

IDEA Public Schools

Monterrey Park Academy

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Science



Board Approval Date: October 21, 2022
Public Presentation Date: September 16, 2022

Mission Statement

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

IDEA Monterrey Park Academy will create an environment that is safe, nurturing, and accountable to ensure 100% of our students are equipped with the foundational knowledge and skills needed to be successful in College Prep, Tier I and Tier II Universities, and beyond.

Vision

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

IDEA Monterrey Park Academy will support all students in reaching their potential by ensuring 100% of scholars are prepared to matriculate and become 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 IDEA Monterrey Park Academy, we strive to be Mighty B.E.A.R.S.:

1.Bravery – We persevere and exemplify courageous character.

2.Eagerness – We forge ahead with enthusiasm to reach ambitious goals.

3.Aspiration – We demonstrate a strong desire and motivation to achieve both academic and personal goals.

4.Resilience – We recover quickly from difficulties by adapting to stressful situations.

5.Selfless – We give and think of others before ourselves without looking for personal gain.

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Comprehensive Needs Assessment

Revised/Approved: October 21, 2022

Demographics

Demographics Summary

IDEA Monterrey Park Academy was established in 2014 and is located in west San Antonio at 222 SW 39th Street, 78237. The enrollment for the 2021-2022 school year is 729. Special populations such as English language learners make up 14% of the population and 7% of scholars receive special education services. The student body demographics reveals a lack of diversity with 89% of the student population being Hispanic and 11% made up of other races such as White, Black, Asian, and Pacific Islander. The percent of female and male students are diverse with both populations nearly even in percentage. Our school qualifies for free and reduced lunch based on the 97.9% economically disadvantaged population enrolled. For the 2022-2023 school year, the current campus enrollment is 672 enrolled students. The school retained 78.89% of new and returning students.

Demographics Strengths

Positive student connections from leaders and staff throughout the year

ADA communication plan to ensure parents are aware of absences and to provide support

Families are kept up-to-date with events and updated through our Family Newsletter

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase our new-to-IDEA student persistence as only 74% chose to persist with us last year. **Root Cause:** 1. Lack of consistent, annual reflection and interests surveys on what keeps students/families at campus 2. Lack of program offerings such as afterschool electives, clubs, sports, etc. 3. Lack of clear communication around IDEA's rigorous Academic model during WTI and the partnership expectations of parents and students during the onboarding process and beyond.

Problem Statement 2 (Prioritized): Increase in student mental health crisis and outcries resulting in increased absences or student code of conduct violations **Root Cause:** 1. Lack of focus on health and wellness of scholars through daily implementation of SEL program 2. Lack of consistent observations to track fidelity of SEL program being taught consistently through the week

Student Learning

Student Learning Summary

In the 21-22 school year, IDEA Monterrey Park Academy earned an 87 out of a 100 rating making the school 'B' rated. The 'B' rating is displaying recognized performance within the state of Texas as campuses with this designation serve many students well, encouraging high academic achievement and/or appropriate academic growth for most students. The campus grew 6 points from the last rating given in the 2018-19 school year of an 81.

Performance by Domain:

Domain 1- 75 (student achievement)

Domain 2- 91 (school progress)

Domain 3- 78 (Closing the Gaps)

Distinction Designation:

Academic Achievement in English Language Arts Reading

Academic Achievement in Science

Student Learning Strengths

- STAAR reading improvement higher than pre-COIVS (2018-19)
- 4th and 5th grade STAAR cohorts grew from the COVID years
- 5th ELL cohort showed growth in every content
- 3rd Reading SPED scholars closed their gap by 19% points

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): All student populations struggled in meeting or mastering Mathematics student achievement for Domain 3 **Root Cause:** 1. Failure to increase math interventions in quarter 1 of school. 2. Failure to start tutoring before Semester 2 for students 2-3 grade levels behind in math. 3. Failure to make adjustments to curriculum in a timely manner when responding to noted gaps in exit ticket data.

Problem Statement 2 (Prioritized): Only 29% of Math Critical Intervention Students passed their respective STAAR exam **Root Cause:** 1. Lack of leaders coaching teachers to urgently respond to daily exit ticket outcomes for CSI students. 2. Lack of general population and intervention teacher co-planning to create support systems in class for CSI students

School Processes & Programs

School Processes & Programs Summary

IDEA Monterrey Park Academy develops instructional leaders by having clear roles and responsibilities and opportunities to choose where they want to make an impact. Our campus has a teacher leader program that allows teachers who want to grow in and out of the classroom. This program allows teachers to take on a coaching role while they stay in their teaching role, which allows them to experience the administrative role before completely transitioning over. We have team leaders that lead their grade levels, content leaders in Math, Science, Social Studies, and Reading, course leaders, mentors, hybrid leaders, and teacher advisory council members.

We have a weekly professional development meeting focusing on lesson rehearsal, script practices, and new content training. Professional development is created based on campus priorities set from the previous years and from trends found during instructional rounds. Teachers are invited to attend as a whole for priorities and as needed for trends found. Our teachers are also biweekly engaged in district content webinars that assist them in becoming instructional leaders of their classrooms.

To support powerful teaching and learning, teachers are recognized publicly every year and are identified as master teachers for others to observe and visit. Teachers are tiered according to level of support needed for coaching and lesson planning support.

School Processes & Programs Strengths

Curriculum & Instruction:

- 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.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA retains an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

IDEA's individualized coaching and development of its employees is a contributing factor in getting new employees to proficiency quickly and providing an internal pool for promotions.

Ongoing feedback, effective accountability mechanisms, and consistent follow through also provide a supportive environment where employees have clear expectations for performance.

IDEA is currently undertaking an initiative to redefine its employee value proposition (EVP) to better identify, promote, and implement recruitment and retention strategies that can provide the talent needed to be successful

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Failure to retain New to IDEA staff in the 2021-2022 school year with a 46% or 7 of 15 new teachers left. **Root Cause:** 1. Lack of clarity in interview process for work load expected of new staff. 2. PD sessions were not aligned to the needs and interests of the New to IDEA staff. 3. Lack of support for balancing expectations of role and responsibilities with personal life.

Problem Statement 2 (Prioritized): Low teacher retention in special populations staff with 20% retention between intervention on SPED teachers and co-teachers **Root Cause:** 1. Lack of targeted professional development to support with added responsibilities of meeting HB4545 requirements and DI CSI intervention needs 2. Lack of partnerships between general populations teacher and the special populations to align strategies and selecting priority TEKS focus 3. Failure to provide requested materials in a timely manner for new intervention programs

Perceptions

Perceptions Summary

At IDEA Monterrey Park Academy, we value the social and emotional, health, and wellbeing of staff, students, and families. We uphold a culture and climate built on diversity, equity, and inclusion. Our school has goals centered around well being and retention.

We uphold our vision of excellence through our campus pillars:

1. Academic Quality: We prepare high quality, rigorous lessons through content unpacking, backwards planning, and rehearsing lessons before delivering to all student populations.
2. Accountable Culture: We have a collective responsibility as a campus system to act with integrity and drive accountability within self and all stakeholders in order to develop and sustain a culture of joy for students, staff, and families.
3. Everybody Learns: We provide equity to diverse and unique populations through lesson accommodations, intervention, and strong first teach.
4. Community Wellbeing: We promote a space where each person feels safe emotionally, physically, socially, and mentally to allow them to successfully grow.

Perceptions Strengths

90% retention of level 3 and 4 teachers

3 internal promotions of co teacher to lead teacher

4 of 5 or 80% successful transfer teacher retentions

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Low family participation with an average of 22% of families attending after school or Saturday family engagement events. **Root Cause:** 1. Families cited low participation due to short turnaround of event notification. The school staff failed to adequately communicate events in a timely manner. 2. Families stated that event flyers were not posted in all social media channels or sent reminders for upcoming events. The school staff failed to make communication of events accessible for everyone and have a communication timeline built.

Problem Statement 2 (Prioritized): Lack of tracking and progressing students through the RtI Tier 1 and Tier 2 Behavior Plan. **Root Cause:** 1. Lack of campus training and scheduled time to visit the RtI process and behavior plans. 2. Staff did not adequately document student progress causing students to remain in Tier 1.

Priority Problem Statements

Problem Statement 1: There is a need to increase our new-to-IDEA student persistence as only 74% chose to persist with us last year.

Root Cause 1: 1. Lack of consistent, annual reflection and interests surveys on what keeps students/families at campus 2. Lack of program offerings such as afterschool electives, clubs, sports, etc. 3. Lack of clear communication around IDEA's rigorous Academic model during WTI and the partnership expectations of parents and students during the onboarding process and beyond.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Increase in student mental health crisis and outcries resulting in increased absences or student code of conduct violations

Root Cause 2: 1. Lack of focus on health and wellness of scholars through daily implementation of SEL program 2. Lack of consistent observations to track fidelity of SEL program being taught consistently through the week

Problem Statement 2 Areas: Demographics

Problem Statement 3: Only 29% of Math Critical Intervention Students passed their respective STAAR exam

Root Cause 3: 1. Lack of leaders coaching teachers to urgently respond to daily exit ticket outcomes for CSI students. 2. Lack of general population and intervention teacher co-planning to create support systems in class for CSI students

Problem Statement 3 Areas: Student Learning

Problem Statement 4: All student populations struggled in meeting or mastering Mathematics student achievement for Domain 3

Root Cause 4: 1. Failure to increase math interventions in quarter 1 of school. 2. Failure to start tutoring before Semester 2 for students 2-3 grade levels behind in math. 3. Failure to make adjustments to curriculum in a timely manner when responding to noted gaps in exit ticket data.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Low teacher retention in special populations staff with 20% retention between intervention on SPED teachers and co-teachers

Root Cause 5: 1. Lack of targeted professional development to support with added responsibilities of meeting HB4545 requirements and DI CSI intervention needs 2. Lack of partnerships between general populations teacher and the special populations to align strategies and selecting priority TEKS focus 3. Failure to provide requested materials in a timely manner for new intervention programs

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Failure to retain New to IDEA staff in the 2021-2022 school year with a 46% or 7 of 15 new teachers left.

Root Cause 6: 1. Lack of clarity in interview process for work load expected of new staff. 2. PD sessions were not aligned to the needs and interests of the New to IDEA staff. 3. Lack of support for balancing expectations of role and responsibilities with personal life.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Lack of tracking and progressing students through the RtI Tier 1 and Tier 2 Behavior Plan.

Root Cause 7: 1. Lack of campus training and scheduled time to visit the RtI process and behavior plans. 2. Staff did not adequately document student progress causing students to remain in Tier 1.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Low family participation with an average of 22% of families attending after school or Saturday family engagement events.

Root Cause 8: 1. Families cited low participation due to short turnaround of event notification. The school staff failed to adequately communicate events in a timely manner. 2. Families stated that event flyers were not posted in all social media channels or sent reminders for upcoming events. The school staff failed to make communication of events accessible for everyone and have a communication timeline built.

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

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- 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
- 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
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results






Goals

Goal 1: IDEA achieves an A rating

Performance Objective 1: Student achievement (Domain 1) and progress levels (Domain 2) will meet or exceed growth in state standards for all student groups.

High Priority

Evaluation Data Sources: Instructional rounds, Data meetings, Student Data Tracker, Exit ticket sort, instructional stepback

| Strategy 1 Details | Reviews | | | |
|--|-----------|---|-----|-----------|
| Strategy 1: We will provide resources and training to campus educators in supporting all learners through Professional Development. Strategy's Expected Result/Impact: All student population groups are meeting growth or 90% are meeting student achievement metrics. Staff Responsible for Monitoring: Campus Educators, Assistant Principals of instruction, Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 1, 2 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | |  25% | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 1 Problem Statements:






| Student Learning |
|--|
| Problem Statement 1: All student populations struggled in meeting or mastering Mathematics student achievement for Domain 3 Root Cause: 1. Failure to increase math interventions in quarter 1 of school. 2. Failure to start tutoring before Semester 2 for students 2-3 grade levels behind in math. 3. Failure to make adjustments to curriculum in a timely manner when responding to noted gaps in exit ticket data. Problem Statement 2: Only 29% of Math Critical Intervention Students passed their respective STAAR exam Root Cause: 1. Lack of leaders coaching teachers to urgently respond to daily exit ticket outcomes for CSI students. 2. Lack of general population and intervention teacher co-planning to create support systems in class for CSI students |

Goal 1: IDEA achieves an A rating

Performance Objective 2: All STAAR tested contents will have 60% meets and 30% masters in Domain 1 student achievement

High Priority

Evaluation Data Sources: Instructional rounds, Data meetings, Student Data Tracker, Exit ticket sort, instructional stepback

| Strategy 1 Details | | Reviews | | | |
|---|--|---|--|---|---|
| Strategy 1: Use exit ticket sorts and respond urgently to data to ensure students are meeting or mastering their TEKS daily Strategy's Expected Result/Impact: Progress and Achievement targets are met in Domain 1 and 3. Staff Responsible for Monitoring: Campus educators, Assistant Principals of Instruction, Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - Perceptions 2 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | | |  | | |
| | |  No Progress |  Accomplished |  Continue/Modify |  Discontinue |

Performance Objective 2 Problem Statements:

| Student Learning |
|--|
| Problem Statement 1: All student populations struggled in meeting or mastering Mathematics student achievement for Domain 3 Root Cause: 1. Failure to increase math interventions in quarter 1 of school. 2. Failure to start tutoring before Semester 2 for students 2-3 grade levels behind in math. 3. Failure to make adjustments to curriculum in a timely manner when responding to noted gaps in exit ticket data. Problem Statement 2: Only 29% of Math Critical Intervention Students passed their respective STAAR exam Root Cause: 1. Lack of leaders coaching teachers to urgently respond to daily exit ticket outcomes for CSI students. 2. Lack of general population and intervention teacher co-planning to create support systems in class for CSI students |
| Perceptions |
| Problem Statement 2: Lack of tracking and progressing students through the RtI Tier 1 and Tier 2 Behavior Plan. Root Cause: 1. Lack of campus training and scheduled time to visit the RtI process and behavior plans. 2. Staff did not adequately document student progress causing students to remain in Tier 1. |


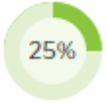




Goal 1: IDEA achieves an A rating

Performance Objective 3: Third-grade scholars hit 90% approaches, 60% meets and 30% masters on reading and math STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: Instructional rounds, Data meetings, Student Data Tracker, Exit ticket sort, instructional stepback

| Strategy 1 Details | | Reviews | | | |
|---|--|---|--|---|---|
| Strategy 1: Daily data tracking of student TEKS mastery across all populations. Strategy's Expected Result/Impact: Close gaps in reading comprehension and analyzing text for evidence Staff Responsible for Monitoring: All Instructional Staff, Assistant Principals of Instruction, Principal Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 Funding Sources: Nora Cantu - ILEARNING HOT SPOT FACILITATOR - Federal Grant - \$34,436.16 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | |  |  | | |
| | |  No Progress |  Accomplished |  Continue/Modify |  Discontinue |

Performance Objective 3 Problem Statements:







| Demographics |
|---|
| Problem Statement 1: There is a need to increase our new-to-IDEA student persistence as only 74% chose to persist with us last year. Root Cause: 1. Lack of consistent, annual reflection and interests surveys on what keeps students/families at campus 2. Lack of program offerings such as afterschool electives, clubs, sports, etc. 3. Lack of clear communication around IDEA's rigorous Academic model during WTI and the partnership expectations of parents and students during the onboarding process and beyond. Problem Statement 2: Increase in student mental health crisis and outcries resulting in increased absences or student code of conduct violations Root Cause: 1. Lack of focus on health and wellness of scholars through daily implementation of SEL program 2. Lack of consistent observations to track fidelity of SEL program being taught consistently through the week |

Goal 1: IDEA achieves an A rating

Performance Objective 4: 60% of SPED scholars will receive approaches or meets on Math STAAR for 3rd - 5th

HB3 Goal

Evaluation Data Sources: Instructional rounds, Data meetings, Student Data Tracker, Exit ticket sort, instructional stepback

| Strategy 1 Details | | Reviews | | | |
|--|--|---|--|---|---|
| Strategy 1: Use Domain 3 trackers to track SPED performance on TEKS and Category 1-4 in Math Strategy's Expected Result/Impact: Progress and Achievement targets are met in Domain 1 and 3. Staff Responsible for Monitoring: Campus educators, Assistant Principals of Instruction, Principal Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | |  |  | | |
| | |  No Progress |  Accomplished |  Continue/Modify |  Discontinue |

Performance Objective 4 Problem Statements:

| Student Learning |
|--|
| Problem Statement 1: All student populations struggled in meeting or mastering Mathematics student achievement for Domain 3 Root Cause: 1. Failure to increase math interventions in quarter 1 of school. 2. Failure to start tutoring before Semester 2 for students 2-3 grade levels behind in math. 3. Failure to make adjustments to curriculum in a timely manner when responding to noted gaps in exit ticket data. Problem Statement 2: Only 29% of Math Critical Intervention Students passed their respective STAAR exam Root Cause: 1. Lack of leaders coaching teachers to urgently respond to daily exit ticket outcomes for CSI students. 2. Lack of general population and intervention teacher co-planning to create support systems in class for CSI students |






Goal 2: All IDEA students matriculate to college

Performance Objective 1: All seniors will be assigned a K-12 mentor teacher to support with application, financial aid, and matriculation process.

High Priority

HB3 Goal

Evaluation Data Sources: Tracker of applications and admissions, financial aid applications, TSI Exempt

| Strategy 1 Details | | Reviews | | | |
|---|--|--|---|-----|-----------|
| Strategy 1: Monthly check ins with senior and teacher mentor to support college matriculation Strategy's Expected Result/Impact: 100% of scholars matriculate to college Staff Responsible for Monitoring: Principals, APIs, DCC, College Counselors, Instructional Staff Title I: 2.5 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | | |  | | |
| | |  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Performance Objective 1 Problem Statements:

| Student Learning |
|--|
| Problem Statement 1: All student populations struggled in meeting or mastering Mathematics student achievement for Domain 3 Root Cause: 1. Failure to increase math interventions in quarter 1 of school. 2. Failure to start tutoring before Semester 2 for students 2-3 grade levels behind in math. 3. Failure to make adjustments to curriculum in a timely manner when responding to noted gaps in exit ticket data. Problem Statement 2: Only 29% of Math Critical Intervention Students passed their respective STAAR exam Root Cause: 1. Lack of leaders coaching teachers to urgently respond to daily exit ticket outcomes for CSI students. 2. Lack of general population and intervention teacher co-planning to create support systems in class for CSI students |
| School Processes & Programs |
| Problem Statement 1: Failure to retain New to IDEA staff in the 2021-2022 school year with a 46% or 7 of 15 new teachers left. Root Cause: 1. Lack of clarity in interview process for work load expected of new staff. 2. PD sessions were not aligned to the needs and interests of the New to IDEA staff. 3. Lack of support for balancing expectations of role and responsibilities with personal life. |






Goal 2: All IDEA students matriculate to college

Performance Objective 2: A college ready environment will be created by providing opportunities for all student to engage in 4-6 activities throughout the year focused on career and college readiness.

High Priority

HB3 Goal

Evaluation Data Sources: Event tracker, Tracker of applications and admissions, financial aid applications, TSI Exempt

| Strategy 1 Details | | Reviews | | | |
|---|--|---|--|---|---|
| Strategy 1: College going activities and actions through announcements, field lessons, and homeroom challenges will occur monthly or quarterly. Strategy's Expected Result/Impact: Increase number of Tier 1 applications and acceptances to 25% Staff Responsible for Monitoring: Principals, APIs, DCC, College Counselors, Instructional Staff Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 1, 2 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | | |  | | |
| | |  No Progress |  Accomplished |  Continue/Modify |  Discontinue |

Performance Objective 2 Problem Statements:

| Demographics |
|--|
| Problem Statement 1: There is a need to increase our new-to-IDEA student persistence as only 74% chose to persist with us last year. Root Cause: 1. Lack of consistent, annual reflection and interests surveys on what keeps students/families at campus 2. Lack of program offerings such as afterschool electives, clubs, sports, etc. 3. Lack of clear communication around IDEA's rigorous Academic model during WTI and the partnership expectations of parents and students during the onboarding process and beyond. |
| Problem Statement 2: Increase in student mental health crisis and outcries resulting in increased absences or student code of conduct violations Root Cause: 1. Lack of focus on health and wellness of scholars through daily implementation of SEL program 2. Lack of consistent observations to track fidelity of SEL program being taught consistently through the week |

Student Learning

Problem Statement 1: All student populations struggled in meeting or mastering Mathematics student achievement for Domain 3 **Root Cause:** 1. Failure to increase math interventions in quarter 1 of school. 2. Failure to start tutoring before Semester 2 for students 2-3 grade levels behind in math. 3. Failure to make adjustments to curriculum in a timely manner when responding to noted gaps in exit ticket data.






Problem Statement 2: Only 29% of Math Critical Intervention Students passed their respective STAAR exam **Root Cause:** 1. Lack of leaders coaching teachers to urgently respond to daily exit ticket outcomes for CSI students. 2. Lack of general population and intervention teacher co-planning to create support systems in class for CSI students

Goal 3: Increase student persistence

Performance Objective 1: Students will receive social emotional support 3-4 days a week through SEL program.

High Priority

Evaluation Data Sources: Campus event participation rosters, Panorama results, attendance data, persistence data, Mission List

| Strategy 1 Details | Reviews | | | |
|---|-----------|---|-----|-----------|
| Strategy 1: Weekly implementation and active participation of self agency and restorative practices using the Move This World program. Strategy's Expected Result/Impact: 100% of students are able to develop self agency and be active participants in restorative practices Staff Responsible for Monitoring: Principal, API, Counselor, APO, Instructional Staff Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2 - Perceptions 2 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | |  | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 1 Problem Statements:





| Demographics |
|--|
| Problem Statement 1: There is a need to increase our new-to-IDEA student persistence as only 74% chose to persist with us last year. Root Cause: 1. Lack of consistent, annual reflection and interests surveys on what keeps students/families at campus 2. Lack of program offerings such as afterschool electives, clubs, sports, etc. 3. Lack of clear communication around IDEA's rigorous Academic model during WTI and the partnership expectations of parents and students during the onboarding process and beyond. |
| Problem Statement 2: Increase in student mental health crisis and outcries resulting in increased absences or student code of conduct violations Root Cause: 1. Lack of focus on health and wellness of scholars through daily implementation of SEL program 2. Lack of consistent observations to track fidelity of SEL program being taught consistently through the week |
| Perceptions |
| Problem Statement 2: Lack of tracking and progressing students through the RtI Tier 1 and Tier 2 Behavior Plan. Root Cause: 1. Lack of campus training and scheduled time to visit the RtI process and behavior plans. 2. Staff did not adequately document student progress causing students to remain in Tier 1. |

Goal 3: Increase student persistence

Performance Objective 2: Students will be active participants in the culture of joy through consistent joy operating mechanisms.

High Priority

Evaluation Data Sources: Campus event participation rosters, Panorama results, attendance data, persistence data, Mission List

| Strategy 1 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 1: Consistent planned activities such as hallway holler, grade level rallies, and mighty bear recognition to support student belonging. Strategy's Expected Result/Impact: 90% and greater student persistence Staff Responsible for Monitoring: Principal, API, Counselor, APO, Instructional Staff Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2 - Perceptions 2 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | | |

Performance Objective 2 Problem Statements:






| Demographics |
|---|
| Problem Statement 1: There is a need to increase our new-to-IDEA student persistence as only 74% chose to persist with us last year. Root Cause: 1. Lack of consistent, annual reflection and interests surveys on what keeps students/families at campus 2. Lack of program offerings such as afterschool electives, clubs, sports, etc. 3. Lack of clear communication around IDEA's rigorous Academic model during WTI and the partnership expectations of parents and students during the onboarding process and beyond. Problem Statement 2: Increase in student mental health crisis and outcries resulting in increased absences or student code of conduct violations Root Cause: 1. Lack of focus on health and wellness of scholars through daily implementation of SEL program 2. Lack of consistent observations to track fidelity of SEL program being taught consistently through the week |
| Perceptions |
| Problem Statement 2: Lack of tracking and progressing students through the RtI Tier 1 and Tier 2 Behavior Plan. Root Cause: 1. Lack of campus training and scheduled time to visit the RtI process and behavior plans. 2. Staff did not adequately document student progress causing students to remain in Tier 1. |

Goal 3: Increase student persistence

Performance Objective 3: Engage 90% of 1st - 5th grade scholars in fun and exciting PE lessons to meet 900 MVPA minutes or higher in PE.

High Priority

Evaluation Data Sources: MVPA minutes report

| Strategy 1 Details | | Reviews | | | |
|--|--|-----------|---|-----|-----------|
| Strategy 1: Provide feedback to PE lessons plan and ensure equipment is readily available and enough for all participants. Strategy's Expected Result/Impact: All scholars reach 900 MVP minutes and PE Honor Roll Staff Responsible for Monitoring: Physical Education teachers, Assistant Principal of Instruction, Principal, Business Clerk Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | | |  | | |
| <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> | | | | | |

Performance Objective 3 Problem Statements:






| Demographics |
|---|
| Problem Statement 1: There is a need to increase our new-to-IDEA student persistence as only 74% chose to persist with us last year. Root Cause: 1. Lack of consistent, annual reflection and interests surveys on what keeps students/families at campus 2. Lack of program offerings such as afterschool electives, clubs, sports, etc. 3. Lack of clear communication around IDEA's rigorous Academic model during WTI and the partnership expectations of parents and students during the onboarding process and beyond. Problem Statement 2: Increase in student mental health crisis and outcries resulting in increased absences or student code of conduct violations Root Cause: 1. Lack of focus on health and wellness of scholars through daily implementation of SEL program 2. Lack of consistent observations to track fidelity of SEL program being taught consistently through the week |

Goal 3: Increase student persistence

Performance Objective 4: All students and staff feel physically and emotionally safe to achieve our mission of 100% to and through college

High Priority

Evaluation Data Sources: Student Persistence, Staff Persistence, GPTW survey, Student and family survey, Safety Walkthrough

| Strategy 1 Details | Reviews | | | |
|---|-----------|---|-----|-----------|
| Strategy 1: Ensure SEL is provided for scholars mental health, positive check-ins for staff health, and proactive safety walkthroughs are performed weekly for physical safety. Strategy's Expected Result/Impact: Ensure 90% or more students and staff are retained in the 22-23 school year Staff Responsible for Monitoring: Principal, Assistant Principals, Assistant Principal of Operation, Counselor, Instructional Staff Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2 - School Processes & Programs 1, 2 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | |  | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 4 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: There is a need to increase our new-to-IDEA student persistence as only 74% chose to persist with us last year. Root Cause: 1. Lack of consistent, annual reflection and interests surveys on what keeps students/families at campus 2. Lack of program offerings such as afterschool electives, clubs, sports, etc. 3. Lack of clear communication around IDEA's rigorous Academic model during WTI and the partnership expectations of parents and students during the onboarding process and beyond. Problem Statement 2: Increase in student mental health crisis and outcries resulting in increased absences or student code of conduct violations Root Cause: 1. Lack of focus on health and wellness of scholars through daily implementation of SEL program 2. Lack of consistent observations to track fidelity of SEL program being taught consistently through the week |
| School Processes & Programs |
| Problem Statement 1: Failure to retain New to IDEA staff in the 2021-2022 school year with a 46% or 7 of 15 new teachers left. Root Cause: 1. Lack of clarity in interview process for work load expected of new staff. 2. PD sessions were not aligned to the needs and interests of the New to IDEA staff. 3. Lack of support for balancing expectations of role and responsibilities with personal life. |

| School Processes & Programs |
|---|
| <p>Problem Statement 2: Low teacher retention in special populations staff with 20% retention between intervention on SPED teachers and co-teachers Root Cause: 1. Lack of targeted professional development to support with added responsibilities of meeting HB4545 requirements and DI CSI intervention needs 2. Lack of partnerships between general populations teacher and the special populations to align strategies and selecting priority TEKS focus 3. Failure to provide requested materials in a timely manner for new intervention programs</p> |

Goal 4: Increase staff retention

Performance Objective 1: Increase Great Places to Work results from 68% to 85%

High Priority

Evaluation Data Sources: GPTW survey results, quarterly surveys, staff retention over 85%

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Provide clarity in interview process for workload expected of new staff. Strategy's Expected Result/Impact: 85% GPTW survey results Staff Responsible for Monitoring: Principal, APIs, APO, Counselor, Instructional Staff Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 1, 2 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Support staff in balancing expectations of role and responsibilities with personal life. Strategy's Expected Result/Impact: 85% GPTW survey results Staff Responsible for Monitoring: Principal, APIs, APO, Counselor, Instructional Staff Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 1, 2 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <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> | | | | |

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Failure to retain New to IDEA staff in the 2021-2022 school year with a 46% or 7 of 15 new teachers left. **Root Cause:** 1. Lack of clarity in interview process for work load expected of new staff. 2. PD sessions were not aligned to the needs and interests of the New to IDEA staff. 3. Lack of support for balancing expectations of role and responsibilities with personal life.

Problem Statement 2: Low teacher retention in special populations staff with 20% retention between intervention on SPED teachers and co-teachers **Root Cause:** 1. Lack of targeted professional development to support with added responsibilities of meeting HB4545 requirements and DI CSI intervention needs 2. Lack of partnerships between general populations teacher and the special populations to align strategies and selecting priority TEKS focus 3. Failure to provide requested materials in a timely manner for new intervention programs

Goal 4: Increase staff retention

Performance Objective 2: Provide individualized learning to teachers at different Teacher Career Pathway levels

High Priority

Evaluation Data Sources: 85% Teacher Retention, 85% GPTW survey results

| Strategy 1 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 1: Align PD to the needs and interests of the New to IDEA staff and experience staff. Strategy's Expected Result/Impact: 85% Teacher Retention Staff Responsible for Monitoring: Principal, APIs, APO, Counselor, Instructional Staff Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 1, 2 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | | | | | |
| <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> | | | | | |

Performance Objective 2 Problem Statements:





| School Processes & Programs |
|--|
| Problem Statement 1: Failure to retain New to IDEA staff in the 2021-2022 school year with a 46% or 7 of 15 new teachers left. Root Cause: 1. Lack of clarity in interview process for work load expected of new staff. 2. PD sessions were not aligned to the needs and interests of the New to IDEA staff. 3. Lack of support for balancing expectations of role and responsibilities with personal life. |
| Problem Statement 2: Low teacher retention in special populations staff with 20% retention between intervention on SPED teachers and co-teachers Root Cause: 1. Lack of targeted professional development to support with added responsibilities of meeting HB4545 requirements and DI CSI intervention needs 2. Lack of partnerships between general populations teacher and the special populations to align strategies and selecting priority TEKS focus 3. Failure to provide requested materials in a timely manner for new intervention programs |

Goal 5: Increase student daily attendance

Performance Objective 1: Increase meaningful relationships to promote positive student-teacher relationships to increase retention and student achievement.

High Priority

Evaluation Data Sources: Student survey, parent Panorama survey, parent weekly surveys, GET Guidepost 2 strand vii.

| Strategy 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 1: Review and create action steps on quarterly parent and student surveys to implement strategies in relationship building in and outside the classroom. Strategy's Expected Result/Impact: Parent satisfaction survey results improve to a level 3 across all staff members. Student attendance increases to 98% Staff Responsible for Monitoring: Instructional Staff, Assistant Principal of Instruction, , Assistant Principal of Operations, Principal Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1, 2 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | | | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | | |

Performance Objective 1 Problem Statements:





| Demographics |
|--|
| Problem Statement 1: There is a need to increase our new-to-IDEA student persistence as only 74% chose to persist with us last year. Root Cause: 1. Lack of consistent, annual reflection and interests surveys on what keeps students/families at campus 2. Lack of program offerings such as afterschool electives, clubs, sports, etc. 3. Lack of clear communication around IDEA's rigorous Academic model during WTI and the partnership expectations of parents and students during the onboarding process and beyond. |
| Problem Statement 2: Increase in student mental health crisis and outcries resulting in increased absences or student code of conduct violations Root Cause: 1. Lack of focus on health and wellness of scholars through daily implementation of SEL program 2. Lack of consistent observations to track fidelity of SEL program being taught consistently through the week |

Goal 5: Increase student daily attendance

Performance Objective 2: Staff will participate in quarterly family engagement events to leverage relationships and increase interaction with families and students.

High Priority

Evaluation Data Sources: Campus events participation rosters, Parent Surveys, Student Attendance Data, Persistence Data, Home Visit Data

| Strategy 1 Details | | Reviews | | | |
|--|--|---|-----|---|-----------|
| Strategy 1: Create and promote family engagement events to increase school connectedness and communicate the importance of daily attendance. Strategy's Expected Result/Impact: Increase in attendance to 97.5%, Increase in parent survey results, increased family event attendance to 80% Staff Responsible for Monitoring: Campus educators, Assistant Principal of Operations, Grade Level Administrators, Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1, 2 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | | | | | |
|  No Progress | |  Accomplished | |  Continue/Modify | |
| | |  Discontinue | | | |

Performance Objective 2 Problem Statements:

| Demographics |
|--|
| Problem Statement 1: There is a need to increase our new-to-IDEA student persistence as only 74% chose to persist with us last year. Root Cause: 1. Lack of consistent, annual reflection and interests surveys on what keeps students/families at campus 2. Lack of program offerings such as afterschool electives, clubs, sports, etc. 3. Lack of clear communication around IDEA's rigorous Academic model during WTI and the partnership expectations of parents and students during the onboarding process and beyond. |
| Problem Statement 2: Increase in student mental health crisis and outcries resulting in increased absences or student code of conduct violations Root Cause: 1. Lack of focus on health and wellness of scholars through daily implementation of SEL program 2. Lack of consistent observations to track fidelity of SEL program being taught consistently through the week |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------|---------------------------------|----------------|------------|
| Nora Cantu | I LEARNING HOT SPOT FACILITATOR | Title 1 | 1 |

Site-Based Decision Making Committee

| Committee Role | Name | Position |
|----------------|-------------|-----------|
| Administrator | Hannah Nino | Principal |

Campus Funding Summary

| Federal Grant | | | | | |
|---------------|-----------|----------|---|--------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 3 | 1 | Nora Cantu - ILEARNING HOT SPOT FACILITATOR | | \$34,436.16 |
| Sub-Total | | | | | \$34,436.16 |

Addendums

IDEA Monterrey Park Academy

ACADEMY

| Title I Qualifying Programs | | | Initiatives Status | | | |
|--|-------------------|-------------------|--|--------------------------|-------------|--------------------------|
| Internal Use Only | | | Mid Year | | End of Year | |
| Supplemental Program (Y/N) | New Program (Y/N) | Budget Allocation | Outcome | Increase/Decreased by X% | Outcome | Increase/Decreased by X% |
| Budget Allocations only need to be entered for programs that are BOTH Supplemental & New | | | Use these columns to assess your strategy progress at the middle and end of the year | | | |
| Y | | | | | | |
| Y | | | | | | |
| Y | | | | | | |
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Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

- 1A. % of graduates who matriculate to a College or University: 100%
- 1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%
- 1C. % of Seniors accepted to a College or University: 100%
- 1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%
- 1E. Earned State Rating: A
- 1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%
- 1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%
- 1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score: 21
- 1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

- 2A. % Teacher Retention | Employee Retention: 85% | 85%
- 2B. 80% composit score on GPTW: 82%
- 2B. %Average Daily Attendance: 97.50%
- 2C. New Student Persistence: 90%
- 2D. Operating Income: \$133M
- 2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2020: 83,894
- 3C. Schools in operation in August 2020: 149
- 3D. Total Funds Raised (millions): \$93M

Needs Assessment

S-STAAR
D-DIBELS
E-EOC
A-ACT
RR-Reading Renaissance
ST-STAR for Math
DR-Discipline Report
AP-AP Tests
O-Other

Special Populations

All
AR-At Risk
ELL-English Language Learners
ED-Economically Disadvantaged
M-Migrant
SE-Special Education

IDEA Monterrey Park Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: Eureka Math & Electives Academy

| | DISTAR Pre-K on Grade Level | Eureka Kinder on Grade Level | Eureka First on Grade Level | Eureka Second on Grade Level | % Math Masters Pk-2 | Pk-2 MM Goal Met/Not Met |
|------------|-----------------------------------|------------------------------------|-----------------------------------|------------------------------------|------------------------|-----------------------------|
| % Students | N/A | 99 | 77 | 91 | 86 | 289/316 |

Data Source: STAAR Academy

| | STAAR Math Grade 3 | STAAR Math Grade 4 | STAAR Math Grade 5 | % Math Masters 3-5 | 3-5 MM Goal Met/Not Met | |
|-------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------------|--|
| % Approaches | 69 | 46 | 75 | 92 | 277/297 | |
| % Meets | 37 | 25 | 33 | | | |
| % Masters | 11 | 8 | 16 | | | |
| % Student Achievement Average | 39 | 26 | 41 | | | |
| % Meet 2 year growth | N/A | 55 | 77 | | | |

Data Source: CSI Academy

| | Math AC CSI | |
|-------------------------------|----------------|--|
| % CSI (EOY Ren.) | 1% | |
| % of CSI Passing STAAR | 29% | |
| % of SPED Passing STAAR | 55% | |

Reflections

| Areas of Strength | Areas of Need |
|---|---|
| 1 Math team met to rehearse lessons and support one another | 1 Assign math CTL in semester 1 to support new teacher development |
| 2 Math administrator stepped in to support team in the absence of CTL | 2 Support new teachers with daily rehearsals and afterschool lesson planning sessions |
| 3 Math stepbacks were held to review data and support scholar learning with selected strategies | 3 Hire consistent Math interventionist to support our math CSI scholars |

IDEA Monterrey Park Academy

| Comprehensive Needs Assessment ACADEMY | | | | | | |
|---|-------------------------------|--|---|--|-----------------------------|------------------------|
| Data Sources: DI ELA & Electives | | | | | | |
| | DI Pre-K on Grade Level | DI Kinder on Grade Level | DI First on Grade Level | DI Second on Grade Level | % Royal Readers | % Word Masters |
| % Students | N/A | 83 | 62 | 74 | 10 | 62 |
| | | Wit & Wisdom Kinder on Grade Level | Wit & Wisdom First on Grade Level | Wit & Wisdom Second on Grade Level | RR Goal Met/Not Met | WM Goal Met/Not Met |
| | | 100 | 98 | 85 | 65/613 | 382/613 |
| Data Source: STAAR | | | | | | |
| | STAAR Reading Grade 3 | STAAR Reading Grade 4 | STAAR Writing Grade 3 | STAAR Writing Grade 4 | STAAR Reading Grade 5 | |
| % Approaches | 75 | 75 | | | 88 | |
| % Meets | 42 | 48 | | | 61 | |
| % Masters | 22 | 23 | | | 40 | |
| SAS | | | | | | |
| % Student Achievement Average | 46 | 48 | | | 63 | |
| Data Source: CSI | | | | | | |
| % Meeting CSI Goal | Reading AC CSI | | | | | |
| % CSI (EOY Ren.) | 0% | | | | | |
| % of CSI Passing STAAR | 39% | | | | | |
| % of SPED Passing STAAR | 54% | | | | | |

| Reflections | |
|---|--|
| Areas of Strength | Areas of Need |
| 1 All special pops team focused on more than case load scholars to ensure everyone was learning | 1 Begin Special populations folder for ELA scholars earlier |
| 2 Content team leader provided adequate support for all teachers whetehr returning or new | 2 Daily lesson rehearsals and 1-1 support daily during quarter 1 for new teachers |
| 3 Weekly content team meetings to plan and review data or create lesson materials | 3 Begin STAAR aligned resources earlier than STAAR success unit to support growth and learning |

IDEA Monterrey Park Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: Science Pk-2

| | Science Pre-K on Grade Level | Science Kinder on Grade Level | Science First on Grade Level | Science Second on Grade Level | Science Third on Grade Level | Science Fourth on Grade Level |
|------------|------------------------------------|-------------------------------------|------------------------------------|-------------------------------------|------------------------------------|-------------------------------------|
| % Students | N/A | 99 | 83 | 82 | 75 | 77 |

Data Source: Science 3-5

| | STAAR Science Grade 5 | |
|----------------------------------|-----------------------------|--|
| % Approaches | 86 | |
| % Meets | 60 | |
| % Masters | 31 | |
| % Student Achievement Average | 59 | |

Reflections

| Areas of Strength | Areas of Need |
|---|---|
| 1 Partnership of science teachers as they planned together | 1 Support Kinder co-teachers teachign science in district lesson expectations for delivery and planning to help lead teachers in Semester 1 |
| 2 Curriculumms for 1st and 2nd were fully available and easier to internalize | 2 Added support for 3rd and 4th science when planning during second semester |
| 3 Embessed cross curricular lesson for ELAR within the units | 3 Needed disicnated CTL to support all science teachers |

IDEA Monterrey Park Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities Pk-2

| | Humanities Pre-K on Grade Level | Humanities Kinder on Grade Level | Humanities First on Grade Level | Humanities Second on Grade Level | Humanities Third on Grade Level | Humanities Fourth on Grade Level | Humanities Fifth on Grade Level |
|------------|---------------------------------------|--|---------------------------------------|--|---------------------------------------|--|---------------------------------------|
| % Students | N/A | 78 | 90 | 95 | 82 | 80 | 84 |

Reflections

| Areas of Strength | Areas of Need |
|---|--|
| 1 Social Studies was a protected time that was not removed or replaced with DI or STAAR | 1 Consistent lesson and support in Kinder. |
| 2 Content team leader supported with new to content teachers | 2 Increase training for new to content teachers and co-teachers outside of district training |
| 3 Cross curricular support with Social Studies and ELAR | 3 Include CTL in leader lesson plan feedback sessions |

IDEA Monterrey Park Academy

Comprehensive Needs Assessment

ACADEMY

TELPAS Composite Rating (Listening, Speaking, Reading, Writing)

| | Listening | Speaking | Reading | Writing | % of ELL Students who grew one or more levels |
|-----------------|-----------|----------|---------|---------|---|
| % Beginning | 15 | 36 | 31 | 17 | 0 |
| % Intermediate | 32 | 50 | 36 | 31 | 7 |
| % Advanced | 37 | 19 | 28 | 34 | 8 |
| % Advanced High | 24 | 6 | 18 | 29 | 2 |

Reflections

| Areas of Strength | Areas of Need |
|---|---|
| 1 Designated ELL special population co-teacher | 1 Needing to implement programs such as Summit K-12 at an earlier time in the year |
| 2 Tracking ELL exit ticket and Exam data | 2 Classrooms need to support with holding additional class discussions to increase speaking score |
| 3 Increased in writing across grade levels and contents increase writing scores | 3 Teachers need to be trained in SIOP to adequately service schoalrs |

IDEA Monterrey Park Academy

| Comprehensive Needs Assessment | |
|--|------------|
| ACADEMY | |
| Staff Quality, Recruitment, Retention | |
| | Percentage |
| % School Lead Team Retention | 33 |
| % Instructional Support Retention | 75 |
| % Teacher Retention | 59 |
| % Campus Support Retention | 100 |
| % SPED Teachers | 50 |
| % State/National Certified Teachers | 60 |
| % State Certified Leaders | 0 |
| % State/Board certified Counselors | 0 |
| Number of teacher applicants per 2020-21 school year | 36 |

| Reflection | |
|--|---|
| Areas of Strength | Areas of Need |
| 1 GTLs and CTLs served as retention support and representatives of their assigned teachers to request changes or give open and honest feedback | 1 Include GTLs or CTLs in the teacher interviews |
| 2 Co-teachers were promoted to lead teacher roles at a higher rate as they were more prepared to take on these roles | 2 More partnership with Region 20 for alternative certifications or supplemental certifications such as ESL |
| 3 Increase in Level 3 and 4 teachers for the Teacher Career Pathway on c | 3 Not hiring to just fill a role but waiting to hire the right candidate |

IDEA Monterrey Park Academy

| Comprehensive Needs Assessment ACADEMY | |
|--|----------|
| Data Source: School Culture and Climate | |
| | Campus % |
| % Average Daily Attendance | 91.21% |
| % Overall Persistence | 86.67 |
| % New Student Persistence | 81.11 |
| # of Admin Withdrawals/ Level 3 Offenses | 3 |
| % SPED | 43 |
| % ELL | 99 |
| % Eco Dis | 4 |
| % Migrant | 0 |
| % Race: American-Indian- Alaska-Native | 0 |
| % Asian | 0 |
| % White-Hispanic | 189 |
| % Multi | 382 |
| % Black-African-American | 3 |
| % Native-Hawaiian-Pacific- Islander | 1 |
| % White | 60 |
| % Male | 314 |
| % Female | 321 |

Data Source: School Culture and Climate

Reflections

| Areas of Strength | Areas of Need |
|---|--|
| 1 One of our strengths is making positive connection with students and parents throughout the year. | 1 IDEA Monterrey Park needs time for grade level teachers to build relationships and plan events together. |
| 2 As a campus we do an excellent job of keeping parents informed with our weekly Newsletters. | 2 Minimum 1 week advanced communication campus wide. |
| 3 There is a clear plan in place for scholars parents and families to be reached to ensure scholars are in school and | 3 Celebrations should be calendered out throghout the year an |

IDEA Monterrey Park Academy

| Comprehensive Needs Assessment ACADEMY | |
|--|------------|
| Data Source: Family and Community Involvement | |
| | Percentage |
| % Families Attended WTI | 88% |
| % Families Attended Curriculum Night | NA |
| % Families Who Attended EOY Ceremonies | 85% |
| % Families who attended Fall Festival | NA |
| % Families who attended Winter Festival | NA |
| % Families who attended Spring Festival | NA |

| Reflection | |
|---|--|
| Areas of Strength | Areas of Need |
| 1 Great Holiday Events, for example the halloween trunk or treat and the easter egg hunt brought families on to campus. | 1 Parent support group to help and assist with events through out the year. |
| 2 Grade Team Leaders who are willing to participate in planning for family events given adequate time and resources. | 2 Teacher led afterschool clubs for scholars. |
| 3 Budget for incentives and events provided to increase engagement | 3 Families coming to campus to participate in academic nights. They would rotate from teacher to teacher to hear |