

# IDEA Public Schools

## Montopolis Academy

### 2022-2023 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designations:**

Academic Achievement in Science  
Top 25 Percent: Comparative Academic Growth  
Postsecondary Readiness



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

# Mission Statement

IDEA Montopolis Academy will be the #1 choice elementary school in the city of Austin.

## Vision

Montopolis Academy K-5 will be a model for elementary education reform in the city of Austin. We WILL be the Austin Icon for choice schools. As we grow, other IDEA Austin schools will come learn from our traditions and not have to travel to the valley. We will be the first choice school to send 100% of scholars to college.

## Core Values

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

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

IDEA Montopolis Academy is a Kinder through 5th grade campus that serves 712 students in Austin, Texas. Our population is made up of 51% female and 49% male. About 88% of our students are economically disadvantaged and 87% of our students are english learners. In 2022, we retained 84% of our instructional staff/

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** There is a need to increase new and overall student persistence because we did not meet goal for the 2021-22 school year and numbers have significantly declined in the past year. **Root Cause:** Lack of parent engagement events and communication around student's academic performance.

**Problem Statement 2 (Prioritized):** There is a need to increase staff retention for the 2022-23 school specifiially our Co-Teachers. We did not mee the goal of retaining 85% of our instructional staff. **Root Cause:** There has not been enough attention to healthy work/life balance for teachers. Co-teachers are expected to perform similar tasks as lead teachers without the same compentation or time to plan.

# Student Learning

## Student Learning Summary

We are in the top 25% of similar schools for comparative academic growth. We received both the academic achievement in science and postsecondary readiness distinction.

## Student Learning Strengths

See PDF in Addendum for more information

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** There has been minimal growth for critical and SPED student in reading. **Root Cause:** We have not prioritized comprehension skills in CSI via book studies and TEKS based reteaches.

**Problem Statement 2 (Prioritized):** Number sense learning gaps are significant because of COVID and our most significant growth in math happens during the second semester of schools when mastery machine ramps up. **Root Cause:** TEKS Spiral Block needs to begin in August not December with a scope and sequence that closes significant number sense gaps.

# School Processes & Programs

## 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):** We lost 3 of our highly qualified SPED/Intervention teachers at the end of the school year. **Root Cause:** Planning time is not long enough to plan for student, track and identify misconceptions, internalize CSI lessons and complete SPED paperwork for compliance.

**Problem Statement 2 (Prioritized):** We consistently lose co-teacher during and after the school year. **Root Cause:** They are expected to complete lead teacher tasks without the same pay, planning time or TCP incentives.

# Priority Problem Statements

**Problem Statement 1:** There is a need to increase staff retention for the 2022-23 school specifically our Co-Teachers. We did not meet the goal of retaining 85% of our instructional staff.

**Root Cause 1:** There has not been enough attention to healthy work/life balance for teachers. Co-teachers are expected to perform similar tasks as lead teachers without the same compensation or time to plan.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** We lost more than 16% of our new families throughout the year and over the summer.

**Root Cause 2:** We did not have a consistent method of garnering family feedback over the course of the year like surveys, PTO meetings, Coffee with the Principal and other feedback events.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** We lost more than 8% of our students over the summer.

**Root Cause 3:** We did not effectively engage and inform parents throughout the year and over the summer months.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** There is a need to increase new and overall student persistence because we did not meet goal for the 2021-22 school year and numbers have significantly declined in the past year.

**Root Cause 4:** Lack of parent engagement events and communication around student's academic performance.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** There has been minimal growth for critical and SPED student in reading.

**Root Cause 5:** We have not prioritized comprehension skills in CSI via book studies and TEKS based reteaches.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Number sense learning gaps are significant because of COVID and our most significant growth in math happens during the second semester of schools when mastery machine ramps up.

**Root Cause 6:** TEKS Spiral Block needs to begin in August not December with a scope and sequence that closes significant number sense gaps.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** We lost 3 of our highly qualified SPED/Intervention teachers at the end of the school year.

**Root Cause 7:** Planning time is not long enough to plan for student, track and identify misconceptions, internalize CSI lessons and complete SPED paperwork for compliance.

**Problem Statement 7 Areas:** School Processes & Programs



**Problem Statement 8:** We consistently lose co-teacher during and after the school year.

**Root Cause 8:** They are expected to complete lead teacher tasks without the same pay, planning time or TCP incentives.

**Problem Statement 8 Areas:** School Processes & Programs



# Goals

**Goal 1:** Increase staff retention (85%)

**Performance Objective 1:** IDEA Montopolis will retain 85% of staff staff by the end of the 2022-23 school year.

**High Priority**

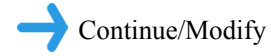
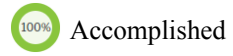
**Evaluation Data Sources:** GPTW, End of year staff retention data (LOCUS)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Weekly staff retention activity decided at weekly lead team tactical.  <b>Strategy's Expected Result/Impact:</b> Increase morale and job satisfaction  <b>Staff Responsible for Monitoring:</b> Interventionists (S. Crockett and E. Tijerina)</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 2. Prioritize and protect time for leaders to complete the coaching cycle so that teachers are adequately developed and see success.  <b>Strategy's Expected Result/Impact:</b> Increase job satisfaction and staff retention  <b>Staff Responsible for Monitoring:</b> APIs</p> <p><b>Title I:</b>                      2.5                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 3. Maintain upwards feedback systems. Have GTLs collect upwards feedback for tracker every Tuesday. Every Wednesday, the lead team opens and addresses the feedback left in the tracker.  <b>Strategy's Expected Result/Impact:</b> Increase staff retention</p>	Formative			Summative
	Oct	Jan	Mar	June

**Staff Responsible for Monitoring:** Princial and API

**TEA Priorities:**

Recruit, support, retain teachers and principals










**Goal 2:** All IDEA students matriculate to college

**Performance Objective 1:** 100% of IDEA Montopolis students will matriculate to college in 2023.

**High Priority**

**Evaluation Data Sources:** 2023 Matriculation data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Build excitement around going to college- Open all DI lesson with students stating their college house, their big to get to college and why it's important to them.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure 100% of Montopolis scholars matriculate to college.</p> <p><b>Staff Responsible for Monitoring:</b> SSA</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 2. Send 5th graders on 1 local college visit.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure 100% of Montopolis scholars matriculate to college.</p> <p><b>Staff Responsible for Monitoring:</b> SSA</p> <p><b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 3. Plan and execute strong transition activities for 5th graders going to 6th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure 100% of Montopolis scholars matriculate to college.</p> <p><b>Staff Responsible for Monitoring:</b> SSA</p> <p><b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
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**Goal 3:** IDEA achieves an A rating






**Performance Objective 1:** IDEA Montopolis Academy will achieve an A rating for 3rd-5th Reading, math and 5th grade Science

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Semester Exams, Mock Exams, STAAR and TELPAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Math and reading interventionist pushing into all priority reading, math and writing classes.  <b>Strategy's Expected Result/Impact:</b> We will earn an A rating for the 2022-23 school year.  <b>Staff Responsible for Monitoring:</b> APIs</p> <p><b>Title I:</b>                      2.4                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 2. Special Education teachers will push in to all STAAR tested subject classes to provide accommodations and in class support for SPED students.  <b>Strategy's Expected Result/Impact:</b> We will earn an A rating for the 2022-23 school year.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b>                      2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				








Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 3. Math and Reading teachers will have shared planning periods for daily exit ticket huddles and content collaboration.</p> <p><b>Strategy's Expected Result/Impact:</b> We will earn an A rating for the 2022-23 school year.</p> <p><b>Staff Responsible for Monitoring:</b> APIs</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Increase student daily attendance

**Performance Objective 1:** IDEA Montopolis Academy will end the 2022-23 school year with a 97% ADA.

**High Priority**

**Evaluation Data Sources:** Daily attendance data.












Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Teachers and leaders make daily ADA calls  <b>Strategy's Expected Result/Impact:</b> Increase ADA to 97% by the end of the year  <b>Staff Responsible for Monitoring:</b> APO</p> <p><b>Title I:</b>                      2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 2. We will have monthly attendance incentives for students  <b>Strategy's Expected Result/Impact:</b> Increase ADA to 97% by the end of the year  <b>Staff Responsible for Monitoring:</b> APO</p> <p><b>Title I:</b>                      2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 3. Clear systems and procedures for parent communication  <b>Strategy's Expected Result/Impact:</b> Increase ADA to 97% by the end of the year  <b>Staff Responsible for Monitoring:</b> APO</p> <p><b>Title I:</b>                      2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 5:** Increase student persistence

**Performance Objective 1:** IDEA Montopolis Academy will retain 90% of its new and returning students for the 2022-23 school year.

**High Priority**

**Evaluation Data Sources:** Daily persistence data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Build authentic relationships with all scholars, families and stakeholders.  <b>Strategy's Expected Result/Impact:</b> Increase new and returning student persistence students  <b>Staff Responsible for Monitoring:</b> SSA</p> <p><b>Title I:</b>                      4.1                      - <b>TEA Priorities:</b>                      Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 2. Plan and execute meaningful parent/scholar events  <b>Strategy's Expected Result/Impact:</b> Increase new and returning student persistence students  <b>Staff Responsible for Monitoring:</b> SSA</p> <p><b>Title I:</b>                      4.1                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 3. Onboard 100% of family by September  <b>Strategy's Expected Result/Impact:</b> Increase new and returning student persistence students  <b>Staff Responsible for Monitoring:</b> SSA</p> <p><b>Title I:</b>                      4.1                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				








**Goal 5:** Increase student persistence

**Performance Objective 2:** IDEA Montopolis will hold monthly campus crisis team meetings with assigned team members to address safety and security.

**High Priority**






**Evaluation Data Sources:** HUB tracking system and safety drill tracking system.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hold a monthly team meeting to debrief and norm on safety and security systems.  <b>Strategy's Expected Result/Impact:</b> Increased student persistence  <b>Staff Responsible for Monitoring:</b> APO</p> <p><b>Title I:</b>                      4.1                      - <b>TEA Priorities:</b>                      Connect high school to career and college</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5:** Increase student persistence

**Performance Objective 3:** 90% of students will become fitness ambassadors by the end of the 2022-23 school year.

**Evaluation Data Sources:** IHT reporting system

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will target and track priority students to focus on each week</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student persistence</p> <p><b>Staff Responsible for Monitoring:</b> SSA</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

# Addendums

## Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	0%	PTG	0%
DEPT	Data Sources	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	<p>This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff.</p> <p>Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.</p>	Pending		Action Required	
	Locus Dashboards: CSI, STARR, AP  CampusIB Reports  EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	<p>These pages should include the <u>percentage</u> of students who achieved each listed score for the 2021-2022 School Year.</p> <p>For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	<p>This data set will outline the <u>percentage</u> of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Pending		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	<p>Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff.</p> <p>Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	<p>For the Withdrawals/Level 3 Offenses data point, list the <u>number</u> of withdrawals or offenses. All other data points should reflect <u>percentages</u>.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Pending		Action Required	
Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	<p>In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Pending		Action Required		











## 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

## Campus Name

### 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 1-2	1-2 MM Goal Met/Not Met
% Students	n/a	98/85/49	78/49/16	93/72/25	88%	G1: 96/112 G2: 102/115

#### 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	66	58	82	(tech app n/a)	(tech apps n/a)
% Meets	32	26	43		
% Masters	16	14	11		
% Student Achievement Average	38	33	45		
% Meet 2 year growth	32	38	75		

#### Data Source: CSI Academy

	Math AC CSI	
% CSI (EOY Ren.)	43% 1.5+ years 64% 1 year	
% of CSI Passing STAAR	38%	
% of SPED Passing STAAR	34%	

### Reflections

Areas of Strength	Areas of Need
1 Vertical alignment of K-5 Math Systems and Procedures: power laps, IP time, show call, guided discourse, etc.	1 Need to create and/or research a year long CSI/remediation curriculum that closes covid number sense gaps. Provide a TEKs based resource for teachers to pull from at the BOY for all K-5.

<p>2 "Math Maintenance rounds": 100% of math teachers posted CFS/Teach to the future statements and stamped key points before releasing scholars into IP. All IP laps were rooted in CFS sequential order.</p>	<p>2 All MOY Systems such as weekly lesson rehearsals, ET huddles, content meetings, student goal setting conversations, need to occur at the BOY.</p>
<p>3 Weekly TEKs Cluster Quizzes aligned to K-5 incentive system (Monthly Math Olympics).</p>	<p>3 "TEKs Sprial Block" needs to begin in August not December with a scope and sequence that closes significant number sense gaps.</p>

## Campus Name

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		44%	43%	64%	14%	73%
	Wit Pre-K on Grade Level	Wit Kinder on Grade Level	Wit 1st on Grade Level	Wit 2nd on Grade Level	RR Goal Met/Not Met	WM Goal Met/Not Met
% Students		90 / 75 / 39	87 / 73 / 69	75 / 41 / 20	Met	Met
Data Source: STAAR				EOY Blind Assessment		
	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5	Writing Grade 3	Writing Grade 4	
% Approaches	85	85	83	57	85	
% Meets	53	54	57	37	67	
% Masters	30	24	28	17	42	
SAS	56	54	56			
% Student Achievement Average	56	54	56	37	65	
Data Source: CSI						
% Meeting CSI Goal	Reading AC CSI					
% CSI (EOY Ren.)	23%					
% of CSI Passing STAAR	59%					
% of SPED Passing STAAR	43%					

Reflections	
Areas of Strength	Areas of Need
1 K-5 alignment with reading and writing annotations and expectations	1 Writing Priority using RACE - supported with text evidence
2 Team prioritized Writing in Reading, Writing, and Social Studies class	2 K-5 incorporates grammar and handwriting practice
3 Mastery of 85%+ was maintained and multiple groups completed programs assigned.	3 Increase comprehension skills in CSI via book studies and teks based reteaches



## Campus Name

### 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	96/82/66	79/67/58	69/43/30	74 / 29 / 6	67 / 36 / 10

#### Data Source: Science 3-5

	STAAR Science Grade 5	
% Approaches	79	
% Meets	51	
% Masters	22	
% Student Achievement Average	51	

#### Reflections

Areas of Strength	Areas of Need
1 Student led projects and daily hands on activities.	1 Need weekly content meetings, consistent collaboration time.
2 Strategic Alignment with other contents, same use of test-taking strategies, time stamps, vocabulary and acronyms.	2 K-5 word bank and systems/procedures alignment document.
3 Scholars intrinsically motivated by the content, high student engagement/investment 100% of the time.	3 Difficulty accessing the curriculum when reading and writing level is below grade level.

## Campus Name

### 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
<b>% Students</b>	N/A	100/100/66	98/88/61	96/89/79	74/21/6	92/ 73 / 49	83 / 64/ 44

#### Reflections

Areas of Strength	Areas of Need
1 Student led projects and daily hands on activities	1 Need weekly content meetings, consistent collaboration time.
2 Strategic Alignment with other contents, same use of test-taking strategies, time stamps, vocabulary and acronyms.	2 K-5 word bank and systems/procedures alignment document.
3 Scholars intrinsically motivated by the content, high student engagement/investment 100% of the time.	3 Difficulty accessing the curriculum when reading and writing level is below grade level.

## Campus Name

### Comprehensive Needs Assessment

#### ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
<b>% Beginning</b>	7%	19%	31%	22%	11%
<b>% Intermediate</b>	23%	41%	30%	33%	39%
<b>% Advanced</b>	41%	27%	22%	26%	38%
<b>% Advanced High</b>	28%	12%	23%	18%	12%

#### Reflections

Areas of Strength	Areas of Need
1. We had students write notes before speaking their responses and we saw a 13% increase in that domain from	1. We need to give K-2 more at bats writing.
2. We had our students take notes on what they were seeing before responding during the listening portion and that	2. We need to make speaking a K-5 expectation in all contents.
3. We aligned K-5 writing expectations to all be using Painted Essay. The normed writing strategies lead to	3. 2nd grade scores poorly in all domains and will require early intervention next year.





## Campus Name

<b>Comprehensive Needs Assessment</b>	
<b>ACADEMY</b>	
<b>Staff Quality, Recruitment, Retention</b>	
	<b>Percentage</b>
<b>% School Lead Team Retention</b>	98%
<b>% Instructional Support Retention</b>	82%
<b>% Teacher Retention</b>	88%
<b>% Campus Support Retention</b>	100%
<b>% SPED Teachers</b>	40%
<b>% State/National Certified Teachers</b>	50%
<b>% State Certified Leaders</b>	98%
<b>% State/Board certified Counselors</b>	100%
<b>Number of teacher applicants per 2020-21 school year</b>	9

### **Reflection**

<b>Areas of Strength</b>	<b>Areas of Need</b>
1. Retaining level 4 and 5 teachers	1. We lost 3 of our SPED/Intervention teachers
2. Retaining all but one lead team member	2. Retaining Co-Teachers
3. Valuing and retaining 100% of support staff members.	3. Remaining a psychologically safe place for all staff to work even during challenging times.

## Campus Name

<b>Comprehensive Needs Assessment ACADEMY</b>	
<b>Data Source: School Culture and Climate</b>	
	<b>Campus %</b>
<b>% Average Daily Attendance</b>	93.10%
<b>% Overall Persistence</b>	95.50%
<b>% New Student Persistence</b>	91.70%
<b># of Admin Withdrawals/ Level 3 Offenses</b>	0%
<b>% SPED</b>	94.60%
<b>% ELL</b>	87%
<b>% Eco Dis</b>	88%
<b>% Migrant</b>	0%
<b>% Race: American-Indian- Alaska-Native</b>	0%
<b>% Asian</b>	0%
<b>% White-Hispanic</b>	0%
<b>% Multi</b>	1%
<b>% Black-African-American</b>	6%
<b>% Native-Hawaiian-Pacific- Islander</b>	1%
<b>% White</b>	5%
<b>% Male</b>	49%
<b>% Female</b>	51%

### Data Source: School Culture and Climate

#### Reflections

<b>Areas of Strength</b>	<b>Areas of Need</b>
1. We are on track to exceed our overall persistence goal. Our current students and families trust us and want to stay year after year.	1. We would like to have one on one meetings with all families by the end of September to ensure all families are properly welcomed and know how to successfully navigate school at Montop.
2. We are on track to meeting our new student persistence goal. We worked hard to ensure all families attending WTI.	2. We need to better invest the new students and ensure they feel connected to their new school by end of August.

3. We had monthly parent engagement events and increased the number of face to face parent teacher conferences so that families could monitor the academic and behavioral progress of their scholars.

3. We need to reactivate our PTO to get family input.

## Campus Name

Comprehensive Needs Assessment <b>ACADEMY</b>	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	63%
% Families Attended Curriculum Night	57%
% Families Who Attended EOY Ceremonies	68%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	N/A

Reflection	
Areas of Strength	Areas of Need
1. Welcome to IDEA planning and communication	1. More in person parent engagement events.
2. Leveraging teachers to lead academic sessions for WTI.	2. Having a consistent method of garnering family feedback over the course of the year.
3. Differentiating academic sessions by grade level and preferred language at WTI.	3. We need to have individual meetings with families to ensure they understand how to navigate our communication systems.