeling expectations and then following through or taking next steps when expectations were not met. There was also a gap in the coaching cycle.

Goal 6: Increase student enrollment (no required performance objectives/strategies)

Campus Funding Summary

Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Math, ELA and report card night planning & organization.		$1,775.87
				Sub-Total	$1,775.87
				Budgeted Fund Source Amount	$1,775.87
				+/- Difference	$0.00
				Grand Total Budgeted	$1,775.87
				Grand Total Spent	$1,775.87
				+/- Difference	$0.00