IDEA Public Schools

Monterrey Park College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness

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.

Vision

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

Core Values

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

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Founded in the Valley, IDEA has expanded and developed charter schools in multiple states to serve underprivileged communities. As a Title I school, with the entire population receiving free lunch, IDEA Monterrey Park starts at kindergarten and goes through 12th grade with a total population of 733. The population consists of 43% Hispanic with a variety of other races (white, black, Asian, etc.). To attend MoPa, scholars must complete the application process and provide proper documentation. If enrollment has been met, the student will be placed on a waiting list. This list is generated on a first come basis.

Monterrey Park's special programs services students academically and socially. Academically, MoPa provides supports for all special education, 504, and ELL students through accommodations and IEP/ILP meetings. Fine arts are provided to expand their minds and meet graduation requirements. Some of the courses in Fine Arts are Art I & II, AP Drawing, and AP 2D Art. Boys and girls are encouraged to get involved in extracurricular activities. Socially, students are provided with the opportunity to join athletic teams or after school clubs

IDEA Monterrey Park

Comprehensive Needs Assessment

COLLEGE PREP

Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	60%
% Instructional Support Retention	33%
% Teacher Retention	76%
% Campus Support Retention	81%
% SPED Certified Teachers	100%
% State/National Certified Teachers	3%
% State Certified Leaders	0%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	

Grade Level	Total in Grade	American Indian or Native Alaskan	Asian or Pacific Islander	Black, not of Hispanic origin	Hispanic	White, not of Hispanic origin	Unclassified
6	131	0	1	0	30	45	55
7	128	0	0	0	24	54	50
8	122	3	3	1	72	18	25
Total	381	3	4	1	126	117	130

Grade Level	Total in Grade	American Indian or Native Alaskan	Asian or Pacific Islander	Black, not of Hispanic origin	Hispanic	White, not of Hispanic origin	Unclassified
9	120	2	0	1	67	9	41
10	89	0	1	4	44	19	21
11	80	0	2	2	63	6	7
12	58	0	0	2	17	38	1
Total	347	2	3	9	191	72	70

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is an excessive loss of students due to behavioral issues. **Root Cause:** There were no plans on how to handle different levels of behavior. 1. Last year Educators handbook was not purchased to record behavioral incidents 2. Teachers were unable to track/ record student misconduct on any platform. 3. APIs did not communicate effectively with parents regarding their students misbehavior.

Problem Statement 2 (Prioritized): Students are not engaged and lack of drive to come to school. **Root Cause:** COVID has diminished the attendance of students. Last year students had minimal joy factors when attending class. Students are intimidated by the high rigor.

Student Learning

Student Learning Summary

Focusing on domains and our path to an A, our biggest area of opportunity was domain 3 academic achievement for our sub populations. Last year it took us until March to adjust our seating arrangements with our sub pops identified. Teachers did not differentiate instruction to accommodate all out our sub pops. This year we will put a larger emphasis on sub pops, specifically our ELLs starting in September. Last year we failed to provide accomodations for our ELLs and it effected how they did on our STAAR exams. This year we are on track to enter all appropriate paperwork to get IEPs submitted for our ELL students. We have also purchased Rosetta stone to help support those who speak little to no English. We purchased IXL licenses for 6th-10th grade to be a supplemental resource for all ELA and Math contents in those grades. This will ensure scholars are getting a double dose of math and ELA and make sure we are on track to closing the gaps. 8th grade struggled the most in the Social Studies content according to the 2022 STAAR results with only 74% of students passing in general and only 40% SPED students passing. 8th algebra 1 was 4/46 in the district and 2/12 in the region with a total of 99% of students passing in general and 100% of SPED students passing the STAAR. For 8th grade ELA, 93% of students passed the STAAR in general but only 60% of SPED students passed. For 8th grade science, 89% of students passed the STAAR in general but only 20% of SPED students passed. For 9th grade ELA, 94% of students passed in general and 100% of SPED students passed. Finally, for 9th grade Biology, 96% of students passed in general and 100% of SPED students passed the STAAR.

Students at IDEA Monterrey Park are on track to graduate each year due to weekly OTG reports to ensure scholars are maintaining highest grades needed to be successful in high school and beyond and allowing teachers and leaders to create intervention plans for our priority students. We also provide tutoring and support for our scholars as they prepare for AP exams in the Spring of each school year. Allowing all scholars to enroll and take AP exams gives them several opportunities to gain college credit while in high school. Our longitudinal graduation rate is 100% and therefore leaves no scholar behind as we prepare every scholar at IDEA Monterrey Park for college after high school. Our scholars are continuously prepared for college after high school and are TSI exempt by the time they are ready to matriculate to our nation's best colleges/universities. Scholars are enrolled in a rigorous high school graduation plan that includes college prep courses also known as AP for all.

SUBJECT	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 21-22 Ranking
6 ELA	85/41/12	NO STAAR COVID	85/50/12	71/35/12	52/60 14/15
7 ELA	84/53/27		85/62/35	78/47/27	48/54 12/14
8 ELA	84/47/23		71/39/16	93/75/47	8/46 2/12
9 ELA	89/77/8		78/53/7	94/82/22	5/39 1/11
10 ELA	85/73/13		72/54/3	92/75/17	12/39 4/10

SUBJECT	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 21-22 Ranking
6 MATH	85/41/12	65/36/20	85/50/12	70/26/4	54/60 7/10
7 MATH	84/53/27	77/52/23	85/62/35	57/22/8	51/54 12/14
8 Algebra	84/47/23	80/35/13	71/39/16	99/86/61	4/46 2/12

SUBJECT	ALL	LEP	SPED	Eco/Dis
6 MATH	70/26/4	89/41/7	52/20/10	71/27/5
7 MATH	57/22/8	66/31/10	50/0/0	58/23/9
8 Algebra	99/86/61	96/85/63	100/80/40	99/82/56

SUBJECT	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 20-21 Ranking
8 SCIENCE	88/57/29	82/47/19	70/35/20	89/64/37	4/27 4/10
9 Biology	98/96/51	89/85/12	94/57/21	96/80/28	9/39 5/11

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There were few students who achieved meets or approaches in math/ELA 6th/7th grade. **Root Cause:** There were no teachers in CSI Math/ELA intervention for the whole school year. 6/7th Math had new teachers and 6 ELA had a first year teacher. APIs did not follow the GET when coaching their teachers.

Problem Statement 2 (Prioritized): Inconsistent test data between mock exam and the STAAR for 6th/7th ELA/Math. **Root Cause:** Teachers were using released STAARs for 6/7th ELA/Math as reviews that overlined to semester/unit exams. APIs were not creating effective high rigor blind assessments.

School Processes & Programs

School Processes & Programs Summary

Social Emorional Learning and Mental Health

IDEA Public Schools believes that all students should feel a sense of belonging and psychological safety to thrive in our schools and beyond. All students have access to high-quality social emotional curriculum that allows them to develop skills in identifying and regulating emotions and responsible decision-making, build sense of belonging, and foster relationships with their peers and school staff.

Campus Leadership Roles

- School Counselor (On-Model): The role of School Counselor leads the campus family engagement vision, social emotional learning program, and coordination of mental health and counseling supports for all scholars on the campus.
- Social Worker (Off-Model, hired through discretionary funds utilized by school leader): Social Workers work directly with our at-risk scholars to ensure that they graduate from IDEA and go to and through college by providing them individualized emotional, behavioral, and mental health support. Social Workers manage a caseload of at-risk scholars and provide individual and group interventions to support them independently master coping skills to address and overcome mental, behavioral, and academic challenges.

Training Provided/Final Data/Source

- Monthly Professional Learning Community led by Student Performance and Advocacy Team and Regional Manager of Student and Family support. Apricot 360: Utilized for documenting services provided to students individually and in groups

Spcial-Emotional Learning Curriculum: Move This World

- All students have access to high-quality social emotional curriculum that allows them to develop skills in identifying and regulating emotions and responsible decision-making, build sense of belonging, and foster relationships with their peers and school staff. All counselors and social workers are trained in directing campus curriculum implementation; all teachers are trained in delivering curriculum during Beginning of year PD week. School Counselor is Campus Owner; Teachers own daily delivery in their homerooms during Move This World Block

Anti-Bullying

- Awareness: 100% of students are aware of how to advocate for oneself and others, including who to reach out to for support regarding any form or allegation of bullying. Preventative Psychoeducation: 100% of students receive a health curriculum that includes evidence-based practices that will effectively address awareness, prevention, identification, self-defense in response to, and resolution of and intervention in bullying and harassment. Counseling: Campus ensures that 100% of students are aware of the school district's policy regarding the actions a student should take to obtain assistance and intervention in response to bullying and must set out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying. Additionally, the state mandates school counselors or school personnel to notify the parent or legal guardian of the victim of available counseling options. Staff Training: 100% of campus staff receive a minimum of four hours (new employees) and two hours (returning employees) of training on preventing, identifying, responding to, and reporting incidents of bullying before the FDOS.

Sexual Abuse Prevention

- Awareness: 100% of students are aware of how to advocate for oneself and others, including who to reach out to for support regarding any form of sexual abuse or allegations of sexual misconduct. Preventative Psychoeducation: Campus ensures that 100% of students receive age- and grade-appropriate preventative education regarding child sexual abuse prevention education for all K-12 students. Instruction shall be limited to 1) what constitutes abuse or an assault, and 2) how students may safely and confidentially report to a school official the circumstances surrounding any such abuse or assaults. Staff Training: Campus ensures 100% of employees have received training concerning

prevention techniques for and recognition of sexual abuse and all other maltreatment of children each year.

Family Engagement

- IDEA Public Schools believes that once a student enters our organization, they are a part of the team and family. It is our responsibility to ensure 100% of students go to and through college and we follow through on our commitment to families. We specifically track and monitor the duration of time each student spends in our schools and the impact family engagement has on the longevity of that relationship and ultimate success of the goal of college matriculation.
- We focus specifically on new student persistence in response to historical data showing us that students within their first year of IDEA have higher rates of leaving. This data should drive more effective recruitment, enrolling, and onboarding so that students in year 1 at IDEA stay with IDEA. Historical data also shows us that when students are with us for more than 1 year, they are more likely to stay.
- We track 2 different groups of students.
  - New Students: Defined as a student in their first year of any IDEA school.
  - Overall Student: Defined as all students present on Day 10 of one year to all students present on Day 10 for the next school year

Technology Integration

Student technology supports our mission of preparing students for college and beyond.

As schools continue to evolve to meet the needs of modern society, IDEA Public Schools is strengthening its commitment to support students on the path to and through college by providing personal technology equipment to all scholars enrolled at IDEA. Our 1 to 1 program ensures every IDEA scholar is issued a Windows or Chromebook device at no cost to families. Additionally, we offer family resources to support scholars to continue learning at home. This includes access to Microsoft Office 365 Education apps, individualized learning apps, home internet access and remote technical support.

Special Education Program

Speech Therapy: Students who qualify for educational based speech/language services are provided with therapy from an IDEA speech language pathologist according to their IEP

Occupational Therapy: Students who demonstrate an educational based need for fine motor or sensory services are provided with therapy from a certified occupational pathologist according to their IEP

Physical Therapy: Students who demonstrate an educational based need for gross motor services are provided with therapy from a certified occupational pathologist according to their IEP

Special Education Counseling: Students who qualify for counseling based on their identified educational disability are provided this service from an IDEA Licensed Specialist in School Psychology (LSSP) according to their IEP

Auditory Impairment Services: Students who require direct or consult support from an Auditory Impairment specialist will receive this service according to their IEP

Visual Impairment Services: Students who require direct or consult support from a Visual Impairment specialist will receive this service according to their IEP

Orientation & Mobility Services: Students with Visual Impairment who require support in their ability to effectively and independently navigate through a variety of settings will receive this service according to their IEP

Adaptive Physical Education (PE): Students who are unable to access the general physical education class will receive this service according to their IEP

IDEA Public Schools D

1

oing)
CCESS

General Education:

-Curriculum is taught with fidelity

-Positive behavioral supports are implemented with fidelity

- Students are identified for monitoring

Teacher/RTI Committee

-Referring teacher meets with RTI Point Person to comp

enter TIER 1 teaching strategies and student strengths

Frontline

-Teachers implement effective teaching strategies with

Monitor progress (teacher, admin. & RTI point person o

assessments, etc. (6-9 Weeks)

TIER 1 – (ong
UNIVERSAL A

Student is showing progre
responded to interventio

NO

2

Grade Level Meeting/ RTI Committee

-Intervention planning/ prioritizing students with greatest ne

- Create TIER 2 intervention plan in frontline for strategic interventions

- Communicate with parents and provide required notificati forms

- Set TIER 2 follow up meeting

Teachers/ Interventionist/ RTI Coordinator

TIER 2 – Strategic

-Record intervention and data points for target students usi[ng] data collection forms and frontline

-RTI coordinator documents and tracks progress bi-weekly i[n] Frontline

-Implement strategic intervention with fidelity (6-9 Weeks)

Intensify Interven

3

RTI Committee

-TIER 2 Follow up meeting data indicates a need for TIER 3

-Create & document plan for TIER 3 in Frontline

-Communicate with parents and log in Frontline parent summary log

-Set TIER 3 follow up meeting

Teachers/ Interventionist/ RTI Coordinator

-Record intervention and data points for target students usir data collection forms and frontline

-RTI point person documents and tracks progress bi-weekly in frontline

- Implement strategic intervention with fidelity (6-9 Weeks)

RTI committee considers modifying interv plan or referral to Special Education
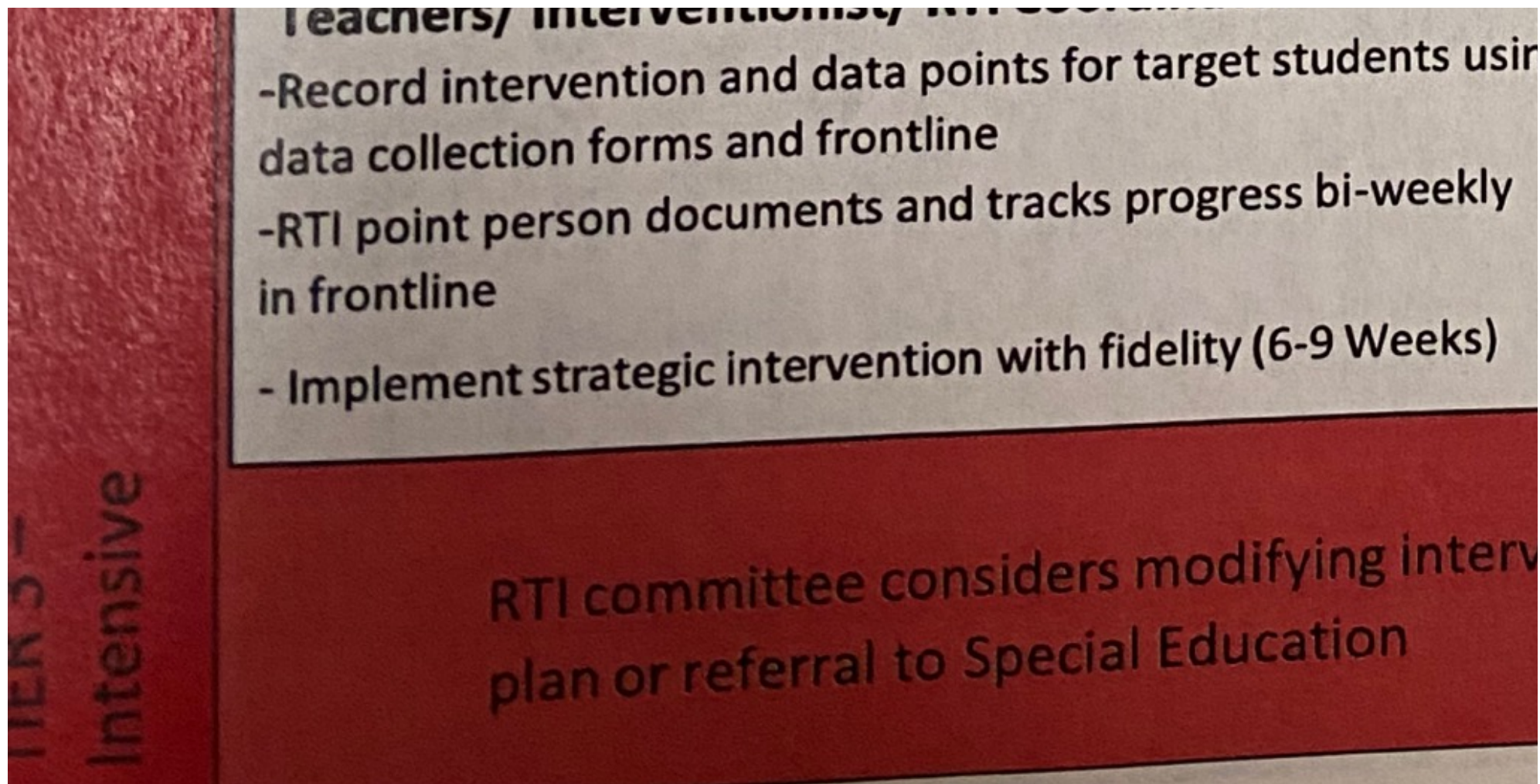
School Processes & Programs Strengths

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 reatins 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): There are not enough family engagement activities that include academy . **Root Cause:** There were not many plans made for families to engage with teachers . There is no communication between the campuses. SSA did not create effective plans with academy SSA to accommodate parents.

Problem Statement 2 (Prioritized): The goal to meet staff retention for teachers and leaders was not met. **Root Cause:** Staff members did not have consistent coaching or

communication. Consistent change of leaders . Too much pressure for teachers to meet their goals.

Problem Statement 3 (Prioritized): Student culture shows little empathy towards fellow students going through crisis. **Root Cause:** Our campus has not had a socio-emotional counselor in the past few years and MTW was not a priority or being implemented in classes.

Problem Statement 4 (Prioritized): Scholars not invested in health programs. **Root Cause:** Prior, students were only given shout-outs for highlights in shows and not student achievement through the fitness assessment data collected during PE.

Perceptions

Perceptions Summary

College Success Team

The College Success team designs and supports the implementation of the College Success program across all IDEA campuses at the national level. This team identifies resources, drives the creation of the Road to College curriculum, supports its implementation by counselors, and ensures that best practices are shared. The Chief College and Diversity Officer and their team are responsible for helping to create a strategy to ensure school-level goals are met and training school personnel to ensure they are on track to hit their goals. In addition, this team is charged with achieving college matriculation and graduation goals.

The Alumni Success team at IDEA Public Schools is responsible for ensuring that alumni complete college in four to six years. The team is led by a Senior Director of Alumni Affairs, who is responsible for the Managers of Alumni Affairs. Managers of Alumni Affairs begin working with senior students during their last year at IDEA in a series of workshops and a brunch series. The Alumni Affairs Team partners with colleges, most closely the University of Texas – Rio Grande Valley, to track student success and plan necessary interventions for students who may be struggling academically or personally. The team also manages IDEA's internal "Give Me 5" Scholarship program and disbursement of awards to alumni enrolled in college.

Information Systems & Technology Team *(New Chief Area in 2021-2022 School Year)*

The Information Systems & Technology team is responsible for data security, information systems (student, staff, and business data), instructional technology (for students and staff), software development, product development, project management, technology operations. Prior to splitting into its own Chief strand in 2021, the team was under the Operations team; during that time, they created proprietary software, partnered tremendously with instructional leaders to provide views of student performance to drive decision-making, and most recently, spearheaded the district's 1:1 technology initiative to tackle the impact of the COVID-19 pandemic on education delivery. Their focus on customer service and industry standards of project management leads the way in the organization.

Operations Team

The Operations team is responsible for facilitating and executing operations management throughout the district so that the daily core foci of schools are student instruction and achievement. The team is divided into six strands: campus and regional operations, the Child Nutrition Program (CNP), enrollment and school launch operations, facilities and construction, student and community health, and transportation and warehousing. The team works with Regional VPs of Operations (RVPO) and Regional Directors of Operations (RDO) to support campus operations and regional efforts.

Schools Team

The Schools Team is responsible for supporting IDEA school leaders across all regions. The Superintendent manages Area Superintendents, who manage regional Executive Directors. Executive Directors are each responsible for the success of their region and coach and manage regional staff, including the Senior Vice Presidents of Schools who each manage a cohort of school principals.

THE ROLE OF SCHOOL-LEVEL STAFF

Campus instruction is led by a Principal or Executive Principal. They are managed by a region's ED, RS, or VP of Schools. The Principal or Executive Principal manages a minimum of 6 staff, and at full scale manages upwards of 100 staff members counting indirect staff members. The Principal relies on Assistant Principals of Instruction (APIs) to manage teachers and co-teachers for their respective portfolio according to grade level or subject, and is responsible for the execution of instructional excellence across the following facets of work: student persistence, academic results, parent engagement, student achievement, teacher's coaching and development, etc.

Campus operations are led by an Assistant Principal of Operations (APO). They are dually managed by both the Academy and College Preparatory school principals, creating an important leadership triad for each campus. The APO manages a minimum of 8 staff, and at full scale manages upwards of 40 staff members and serves 1,700 students. The APO

manages campus operations for their respective schools and is responsible for the execution of operational excellence across the following facets of work: front office management, student information systems, child nutrition, transportation, health services, business office, facility maintenance, new construction management, technology coordination, student enrollment. The APO develops operations protocols and procedures, assists with troubleshooting, and builds management capacity to ensure efficiency.

OUR CORE VALUES

Every student, teacher and staff member at IDEA Public Schools uses the core values to guide our actions and decisions:

WE ACT WITH INTEGRITY

We put the best interests of the IDEA Team & Family—and most importantly our students—at the forefront of all our decisions and actions, taking personal responsibility to model the honest and ethical behavior we want our students and each other to demonstrate every day.

WE ACHIEVE ACADEMIC EXCELLENCE

We believe ensuring college success for 100% of our students is the best way to help them succeed in life and in seeing obstacles they face as opportunities for learning and growth. Every member of the IDEA Team & Family works together to ensure each student on every campus and in every classroom receives a high-quality education.

WE DELIVER RESULTS

We set ambitious goals, hold ourselves and each other accountable for achieving results, and believe that our students will succeed to and through college. Our results show what's possible when the adults in the system get it right and represent the collective effort and focus of the entire IDEA Team & Family.

WE ENSURE EQUITY

We set high expectations and share compassion and empathy for every member of the IDEA Team & Family. We differentiate our support and resources, proactively address racism and discrimination, and advocate alongside our students and staff to empower them with the opportunities to succeed and ensure the respect they deserve

WE BUILD TEAM & FAMILY

We foster a sense of belonging and inclusivity by treating every member of the IDEA Team & Family—our students, staff, families, and community—with compassion, respect, and humility. We maximize our individual best efforts through collaboration and support of each other in the focused pursuit of our collective mission.

WE BRING JOY

We create a positive, uplifting, and joyful environment for every member of the IDEA Team & Family, every single day. We operate with a sense of optimism, and our traditions celebrate learning, growth, and the accomplishments of our students, staff, and community.

WE SWEAT THE SMALL STUFF

We embrace that achieving excellence lies in paying attention to and carrying out the details—the 'small stuff'—that go into effective execution and positive implementation. Every step of the way, the IDEA Team & Family prioritizes actions contributing to our mission of College for All.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The is no parent engagement to hold students accountable at home. **Root Cause:** Lack of communication between staff and parents. Campus did not communicate with parents in timely manner. Staff did not build relationships with student parents. No systems built to keep parents engaged.

Problem Statement 2 (Prioritized): Lack of celebrations, events and informational for the senior classroom. **Root Cause:** Counseling team did not plan ahead of time for any events. Counseling team/Lead team spent more time closing other gaps and did not prioritize family engagement.

Priority Problem Statements

Problem Statement 1: Inconsistent test data between mock exam and the STAAR for 6th/7th ELA/Math.

Root Cause 1: Teachers were using released STAARs for 6/7th ELA/Math as reviews that overlined to semester/unit exams. APIs were not creating effective high rigor blind assessments.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There are not enough family engagement activities that include academy .

Root Cause 2: There were not many plans made for families to engage with teachers . There is no communication between the campuses. SSA did not create effective plans with academy SSA to accommodate parents.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: The is no parent engagement to hold students accountable at home.

Root Cause 3: Lack of communication between staff and parents. Campus did not communicate with parents in timely manner. Staff did not build relationships with student parents. No systems built to keep parents engaged.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: There were few students who achieved meets or approaches in math/ELA 6th/7th grade.

Root Cause 4: There were no teachers in CSI Math/ELA intervention for the whole school year. 6/7th Math had new teachers and 6 ELA had a first year teacher. APIs did not follow the GET when coaching their teachers.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students are not engaged and lack of drive to come to school.

Root Cause 5: COVID has diminished the attendance of students. Last year students had minimal joy factors when attending class. Students are intimidated by the high rigor.

Problem Statement 5 Areas: Demographics

Problem Statement 6: The goal to meet staff retention for teachers and leaders was not met.

Root Cause 6: Staff members did not have consistent coaching or communication. Consistent change of leaders . Too much pressure for teachers to meet their goals.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Lack of celebrations, events and informational for the senior classroom.

Root Cause 7: Counseling team did not plan ahead of time for any events. Counseling team/Lead team spent more time closing other gaps and did not prioritize family engagement.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: There is an excessive loss of students due to behavioral issues.

Root Cause 8: There were no plans on how to handle different levels of behavior. 1. Last year Educators handbook was not purchased to record behavioral incidents 2. Teachers were unable to track/ record student misconduct on any platform. 3. APIs did not communicate effectively with parents regarding their students misbehavior.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Student culture shows little empathy towards fellow students going through crisis.

Root Cause 9: Our campus has not had a socio-emotional counselor in the past few years and MTW was not a priority or being implemented in classes.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Scholars not invested in health programs.

Root Cause 10: Prior, students were only given shout-outs for highlights in shows and not student achievement through the fitness assessment data collected during PE.

Problem Statement 10 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- 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

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% all staff retention.

    High Priority

    HB3 Goal

    Evaluation Data Sources: GPTW, Monthly surveys, Staff development cycle

Strategy 1 Details			Reviews		
Strategy 1: We consistently work on staff appreciation events to show that they are noticed and celebrated.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Retain all staff **Staff Responsible for Monitoring:** Lead Team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		**Oct**	**Jan**	**Mar**	**June**
		100%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100 % of seniors will be TSI exempt.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Accuplacer Dashboard

Strategy 1 Details		Reviews			
Strategy 1: Tutoring that will utilize accuplacer resources and be held strategically prior to testing.		**Formative**			**Summative**
Strategy's Expected Result/Impact: All students will not be required to take remediation courses when arriving to college.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: DCC/CC/Senior Team **Title I:** 2.4, 4.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		90%			
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

Goal 3: IDEA achieves an A rating

Performance Objective 1: Every student must have 1 year of growth for TELPAS

    High Priority

    HB3 Goal

    Evaluation Data Sources: Elevation

Strategy 1 Details	Reviews			

Strategy 1: Tutoring will be provided every week twice a week two months before testing. Then everyday a week before the test date.
 	
    Strategy's Expected Result/Impact: Students will surpass their goal of 1 composite score.
    Staff Responsible for Monitoring: API, Teachers
 	
    Title I:
2.4, 2.5, 2.6
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 3: IDEA achieves an A rating

Performance Objective 2: Domain 1 - 40% STAAR Achievement , 40% CCMR, 20% graduation rate
Domain 2 - Achieve academic growth
Domain 3 - Subpopulation

High Priority

HB3 Goal

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Domain 1/ 2- Incorporated transitions in 6th/7th/8th grade schedules to include Intervention for math and ELA .	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will receive double dose of ELA/Math to increase academic achievement. **Staff Responsible for Monitoring:** API/Teachers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Interventionist - Federal Grant	Oct	Jan	Mar	June
	100%			

Strategy 2 Details	Reviews			
Strategy 2: Domain 3- SPED Snapshots, push in pull out instruction, daily powerwalks for subpops	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students with accommodations will be able to have noticeable growth. **Staff Responsible for Monitoring:** SPED Team , API, TEACHERS **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Oct	Jan	Mar	June
	100%			

Strategy 3 Details	Reviews			
Strategy 3: Domain 3- SPED teachers will follow homeroom with SPED students all day ensuring differentiated instruction and all accommodations are met **Strategy's Expected Result/Impact:** Domain 3 is met **Staff Responsible for Monitoring:** API, SPED Team **TEA Priorities:** Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	June
	0%	0%		

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

Goal 4: Increase student daily attendance

Performance Objective 1: 97% ADA for campus overall

    High Priority

    Evaluation Data Sources: Powerschool, ADA Dashboard

Strategy 1 Details			Reviews		
Strategy 1: Provide incentives for students who consistently have good attendance.		**Formative**			**Summative**
Strategy's Expected Result/Impact: This will bring joy for students and give them something to look forward to when coming to school.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Counselor, OPs/APO **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		95%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 4: Increase student daily attendance

Performance Objective 2: Scholars Participating in Healthy Kids Here Initiative

High Priority

Evaluation Data Sources: Coordinated with Health Aide and Physical Education Department

Goal 5: Increase student persistence

Performance Objective 1: 90% overall student persistence.

High Priority

Evaluation Data Sources: At Risk Tracker, Leaver List , Mission List

Strategy 1 Details	Reviews			
Strategy 1: Incorporate afterschool clubs for all college prep students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the amount of students who stay enrolled after middle school and keep current high schoolers enrolled.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: API, Teachers **Title I:** 2.6, 4.1 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	90%			
0% No Progress　　　100% Accomplished　　　→ Continue/Modify　　　✖ Discontinue				

Goal 5: Increase student persistence

Performance Objective 2: Daily MTW Implementation

    High Priority

    Evaluation Data Sources: MTW, Soci-Emotional Check-ins with School Counselor

Title I Personnel

Name	Position	Program	FTE
	INTERVENTIONIST		1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Lane Emery	API

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1	Interventionist		$0.00
				Sub-Total	$0.00

Addendums