IDEA Public Schools

Montopolis College Prep

2023-2024 Improvement Plan

Public Presentation Date: August 31, 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

Revised/Approved: August 3, 2023

Demographics

Demographics Summary

Open enrollment charter serving grades 6-12 families of SE Austin with a focus on college prep while providing exceptional support for students who are ELL and first-generation college students. Our campus offers the following special programs to support the needs and desires of our students, parents, and community: ELL, Special Education, Fine Arts, Athletics, AP, PSAT/ACT Prep.

Demographics Strengths

- IDEA Montopolis College Prep student leaver data is most attributed to scholars leaving out of the Austin Region or lack of transportation to our campus from surrounding rural areas.
- IDEA Montopolis College Prep offers a competitive salary for teachers with experience
- IDEA Montopolis College Prep is achieving its mission of college for all in serving a majority of economically disadvantaged students in South Austin by providing student-specific support.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Currently, only 76% of New to IDEA students persist.   **Root Cause:** Campus did not properly execute the onboarding process for families and scholars with clear expectations and follow-through.

Problem Statement 2: Students and families do not believe the school is a positive and fair space for Black students.   **Root Cause:** Black students make up approximately 2% of the student population. Black students were more likely to have a negative school experience. Also, Black students perceive that the school does not have fair rules for all students.

Student Learning

Student Learning Summary

1. How do we perform compared to a group of campuses of similar type, size, grade span, and student demographics? Are we earning Distinction Designation for achievement?
   - Compared to other campuses, we are second in domain 1, second in Domain 2, and leading the region in Domain 3. We are top in the region in overall student achievement. If we are compared to the region, we are on track to earn distinction designation.
2. Are our students on track to graduate? What is our longitudinal graduation and dropout rate?
   - Students are on track to graduate. Our graduation is 100%; the dropout rate is 0%.
3. What is the performance status of our students for CCMR (College, Career, and Military Readiness)?
   - For 23-24, our CCMR percentage is 100%. We are on track for an A.
4. How does student performance on state assessments compare with student performance on local benchmark assessments and the student's report cards?
   - In comparison to student report card performance, the performance on local benchmarks is comparatively lower than the efforts and performance on the actual state assessments. Student investment in "mock assessments" is not where it should be. Teachers feel that students are not meeting their personal performance goals due to a lack of student investment in academic performance and a lack of parent support. Students also lack personal performance goals to refer to in daily assignments and assessments. The lack of 0's in the grade books has increased an issue in student investment in classwork submitted.

Student Learning Strengths

Strong extracurricular sports program (State Champs) due to strong coaches invested not only in our students' athletic abilities but their academic strengths and campus staff investment in our student-athletes.
Campus with invested teachers willing to support students in student-led organizations because these organizations help with student leadership components of a resume which is our ultimate goal at IDEA.
Student investment is improving on campus. Plenty of students invested in bettering their academic environment with increased academic efforts.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Lack of student investment in academic progress and motivation.   **Root Cause:** There is a lack of training and teacher buy-in leading to a deficiency in creating a supportive and engaging learning environment that fosters intrinsic motivation and personal relevance.

Problem Statement 2: Lack of consequences for student behaviors (uniforms + behavioral concerns)   **Root Cause:** The absence of a consistent and fair disciplinary system within the school. Without clear guidelines and consequences for inappropriate behaviors, students may not feel accountable for their actions, leading to a breakdown in discipline and a negative impact on the overall school environment.

Problem Statement 3: Lack of student joy factor on campus.   **Root Cause:** Lack of engaging and inclusive extracurricular activities that cater to diverse student interests.

Additionally, a potential factor could be a disconnect between the curriculum and real-world application, resulting in a lack of enthusiasm and motivation among students. Lastly, inadequate opportunities for student voice and participation in decision-making processes add to the issue.

School Processes & Programs

School Processes & Programs Summary

Specific School Information –

6th-8th Middle School

9th-12th College Preparatory

44 Teachers 3 Co-Teachers

Teacher Retention: 91.49%

63 Staff Members

87.30 Staff Retention

School Program:

IDEA Montopolis is an AP for all campus. Students have the opportunity to take at least 11 AP courses and follows a 4x4 academic model. Students identified as Emergent Bilingual, Special Populations, Rise, and socioemotional, and Critical Student Intervention are provided targeted support to meet their individual needs.

IDEA Montopolis utilizes District curriculum which is comprised of a yearlong scope and sequence, common district assessments, high quality-instructional materials, and adaptive software in mathematics and literacy.

Our RISE classroom utilize a Rise Curriculum that are district supported such as Attainment, Do the Math and 18+ program.

All scholars have access to District Socio-emotional curriculum allowing them to develop skills and regulate emotions. This curriculum is provided every day during homeroom and builds a sense of belonging, and fosters relationships between staff and students.

Professional Development:

- Teachers attend Bi-weekly webinars to support with the implementation of curriculum, build teacher content and pedagogical knowledge and provide collaborative opportunities to share best practices.
- Staff is provided quarterly course collaboration and weekly faculty meeting to share best practices and collaborate on areas of need both academically and culturally.

- All staff participate in IDEA Staff Development Cycle beginning with Goal Setting, 2x2 and ending with Annual Performance Review. The Staff Development Cycle provides opportunities for the manager and direct report to engage in two-way communication on strategies and tactics to reach goals and improve professionally.

Campus Leadership Roles:

Principal, 3 Assistant Principals, 1 Director of College Counseling, 2 College Counselors, 1 School Counselor.

School Processes & Programs Strengths

- IDEA Montopolis prepares students to go to college

- IDEA has had 5 graduating classes with 100% of students accepted into a college/university of your choice
- IDEA curriculum is vertically aligned to prepare scholars for AP
- ACT prep is provided to all high school scholars
- SummitK12 is provided to all emerging bilingual scholars
- AP teachers collaborate with College Board
- All scholars 2 or more years behind in middle school are provided critical student intervention

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our campus does not have a clear retention strategy to retain teachers and make Montopolis a great place to work.   **Root Cause:** Teacher managers were not consistent and there was not a clear protocol for retention

Problem Statement 2: Teacher struggle to delivery highly effective lessons to reach academic mastery.   **Root Cause:** Instructional leaders did not evaluate the effectiveness of a lesson plan and provide feedback on teachers' planning across district curriculum.

Perceptions

Perceptions Summary

1. What is the dropout rate or graduation rate? 100% Differentiate it by 7 race/ethnicity groups and 7 student groups. (Middle & High Schools)

   Dropout rate and graduation rate are both relatively low. Students who reach junior and senior year with IDEA typically know what is expected of them and have invested in the process of getting their high school diploma, applying to, and enrolling in a college program. To improve the rate of students who continue with us to this point, we can emphasize commitment at the end of eighth grade or beginning of ninth grade, by meeting with students and parents or hosting presentations to make IDEA expectations and requirements clear.

2. How is conflict reduced? Discuss results of any mentoring, peer mediation, etc.

   1 on 1 conversations, being in contact with stakeholders like parents, referred to counselors, goal setting and positive feedback

3. What is the staff turnover rate and how does it compare with previous years?

   Discuss staff mentoring results, staff perceptions of academic expectations, and average number of staff absences. Summarize any climate and culture survey reports. The staff turnover rate could be better. The staff perception in academics is everyone must be nothing below 60%. The staff absences can improve by having incentives for staff. We have to work on getting the students involved in school activities which allows them to enjoy school.

4. How are parent/guardian/community participation rates measured?

   The tracker is how they are measured. Reflecting on the tracker helps teachers and admin see the communication with the parents and guardians

5. Are there any barriers that prevent participation by parents/guardians/community?

   Communication with stakeholders needs to be fluid and consistent. There happens to be a fault with communicating concerns with parents about positive news and behavior. An issue is that we only communicate via tech (email, text, app massagers, and phone call) but no direct communication (in-person, mail). There needs to be a platform that teachers can communicate with parents such as Teams. We have Reminds but students don't know how to use it so they can't teach their parents to use it. Teachers do use it but parents are not aware of the app. Another issue with communication is the language barrier.

Perceptions Strengths

1. Students are encouraged to persist through graduation. Students struggling to meet academic requirements are identified and supported through parent conferences, goal setting, and credit recovery.

2. Staff is committed to ensuring all students feel safe and have equal opportunity.

3. Staff retention is key to having success in school. Holding students accountable with their grades as well. Why is Staff retention important it makes the students want to come back knowing the same teachers are here.

4. Parents are invested in college for all and actively communicate with teachers and leaders about their students' needs

5. Whenever major issues arise, we communicate with parents. Also, most teachers can communicate in a fluid way in both languages: English and Spanish.

Additional Strengths:

Staff Commitment – creates a more supportive environment when staff are consistent, knowledgeable members of the school community

Parent Involvement – essential to hold scholars accountable and maintain motivation

Scholar Investment – necessary for learning to take place

High Expectations – prepare scholars for success throughout high school and in college relationships drive data

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents and students know the mission of IDEA is "to and through college," but do not always realize the steps required on their part in order to get there. **Root Cause:** No clear onboarding process exists to build investment in students and their families.

Problem Statement 2: New staff often feel overwhelmed and have difficulty transitioning into IDEA, which impacts staff retention. **Root Cause:** Although all new staff go through NTI, additional supports are needed (i.e. assigned mentors with clear expectations for mentorship) to ensure their success and effectiveness in their respective roles.

Priority Problem Statements

Problem Statement 1: Currently, only 76% of New to IDEA students persist.

Root Cause 1: Campus did not properly execute the onboarding process for families and scholars with clear expectations and follow-through.

Problem Statement 1 Areas: Demographics

Goals

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)

Strategy 1 Details		Reviews			
Strategy 1: Diagnostic Assessments: Administer a diagnostic ACT test to assess students' strengths and weaknesses.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Identify areas where students need additional support		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: College Counselors, principal					
Strategy 2 Details		**Reviews**			
Strategy 2: Professional Development for staff to understand the format and content of the ACT, as well as the specific requirements and expectations of each section.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Clear roadmap to guide students effectively and deliver lessons		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: RTTC teachers and college counselors, principal					
Strategy 3 Details		**Reviews**			
Strategy 3: Incorporate ACT Preparation into Curriculum, integrate ACT-related content and practice questions into your regular lesson plans.		**Formative**			**Summative**
Strategy's Expected Result/Impact: This will help students become familiar with the test format and content while reinforcing the material		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: RTTC teachers, college counselors and APIs					
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)

Strategy 1 Details			Reviews			
Strategy 1: Provide intensive tutoring sessions and academic support for students who are struggling. During RTTC/ credit recovery, after-school programs, or through peer tutoring initiatives.			**Formative**			**Summative**
Strategy's Expected Result/Impact: close student individual gaps and prepare for the TSI exam **Staff Responsible for Monitoring:** RTTC teachers, college counselors, API, Principal			**Oct**	**Jan**	**Mar**	**June**
Strategy 2 Details			Reviews			
Strategy 2: plan and deliver foundational skills such as reading comprehension, writing, and mathematics during TSI sessions.			**Formative**			**Summative**
Strategy's Expected Result/Impact: building foundational skills to prepare scholars for TSI **Staff Responsible for Monitoring:** college counselors, instructional leaders			**Oct**	**Jan**	**Mar**	**June**
Strategy 3 Details			Reviews			
Strategy 3: Provide professional development opportunities for teachers to stay updated on the latest teaching methods, subject content, and strategies for improving college readiness.			**Formative**			**Summative**
Strategy's Expected Result/Impact: well informed and trained staff **Staff Responsible for Monitoring:** college counselors			**Oct**	**Jan**	**Mar**	**June**
0% No Progress		100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 2: IDEA achieves an A Rating

Performance Objective 1: CP: 34% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
Strategy 1: Create a language-rich classroom environment that encourages students to engage in conversations and express themselves in English. Use visuals, real-life examples, and hands-on activities to make learning meaningful and relevant.	**Formative**			**Summative**
Strategy's Expected Result/Impact: increase student english proficiency **Staff Responsible for Monitoring:** RTTC teachers, Intervention teachers, APIs, Principal	**Oct**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✘ Discontinue				

Goal 2: IDEA achieves an A Rating

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

Strategy 1 Details			Reviews			
Strategy 1: Ensure that each instructional moment is purposeful and aligned with the curriculum and student needs			**Formative**			**Summative**
Strategy's Expected Result/Impact: close individual student gaps **Staff Responsible for Monitoring:** intervention teachers, instructional leaders			**Oct**	**Jan**	**Mar**	**June**
Strategy 2 Details			**Reviews**			
Strategy 2: assess scholars' understanding and progress. Use formative assessments to identify areas that require further reinforcement or intervention.			**Formative**			**Summative**
Strategy's Expected Result/Impact: identify if the process is working and scholars are improving **Staff Responsible for Monitoring:** instructional leaders and intervention teachers			**Oct**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Goal 2: IDEA achieves an A Rating

Performance Objective 3: CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details		Reviews			
Strategy 1: provide professional development for all staff, Accommodations, IEP review, strategies to promote learning		**Formative**			**Summative**
Strategy's Expected Result/Impact: SPED students will use strategies to meet grade level work		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All teachers and leaders		N/A			
Strategy 2 Details		Reviews			
Strategy 2: monitor and respond to SPED data bi-weekly		**Formative**			**Summative**
Strategy's Expected Result/Impact: struggling scholars will be identified and supported		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: SPED team and Principal		N/A			
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 2: IDEA achieves an A Rating

Performance Objective 4: CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing
Required Strategy: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))

Strategy 1 Details	Reviews			

Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately
        Strategy's Expected Result/Impact: identify growth by scholar and needs
        Staff Responsible for Monitoring: STAAR staff and instructional leaders
	Formative			**Summative**

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

Goal 3: Increase student persistence

Performance Objective 1: 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))

Strategy 1 Details		Reviews			
Strategy 1: Provide regular safety training to all staff members, including teachers, support staff, and administrators. T		**Formative**			**Summative**
Strategy's Expected Result/Impact: protocol internalization and safety awareness **Staff Responsible for Monitoring:** APO, campus lead team		**Oct**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 3: Increase student persistence

Performance Objective 2: 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))

Strategy 1 Details				Reviews			
Strategy 1: timely communication to families regarding school events to promote family engagement and attendance.				**Formative**			**Summative**
Strategy's Expected Result/Impact: parents are informed and attend award assemblies, report card night along with building and strengthening partnerships..				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: APO, campus lead team **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 1 **Funding Sources:** - Title I, Part A (4120) - $1,200							

Strategy 2 Details				Reviews			
Strategy 2: organize workshops designed to showcase the positive impact of family involvement on student learning and development.				**Formative**			**Summative**
Strategy's Expected Result/Impact: These workshops will provide practical tips and strategies for families to actively engage in their child's education.				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Counselor, APO, and Principal **Title I:** 2.4, 4.2 **Problem Statements:** Demographics 1 **Funding Sources:** Family Folders, Campus Report Card and deliverables - Title I, Part A (4120) - $600							

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Currently, only 76% of New to IDEA students persist. **Root Cause**: Campus did not properly execute the onboarding process for families and scholars with clear expectations and follow-through.

Goal 3: Increase student persistence

Performance Objective 3: 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))

Strategy 1 Details		Reviews			

Strategy 1: Provide comprehensive training to teachers and staff on the Anti-Bullying and Safer, Smarter School curriculum.
     Strategy's Expected Result/Impact: Ensure that they are equipped with the knowledge and skills needed to deliver the content effectively.
     Staff Responsible for Monitoring: School Counselor, Staff, Campus leaders
		Formative			**Summative**

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

Goal 4: Increase student daily attendance

Performance Objective 1: IA & CP: IDEA Montopolis will achieve a 96% annual attendance rate for the 23-24 school year

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Launch a school-wide attendance campaign to create awareness and emphasize the importance of consistent attendance for students' academic achievement.	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: collaboration from all stakeholders and create a positive school environment **Staff Responsible for Monitoring:** APO, campus lead team **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 1 **Funding Sources:** Discussion tables, chairs, folders - Title I, Part A (4120) - $1,578.61				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Currently, only 76% of New to IDEA students persist. **Root Cause**: Campus did not properly execute the onboarding process for families and scholars with clear expectations and follow-through.

Goal 4: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of 900. (TEC 11.253(d)(10))

Strategy 1 Details	Reviews			
Strategy 1: Tracking and Monitoring students' MVPA minutes. By using activity trackers, fitness apps, or og sheets.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Regularly review the data to identify trends and areas for improvement. **Staff Responsible for Monitoring:** PE coaches and manager	**Oct**	**Jan**	**Mar**	**June**

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

Goal 5: Increase staff retention

Performance Objective 1: 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.

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**
	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 5: Increase staff retention

Performance Objective 2: CP: IDEA Montopolis is 100% staffed for all teacher positions throughout the 2023-24 school year.
Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria

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: content and pedagogy strong teachers who invest scholars and increase academic knowledge	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and lead team				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Campus Funding Summary

			Title I, Part A (4120)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1			$1,200.00
3	2	2	Family Folders, Campus Report Card and deliverables		$600.00
4	1	1	Discussion tables, chairs, folders		$1,578.61
				Sub-Total	$3,378.61
				Budgeted Fund Source Amount	$3,378.61
				+/- Difference	$0.00
				Grand Total Budgeted	$3,378.61
				Grand Total Spent	$3,378.61
				+/- Difference	$0.00