

IDEA Public Schools
Monterrey Park Academy
2023-2024 Campus Improvement Plan



Public Presentation Date: August 30, 2023

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

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 2022-2023 school year is 713. 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.

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

High family participation and engagement in school events

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): IDEA Monterrey Park Academy needs to retain New to IDEA students as 79.14% are expected to persist into the 2023-2024 school year. **Root Cause:** 1. Lack of clear communication on reporting and follow up procedures for bullying reports. 2. Lack of clear communication on school culture expectations and academic demands from students and families as they are onboarding with us during Welcome to IDEA

Problem Statement 2 (Prioritized): IDEA Monterrey Park Academy needs to ensure students attend class daily as an average of 93.40% of students attended with 47 students being chronically absent. **Root Cause:** 1. ADA Matrix was not tightly followed by all parties throughout the year 2. Parent accountability meeting or home visits were not consistently done for students who missed 10 or more days.

Student Learning

Student Learning Summary

The STAAR data for the 22-23 school year is currently pending. Early release of preliminary scores show High cut points and Low cut points for student performance.

IDEA Monterrey Park Academy			
Grade	# of Students Tested	High Cut (Current Approaches)	Low Cut (Potential for Lowest Possible Approaches)
3 rd Reading	106	45%	84%
4 th Reading	111	51%	89%
5 th Reading	124	68%	94%
3 rd Math	106	31%	92%
4 th Math	110	42%	84%
5 th Math	123	38%	90%
5 th Science	122	46%	88%

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-COVIDS (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): Only 11% of 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

Problem Statement 2 (Prioritized): All student populations struggled in meeting or mastering Mathematics **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.

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): IDEA Monterrey Park Academy needs to improve of factors that caused 60% of staff who consider the campus to be a great place to work.

Root Cause: 1. Only one Listening Tour held during the year 2. Lack of calendared time for joy actions on leader or school master calendar 3. Lack of frequent touch points with staff

Problem Statement 2 (Prioritized): Failure to retain new and returning staff in the 2022-2023 school year by falling below the 85% retention goal. **Root Cause:** 1. Lack of clarity in BOY for work load expected of returning staff. 2. PD sessions were not aligned to the needs and interests of the returning staff. 3. Lack of support for balancing expectations of role and responsibilities with personal life.

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): 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.

Problem Statement 2 (Prioritized): 60% of House Bill 4545 students in math did not increase to passing during the school year **Root Cause:** 1. Tutoring did not start till semester 2 2. Academic block not used successfully

Priority Problem Statements

Problem Statement 1: IDEA Monterrey Park Academy needs to retain New to IDEA students as 79.14% are expected to persist into the 2023-2024 school year.

Root Cause 1: 1. Lack of clear communication on reporting and follow up procedures for bullying reports. 2. Lack of clear communication on school culture expectations and academic demands from students and families as they are onboarding with us during Welcome to IDEA

Problem Statement 1 Areas: Demographics

Problem Statement 2: IDEA Monterrey Park Academy needs to ensure students attend class daily as an average of 93.40% of students attended with 47 students being chronically absent.

Root Cause 2: 1. ADA Matrix was not tightly followed by all parties throughout the year 2. Parent accountability meeting or home visits were not consistently done for students who missed 10 or more days.

Problem Statement 2 Areas: Demographics

Problem Statement 3: All student populations struggled in meeting or mastering Mathematics

Root Cause 3: 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 3 Areas: Student Learning

Problem Statement 4: Only 11% of Critical Intervention Students passed their respective STAAR exam

Root Cause 4: 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 4 Areas: Student Learning

Problem Statement 5: 60% of House Bill 4545 students in math did not increase to passing during the school year

Root Cause 5: 1. Tutoring did not start till semester 2 2. Academic block not used successfully

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Lack of tracking and progressing students through the RtI Tier 1 and Tier 2 Behavior Plan.

Root Cause 6: 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 6 Areas: Perceptions

Problem Statement 7: Failure to retain new and returning staff in the 2022-2023 school year by falling below the 85% retention goal.

Root Cause 7: 1. Lack of clarity in BOY for work load expected of returning staff. 2. PD sessions were not aligned to the needs and interests of the returning staff. 3. Lack of support

for balancing expectations of role and responsibilities with personal life.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: IDEA Monterrey Park Academy needs to improve of factors that caused 60% of staff who consider the campus to be a great place to work.

Root Cause 8: 1. Only one Listening Tour held during the year 2. Lack of calendared time for joy actions on leader or school master calendar 3. Lack of frequent touch points with staff

Problem Statement 8 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 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment 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
- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Student surveys and/or other feedback
- School safety data

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
- 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: All IDEA students matriculate to college

Performance Objective 1: Ensure 3-5 students receive necessary interventions to close gaps in elementary in order to meet future TSI goal.

High Priority

Evaluation Data Sources: 60% or more CSI students approach or meet growth goals in STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Conduct data review bi-weekly to assess progress of intervention students Strategy's Expected Result/Impact: 60% of CSI intervention students pass Math and Reading STAAR Staff Responsible for Monitoring: API/Principal/Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - Perceptions 1, 2 Funding Sources: STAAR Aligned Resources - Title I, Part A (4120) - PAR - \$1,963.08	Formative			Summative
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Only 11% of 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

Student Learning

Problem Statement 2: All student populations struggled in meeting or mastering Mathematics **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.

Perceptions


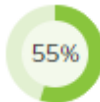




Problem Statement 1: Lack of tracking and progressing students through the RtI Tier 1 and Tier 2 Behavior Plan. **Root Cause:** 1. Lack of campus training and scheduled time to visit the RtI process and behavior plans. 2. Staff did not adequately document student progress causing students to remain in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

Problem Statement 2: 60% of House Bill 4545 students in math did not increase to passing during the school year **Root Cause:** 1. Tutoring did not start till semester 2 2. Academic block not used successfully

Goal 1: All IDEA students matriculate to college

Performance Objective 2: 90% of scholars in Kinder - 2nd will be on grade level in Reading by the end of the 23/24 SY.

- High Priority
- HB3 Goal
- Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Begin tutoring groups in September to target groups that are 10-15 lesson off track. Strategy's Expected Result/Impact: 90% of K-2 students are on track in DI Reading Staff Responsible for Monitoring: Teachers/ Co-Teachers/ API/ Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: IDEA Monterrey Park Academy needs to ensure students attend class daily as an average of 93.40% of students attended with 47 students being chronically absent. Root Cause: 1. ADA Matrix was not tightly followed by all parties throughout the year 2. Parent accountability meeting or home visits were not consistently done for students who missed 10 or more days.
Perceptions
Problem Statement 1: 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 2: IDEA achieves an A Rating

Performance Objective 1: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 34% to 36% in Spring 2024 (HB3)

- High Priority
- HB3 Goal
- Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Ensure students receive high quality intervention and feedback to close gaps in learning during class and after school tutoring. Strategy's Expected Result/Impact: 60% Meet in Math and Reading for 3rd Grade STAAR Staff Responsible for Monitoring: Teachers/ APIs/ Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A		
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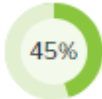
Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Only 11% of 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 Problem Statement 2: All student populations struggled in meeting or mastering Mathematics 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.

Goal 2: IDEA achieves an A Rating

Performance Objective 2: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 25% to 27% in Spring 2024. (HB3)

- High Priority
- HB3 Goal
- Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Ensure students track progress towards goals weekly. Strategy's Expected Result/Impact: Students meet expected campus goals and 60% Meet in 3rd Math Staff Responsible for Monitoring: Teachers/ APIs/ Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
		N/A		
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Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Only 11% of 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
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Perceptions

Problem Statement 1: 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 2: IDEA achieves an A Rating

Performance Objective 3: 50% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Ensure ELL students who are Beginner or Intermediate are receiving high quality intervention to close gaps in learning. Strategy's Expected Result/Impact: 50% meet TELPAS goal Staff Responsible for Monitoring: Teachers/ APIs/ Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - Perceptions 1, 2		Formative			Summative
		Oct	Jan	Mar	June
			N/A		
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					







Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Only 11% of 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
Problem Statement 2: All student populations struggled in meeting or mastering Mathematics 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.
Perceptions
Problem Statement 1: 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.
Problem Statement 2: 60% of House Bill 4545 students in math did not increase to passing during the school year Root Cause: 1. Tutoring did not start till semester 2 2. Academic block not used successfully

Goal 2: IDEA achieves an A Rating

Performance Objective 4: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: 100% of HB4545 receive tutorials and support to meet minutes by April 2024 Strategy's Expected Result/Impact: 100% of students meet their minutes Staff Responsible for Monitoring: Principal, API Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				


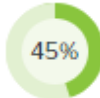




Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 2: 60% of House Bill 4545 students in math did not increase to passing during the school year Root Cause: 1. Tutoring did not start till semester 2 2. Academic block not used successfully

Goal 2: IDEA achieves an A Rating

Performance Objective 5: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: 100% of SPED students receive additional support during the school day to approach on STAAR Strategy's Expected Result/Impact: 100% of scholars receive additional instruction in Math and Reading Staff Responsible for Monitoring: Principal, API Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 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 5 Problem Statements:

Student Learning
Problem Statement 1: Only 11% of 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 Problem Statement 2: All student populations struggled in meeting or mastering Mathematics 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.

Goal 2: IDEA achieves an A Rating

Performance Objective 6: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) Strategy's Expected Result/Impact: 100% of students are individually tracked and receive necessary support as a result of tracking their data. Staff Responsible for Monitoring: Principal, API Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - Perceptions 1, 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 6 Problem Statements:







Student Learning
Problem Statement 1: Only 11% of 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
Problem Statement 2: All student populations struggled in meeting or mastering Mathematics 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.
Perceptions
Problem Statement 1: 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.
Problem Statement 2: 60% of House Bill 4545 students in math did not increase to passing during the school year Root Cause: 1. Tutoring did not start till semester 2 2. Academic block not used successfully

Goal 3: Increase student persistence

Performance Objective 1: Campus receive a score of proficient or higher on the campus safety scorecard for the 2023- 24 school year (TEC 11.253(d)(8))

High Priority

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Quarterly audits yield safety findings that are proficient or 90% of metrics met. Strategy's Expected Result/Impact: Final audit will place our campus at proficient or higher. Staff Responsible for Monitoring: APO, FM Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1		Formative			Summative
		Oct	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					







Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: IDEA Monterrey Park Academy needs to retain New to IDEA students as 79.14% are expected to persist into the 2023-2024 school year. Root Cause: 1. Lack of clear communication on reporting and follow up procedures for bullying reports. 2. Lack of clear communication on school culture expectations and academic demands from students and families as they are onboarding with us during Welcome to IDEA

Goal 3: Increase student persistence

Performance Objective 2: 100% of schools will be in compliance with the Title 1 Family Engagement requirements through the following events: Meet the Teacher, Public Hearing, Spring Town Hall and Semester 1 Report Card Pick Up. (TEC 11.253(d)(9))

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) Strategy's Expected Result/Impact: Families receive communication (Remind and Facebook) of an event a minimum of 2 weeks before the event date. Staff Responsible for Monitoring: Principal, API, APO, SC Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	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: IDEA Monterrey Park Academy needs to retain New to IDEA students as 79.14% are expected to persist into the 2023-2024 school year. Root Cause: 1. Lack of clear communication on reporting and follow up procedures for bullying reports. 2. Lack of clear communication on school culture expectations and academic demands from students and families as they are onboarding with us during Welcome to IDEA

Goal 3: Increase student persistence

Performance Objective 3: 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: School counselor will track and monitor the application and delivery of the Anti-Bullying and Safer, Smarter School curriculum on campus. Strategy's Expected Result/Impact: 100% of students receive access the Anti-Bullying and Safer, Smarter School curriculum lessons and materials. Staff Responsible for Monitoring: Principal, SC Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 3 Problem Statements:







Demographics
Problem Statement 1: IDEA Monterrey Park Academy needs to retain New to IDEA students as 79.14% are expected to persist into the 2023-2024 school year. Root Cause: 1. Lack of clear communication on reporting and follow up procedures for bullying reports. 2. Lack of clear communication on school culture expectations and academic demands from students and families as they are onboarding with us during Welcome to IDEA

Goal 3: Increase student persistence

Performance Objective 4: 100% of schools will be in compliance with the Title I Family Engagement Requirements (e.g., Meet the Teacher)

High Priority

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide take-home materials and translate events into Spanish to increase engagement and participation. Strategy's Expected Result/Impact: Families receive communication (Remind and Facebook) of an event a minimum of 2 weeks before the event date. Staff Responsible for Monitoring: Principal, API, APO, SC TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: Family Engagement and Materials for Training - Title I, Part A (4120) - PAR - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

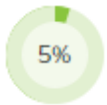




Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: IDEA Monterrey Park Academy needs to retain New to IDEA students as 79.14% are expected to persist into the 2023-2024 school year. Root Cause: 1. Lack of clear communication on reporting and follow up procedures for bullying reports. 2. Lack of clear communication on school culture expectations and academic demands from students and families as they are onboarding with us during Welcome to IDEA

Goal 4: Increase student daily attendance

Performance Objective 1: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 90%. (TEC 11.253(d)(10))

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Partnership with coach to ensure students track and reach their daily MVPA goals. Strategy's Expected Result/Impact: 90% of students in 2nd-5th become Fitness Ambassadors Staff Responsible for Monitoring: Principal, API Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:







Demographics
Problem Statement 1: IDEA Monterrey Park Academy needs to retain New to IDEA students as 79.14% are expected to persist into the 2023-2024 school year. Root Cause: 1. Lack of clear communication on reporting and follow up procedures for bullying reports. 2. Lack of clear communication on school culture expectations and academic demands from students and families as they are onboarding with us during Welcome to IDEA

Goal 4: Increase student daily attendance

Performance Objective 2: IDEA Monterrey Park Academy will achieve a 97.0% annual attendance rate for the 23-24 school year

High Priority

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Leaders will track and monitor high chronic absenteeism in K-5th and follow updated ADA Matrix to hold families accountable. Strategy's Expected Result/Impact: Reduction of chronically absent students by 40% Staff Responsible for Monitoring: Principal, API, APO, SC Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

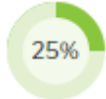





Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: IDEA Monterrey Park Academy needs to retain New to IDEA students as 79.14% are expected to persist into the 2023-2024 school year. Root Cause: 1. Lack of clear communication on reporting and follow up procedures for bullying reports. 2. Lack of clear communication on school culture expectations and academic demands from students and families as they are onboarding with us during Welcome to IDEA

Goal 5: Increase staff retention

Performance Objective 1: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2023-24 school year.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. Strategy's Expected Result/Impact: 100% of staff receive feedback at each point of the SDC cycle Staff Responsible for Monitoring: Performance managers on campus Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Performance Objective 1 Problem Statements:







School Processes & Programs
Problem Statement 1: IDEA Monterrey Park Academy needs to improve of factors that caused 60% of staff who consider the campus to be a great place to work. Root Cause: 1. Only one Listening Tour held during the year 2. Lack of calendared time for joy actions on leader or school master calendar 3. Lack of frequent touch points with staff

Goal 5: Increase staff retention

Performance Objective 2: IDEA Monterrey Park Academy is 90% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	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:

School Processes & Programs
Problem Statement 2: Failure to retain new and returning staff in the 2022-2023 school year by falling below the 85% retention goal. Root Cause: 1. Lack of clarity in BOY for work load expected of returning staff. 2. PD sessions were not aligned to the needs and interests of the returning staff. 3. Lack of support for balancing expectations of role and responsibilities with personal life.

State Compensatory

Budger for Monterrey Park Academy

Total SCE Funds: \$2,963.08
Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Parent information sessions, family engagement events, family learning nights.

Campus Funding Summary

Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	STAAR Aligned Resources	PAR	\$1,963.08
3	4	1	Family Engagement and Materials for Training	PAR	\$1,000.00
Sub-Total					\$2,963.08
Budgeted Fund Source Amount					\$2,963.08
+/- Difference					\$0.00
Grand Total Budgeted					\$2,963.08
Grand Total Spent					\$2,963.08
+/- Difference					\$0.00