IDEA Public Schools

Monterrey Park College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 30, 2023

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are a title 1 school that offers quality educational programs and extra curricular activities for students in grades 6-12. IDEA MoPa CP is a part of one of the fastest growing charter school networks in the San Antonio region. Currently, IDEA MoPa CP has a large student enrollment in the IDEA Public School District with a membership of approximately 800 students. We are one of the only A rated schools in our area and our district. We serve a community of low income, multi-ethnic students and ensure they have the skills needed to go to and through college. For example, last year our senior class was awarded approximately $14 million dollars in scholarships and financial aid amongst the group of 60 students.

Demographics Strengths

88% teacher retention

ELL accommodations are met with 100% fidelity

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lack of Electives   **Root Cause:** Lack of high scale sports/ other activities

Problem Statement 2 (Prioritized): We want to increase our ADA   **Root Cause:** Transportation issues / lack of school councilor

Student Learning

Student Learning Summary

IDEA MoPa CP provides a wide range of academic selections with over 17 AP courses offered. We strive to see successes for our students and provide them with intervention/CSI opportunities for struggling students and a multi-exposure method for the contents with the most gaps from previous years data (typically ELA and math). We ensure we hit 100% matriculation yearly. Our Special Populations Department is one of the most efficient and high performing in the region. We frequently receive praise and requests for our SPED teachers to mentor or assist other campuses.

Student Learning Strengths

Multi-exposure for low performing contents

AP for ALL

Resources provided to teachers whenever needed

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are not taking initiative to keep up with work   **Root Cause:** Lack of accountability from Teachers/ too much work given at once/ rigor needs to be built up over time

Problem Statement 2 (Prioritized): Students with gaps do not get all of the supports we could offer   **Root Cause:** Tutoring did not start until later in the year/ Teachers are not following at-risk procedure with fidelity

School Processes & Programs

School Processes & Programs Summary

We offer multiple opportunities for scholars to receive multi-tiered supports in core contents through intervention as well as connecting curriculum from other subjects to those which have the most struggles. We offer our teachers PD once a week where we cover instructional tips/ideas they can implement to better succeed. We also provide additional opportunities outside the classroom to advance themselves if requested (teacher shadowing, visiting another campus, webinars, conferences, etc.). We communicate via TEAMS, Remind, Social Media and phone with our scholar's family members. Our students follow 4x4 scheduling for their classes once they reach 9th grade to allow them to stand out to colleges during application season. Our students will be TSI exempt before graduation by utilizing our college readiness plans.

School Processes & Programs Strengths

- Effective operating mechanisms

- Effective scaffolding of curriculum throughout their academic years

- Multiple opportunities for communication/advancement

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students want more choice in pathway of degree plan.   **Root Cause:** Our Master schedule offers specific course options by grade (ex: in 9th you are taking Biology- students cannot choose to take Anatomy instead of Biology, etc.)

Problem Statement 2 (Prioritized): We are lacking in our communication procedures   **Root Cause:** The front office phone often does not receive calls; Parents don't know who to reach out to for needs; Teachers and Lead Team are not following up per protocol

Perceptions

Perceptions Summary

We are consistently high performing based off of the teacher/parent/student surveys that we have distributed the past few years. Our parents continue to send their students to IDEA MoPa CP, not only based off our high records of results, but also because of the community of team and family we have worked to build. We are very stern when it comes to discipline because we must fight against pre-engrained notions and ideals that some scholars have from previous campuses. Our staff retention is decent, but most of our leavers are due to lack of positive mindset or lack of skills to be able to keep up with our high paced and high expectation culture.

Perceptions Strengths

- Top school in SA for IDEA (record of results, mock exams, Semester exams)

- Majority of graduating seniors (as well as most grade levels) have attended through most of their educational experience

- We strive to be the best and it is well known that we push hard to get high rewards

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We do not hold family engagement events as often as needed   **Root Cause:** Lack of school councilor

Problem Statement 2 (Prioritized): The rigor for students is very high   **Root Cause:** We hold students to the code of conduct and give consequences accordingly.

Priority Problem Statements

Problem Statement 1: We want to increase our ADA
Root Cause 1: Transportation issues / lack of school councilor
Problem Statement 1 Areas: Demographics

Problem Statement 2: Students are not taking initiative to keep up with work
Root Cause 2: Lack of accountability from Teachers/ too much work given at once/ rigor needs to be built up over time
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students with gaps do not get all of the supports we could offer
Root Cause 3: Tutoring did not start until later in the year/ Teachers are not following at-risk procedure with fidelity
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students want more choice in pathway of degree plan.
Root Cause 4: Our Master schedule offers specific course options by grade (ex: in 9th you are taking Biology- students cannot choose to take Anatomy instead of Biology, etc.)
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: We are lacking in our communication procedures
Root Cause 5: The front office phone often does not receive calls; Parents don't know who to reach out to for needs; Teachers and Lead Team are not following up per protocol
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: We do not hold family engagement events as often as needed
Root Cause 6: Lack of school councilor
Problem Statement 6 Areas: Perceptions

Problem Statement 7: The rigor for students is very high
Root Cause 7: We hold students to the code of conduct and give consequences accordingly.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Lack of Electives
Root Cause 8: Lack of high scale sports/ other activities
Problem Statement 8 Areas: Demographics

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

Goals

Revised/Approved: May 17, 2023

Goal 1: All IDEA students matriculate to college

Performance Objective 1: College Prep Average ACT score of 21 or better by high school graduation (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: ACT prep courses, pulse checks, practice exams

Strategy 1 Details	Reviews			
Strategy 1: Provide content support/ACT prep in core classes	**Formative**			**Summative**
Strategy's Expected Result/Impact: Higher scores in those content areas	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: College Councilor- Diana Salinas **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**	35%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: All IDEA students matriculate to college

Performance Objective 2: 100% of graduates meet TSIA college readiness benchmark (HB3)

    High Priority

    HB3 Goal

    Evaluation Data Sources: TSI prep, master prep course work, practice exams, multiple opportunities to complete

Strategy 1 Details		Reviews			
Strategy 1: TSI Practice Exams		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in general TSI scores		Oct	Jan	Mar	June
Staff Responsible for Monitoring: College Counselor- Jacob Ramirez **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Results Driven Accountability**		45%			
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA & CP: 80% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

    High Priority

    Evaluation Data Sources: Mock TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Utilize different resources and provide accommodations as needed	**Formative**			**Summative**
Strategy's Expected Result/Impact: Overarching goal- 100% of ELL students show growth	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: ELL Coordinator (API) **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 **- Targeted Support Strategy - Results Driven Accountability**	100%	100%	100%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

High Priority

Evaluation Data Sources: Locus Power BI Resources

Strategy 1 Details		Reviews			
Strategy 1: Before/Afterschool tutoring, students may receive pullout during HS/AR; Minutes will be tracked via PowerSchool		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% completed HB4545minutes **Staff Responsible for Monitoring:** API who will be assigned as Point Person **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 **- Targeted Support Strategy - Results Driven Accountability**		10%			
	0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue	

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 40% of SPED Students attain meets in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Mock/Semester exams and unit exam data

Strategy 1 Details	Reviews			
Strategy 1: Pull out/Push in/ targeted tutoring	**Formative**			**Summative**
Strategy's Expected Result/Impact: Progressive increase in STAAR scores	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: SPED Point Person/ Campus SPED Coordinator **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 **- Targeted Support Strategy - Results Driven Accountability**	30%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 2: IDEA achieves an A Rating

Performance Objective 4: IA & CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

    High Priority

    HB3 Goal

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))		**Formative**			**Summative**
		Oct	Jan	Mar	June

Strategy's Expected Result/Impact: STAAR scores will reflect student and teacher achievement
   Staff Responsible for Monitoring: STAAR teachers and APIs managing STAAR teachers
 	
   TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Results Driven Accountability**
		30%			

Strategy 2 Details		Reviews			
Strategy 2: Order updated STAAR materials for students to have at home (will be returned at EOY)		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in STAAR scores from past years		Oct	Jan	Mar	June

Staff Responsible for Monitoring: API
 	
   Title I:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
   Problem Statements: Student Learning 1 - Perceptions 2
   Funding Sources: Instructional Materials- STAAR prep workbooks/programs - Title I, Part A (4120) - PAR - $3,151.06
		10%			

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

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Students are not taking initiative to keep up with work   **Root Cause**: Lack of accountability from Teachers/ too much work given at once/ rigor needs to be built up over time
Perceptions
Problem Statement 2: The rigor for students is very high   **Root Cause**: We hold students to the code of conduct and give consequences accordingly.

Goal 3: Increase student persistence

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

    Evaluation Data Sources: Safety Scorecard

Strategy 1 Details		Reviews			
Strategy 1: Campus crisis team will meet monthly to ensure methods are effective for security measure		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased campus security		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: APO **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		20%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 3: Increase student persistence

Performance Objective 2: IA & CP: 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))
Required Strategy: timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))

High Priority

Evaluation Data Sources: Event attendance/Event Calendar

Strategy 1 Details	Reviews			
Strategy 1: Timely communication to families regarding school events to promote engagement and attendance	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased persistence/ADA	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: APO/School Councilor **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	50%			
0% No Progress	100% Accomplished		Continue/Modify	✖ Discontinue

Goal 3: Increase student persistence

Performance Objective 3: IA & CP: 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))

Evaluation Data Sources: Roster of trainings

Strategy 1 Details		Reviews			
Strategy 1: Present to MS and HS separately during an assembly and/or during elective courses (if curriculum is ongoing)		**Formative**			**Summative**
Strategy's Expected Result/Impact: Less bullying/ Safer schools		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School councilors/APO **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture		15%			
	0% No Progress	100% Accomplished	Continue/Modify	✖ Discontinue	

Goal 4: Increase student daily attendance

Performance Objective 1: IA & CP: IDEA MOPA will achieve a 97% annual attendance rate for the 23-24 school year

> **High Priority**

> **Evaluation Data Sources:** Locus Dashboard

Strategy 1 Details		Reviews			
Strategy 1: ADA incentives		**Formative**			**Summative**
Strategy's Expected Result/Impact: increased ADA		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: APO/School Councilor **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction		30%			
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 4: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of 30minutes daily on average. (TEC 11.253(d)(10))

   **Evaluation Data Sources:** PE data tracking

Strategy 1 Details	Reviews			
Strategy 1: Ensure students have access to physical fitness opportunities (i.e. sports, PE, outdoor time, etc.)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student focus, health and happiness	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Athletic Director **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: Increase staff retention

Performance Objective 1: IA & CP: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2023-24 school year.
Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Evaluation Data Sources: Cornerstone

Strategy 1 Details	Reviews			
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased teacher performance/tracking **Staff Responsible for Monitoring:** APIs/Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	5%			
0% No Progress	100% Accomplished	→ Continue/Modify	❌ Discontinue	

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA MoPa is 100% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Evaluation Data Sources: Teacher Roster

Strategy 1 Details	Reviews			
Strategy 1: recruit and hire high quality candidates per role by using high quality resume criteria	**Formative**			**Summative**
Strategy's Expected Result/Impact: Less turnover	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: API/Principal/APO **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Campus Funding Summary

			Title I, Part A (4120)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	4	2	Instructional Materials- STAAR prep workbooks/programs	PAR	$3,151.06
				Sub-Total	$3,151.06
				Budgeted Fund Source Amount	$3,151.06
				+/- Difference	$0.00
				Grand Total Budgeted	$3,151.06
				Grand Total Spent	$3,151.06
				+/- Difference	$0.00