

IDEA Public Schools
Parmer Park Academy
2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Science



Board Approval Date: October 21, 2022
Public Presentation Date: September 12, 2022

Mission Statement

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

Parmer Park Academy Vision 2022-2023

At IDEA Parmer Park academy, our staff will work synergistically by instilling our panther values of pride, academic excellence, accountability and community. As a result, every single one of our students will leave our building as proud panthers, readily equipped with crucial skills to be agents of change and transformative leaders within their communities .

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: September 1, 2022

Demographics

Demographics Summary

IDEA Parmer Park sets high expectations for every student and goes the extra mile to make sure every student realizes their own potential. Personalized learning, critical thinking skills, mastery of core subjects is our recipe for success. School was founded in 2019 , we serve grade levels k-5, we currently have 714 students , 30% of our students are bilingual/ESL, 33.7% of our students are categorized at risk, our students are predominantly african american and hispanic, teachers have an average experience on 1.6 years. The majority of our staff are also African American and Hispanic. See PDF in adendum for more information.

Demographics Strengths

See PDF in adendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): School did not have a clear behavior management system **Root Cause:** Leadership team did not implement behavior matrix, incentives, interventions

Problem Statement 2: Staff members were moved around different roles through the year **Root Cause:** High performing teachers were moved to STAAR subjects, instability was caused in grade levels

Problem Statement 3 (Prioritized): Only 67% of instructional staff returned for 22-23. **Root Cause:** Inconsistent leadership and inconsistent development led to high turn over in priority subject areas.

Student Learning

Student Learning Summary

Students in fourth grade struggled with exams. Our students did well across science subjects. Students struggled mostly in mathematics. Students performed better in ELA/Reading.

Mastery in 3rd grade reading and math was also below 10%

See PDF in Addendum for more information.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Limited cross curricular opportunities **Root Cause:** systems not in place to allow teachers to collaborate

Problem Statement 2 (Prioritized): 3rd grade students lack foundational math skills **Root Cause:** Due to staff shortages, students did not receive support and planned intervention with computational fluency and reading comprehension of complex math problems post pandemic.

Problem Statement 3 (Prioritized): 5th grade students lack foundational math skills **Root Cause:** Lack of consistent teacher coaching and teacher preparation

School Processes & Programs

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA retains an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

IDEA's individualized coaching and development of its employees is a contributing factor in getting new employees to proficiency quickly and providing an internal pool for promotions.

Ongoing feedback, effective accountability mechanisms, and consistent follow through also provide a supportive environment where employees have clear expectations for performance.

IDEA is currently undertaking an initiative to redefine its employee value proposition (EVP) to better identify, promote, and implement recruitment and retention strategies that can provide the talent needed to be successful

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of timely communication to parents regarding school events **Root Cause:** Designated family engagement staff member was tasked with assistant principal of instruction role and limited their capacity to fulfill the duties of their role.

Problem Statement 2 (Prioritized): 77% of students persisted from 21-22 into 22-23 **Root Cause:** Lack of behavior management systems within classrooms.

Priority Problem Statements

Problem Statement 1: School did not have a clear behavior management system

Root Cause 1: Leadership team did not implement behavior matrix, incentives, interventions

Problem Statement 1 Areas: Demographics

Problem Statement 2: 5th grade students lack foundational math skills

Root Cause 2: Lack of consistent teacher coaching and teacher preparation

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 3rd grade students lack foundational math skills

Root Cause 3: Due to staff shortages, students did not receive support and planned intervention with computational fluency and reading comprehension of complex math problems post pandemic.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Only 67% of instructional staff returned for 22-23.

Root Cause 4: Inconsistent leadership and inconsistent development led to high turn over in priority subject areas.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Lack of timely communication to parents regarding school events

Root Cause 5: Designated family engagement staff member was tasked with assistant principal of instruction role and limited their capacity to fulfill the duties of their role.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: 77% of students persisted from 21-22 into 22-23

Root Cause 6: Lack of behavior management systems within classrooms.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Average of all Great Place to Work Survey statements was 52% for IDEA Parmer Park employees for 21-22 school year

Root Cause 7: Three principal transitions throughout the 21-22 school year.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Inconsistent attendance tracking for parent and family engagement events; attendance for events that was tracked was approximately 50%

Root Cause 8: not enough events and no tracking available.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals







Goal 1: Increase staff retention

Performance Objective 1: Execute weekly and monthly staff appreciation/recognition

High Priority

Evaluation Data Sources: GPTW Survey

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Joy Calendar For teachers Strategy's Expected Result/Impact: GPTW 80% or higher Staff Responsible for Monitoring: Lead team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: All IDEA students matriculate to college







Performance Objective 1: 60 % Students score meets and 30% of students achieve masters on major IAs

High Priority

HB3 Goal

Evaluation Data Sources: end of module assessments, exit ticket data, SE, Mocks, STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct lesson rehearsals, evaluate lesson plans, provide feedback</p> <p>Strategy's Expected Result/Impact: teachers are proficient on GET 3 around lesson planning</p> <p>Staff Responsible for Monitoring: Lead team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: IDEA achieves an A rating







Performance Objective 1: 100% of Teachers get the first teach right through lesson rehearsal

High Priority

HB3 Goal

Evaluation Data Sources: Teachboost evaluation post lesson rehearsals

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: develop teachers during lesson rehearsals and exit ticket huddles</p> <p>Strategy's Expected Result/Impact: 90% of students or more are mastering content across classes</p> <p>Staff Responsible for Monitoring: teachers and lead team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






Goal 3: IDEA achieves an A rating

Performance Objective 2: Achieve 60% or higher on student achievement in 3rd reading and math

High Priority

HB3 Goal

Evaluation Data Sources: EOMs, Mock, Semester Exam

Strategy 1 Details	Reviews			
<p>Strategy 1: Real time coaching and tight loop coaching of 3rd grade team</p> <p>Strategy's Expected Result/Impact: Student achievement average of 60</p> <p>Staff Responsible for Monitoring: APIs</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

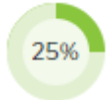




Goal 3: IDEA achieves an A rating

Performance Objective 3: 82% of 5th grade meet their math and ela growth goals

High Priority

HB3 Goal

Evaluation Data Sources: Teachboost, EOMs, Mock Semester exams






Strategy 1 Details	Reviews			
Strategy 1: RTC, Tightloop coaching, focus on priority teachboost strands, interventionist support Strategy's Expected Result/Impact: Student achievement of 60 or higher, 82% of students meet growth goals by EOY on STAAR	Formative			Summative
	Oct	Jan	Mar	June
	 25%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: IDEA achieves an A rating

Performance Objective 4: 40% of SPED students score Meets, 60% of SPED students score approaches

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: in class sped support and tracking of minutes Strategy's Expected Result/Impact: 40% of SPED students score Meets, 60% of SPED students score approaches Staff Responsible for Monitoring: Special education teachers/case managers and SPED API</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Increase student daily attendance







Performance Objective 1: 97% or higher Average Daily attendance

High Priority

HB3 Goal

Evaluation Data Sources: Powerschool data collection

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: incentivize attendance, all hands on deck in attendance out reach Strategy's Expected Result/Impact: 97 or higher average ADA Staff Responsible for Monitoring: everyone</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Increase student persistence







Performance Objective 1: 90% or higher student persistence

High Priority

HB3 Goal

Evaluation Data Sources: Powerschool and the hub dashboard

Summative Evaluation: Significant progress made toward meeting Objective






Strategy 1 Details	Reviews			
<p>Strategy 1: Bring joy to weekly celebrations</p> <p>Strategy's Expected Result/Impact: Students report sense of connectedness as measured by panorama survey data</p> <p>Staff Responsible for Monitoring: teachers and leaders</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Increase student persistence

Performance Objective 2: 100% of biweekly drills are executed on time, with fidelity and bi weekly
Monthly crisis team meetings held

High Priority






Evaluation Data Sources: School drills and rubric data

Strategy 1 Details	Reviews			
Strategy 1: Consistent meeting with lead team Strategy's Expected Result/Impact: 100% compliance with district expectation Staff Responsible for Monitoring: Principal and APO ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Increase student persistence

Performance Objective 3: 80% of students hit fitness mastery by end of year

Evaluation Data Sources: IHT heart rate monitor data

Strategy 1 Details	Reviews			
<p>Strategy 1: Coach teacher on high impact DDI</p> <p>Strategy's Expected Result/Impact: 80% or higher of students hit or exceed benchmark</p> <p>Staff Responsible for Monitoring: PE Coach, APIs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

IDEA PARMER PARK ACADEMY

Comprehensive Needs Assessment

ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	n/a	73%	49%	39%	0%	Not Met

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/ Not Met
% Approaches	54.00%	35%	67.00%	0%	Not Met
% Meets	24.00%	17%	34.00%		
% Masters	6.00%	5%	11.00%		
% Student Achievement Average	28%	19%	37%		
% Meet 2 year growth	n/a	n/a	n/a		

Data Source: CSI Academy

IDEA PARMER PARK ACADEMY

Math AC
CSI

% CSI
(EOY Ren.) NA

% of CSI
Passing STAAR NA

24%
% of SPED
Passing STAAR

IDEA Parmer Park Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	N/A	30%	24%	62%	9%	67%
					RR Goal Met/ Not Met	WM Goal Met/ Not Met
					Not Met	Met

Data Source: STAAR

IDEA Parmer Park Academy

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5
% Approaches	62.00%	61%	74
% Meets	40.00%	40%	47
% Masters	21.00%	21%	32
SAS	n/a	n/a	n/a
% Student Achievement Average	41%	41%	51

Data Source: CSI

% Meeting CSI Reading AC
Goal CSI

% CSI (EOY Ren.) 30%

% of CSI Passing
STAAR 38%

% of SPED Passing
STAAR 16%

IDEA Parmer Park Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: Science Pk-2

	Science Pre-K on Grade Level	Science Kinder on Grade Level	Science First on Grade Level	Science Second on Grade Level	Science Third on Grade Level	Science Fourth on Grade Level
% Students	NA	97%	NA	NA	NA	NA

IDEA Parmer Park Academy

Data Source: Science 3-5

	STAAR Science Grade 5
% Approaches	68.00%
% Meets	38.00%
% Masters	20.00%
% Student Achievement Average	42%

IDEA Parmer Park Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities Pk-2

	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level	Humanities Fifth on Grade Level
% Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A

IDEA Parmer Park Academy

Comprehensive Needs Assessment

ACADEMY

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

Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels

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% Beginning	26%	61%	59%	52%	20%
% Intermediate	62%	101%	88%	94%	20%
% Advanced	109%	65%	66%	70%	20%
% Advanced High	48%	10%	31%	29%	20%

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

IDEA Parmer Park Academy

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1G	Lesson rehearsals 4 times a week with priority teachers	S	A	APIs	8/22/22-6/16/22	human	teacher self assessment	Exit ticket tracking, Assessment data, low inference form s on teams
2B	Additional daily rehearsals with teachers who need additional support	S	A	APIs	8/22/22-6/16/22	human	teacher self assessment	Exit ticket tracking, Assessment data, low inference form s on teams
1I	Daily script practice with K 1st and 2nd	D	A	APIs	8/22/22-6/16/22	human	Exit ticket tracking, Assessment data, low inference form s on teams	DI Check outs and dibels
2B	Weekly academic celebrations	D	A	SSA and SW	8/22/22-6/16/22	human	Awards tracker	Panorama data
2C	Daily SEL development in homerooms	D	A	SSA and SW	8/22/22-6/16/22	material	MTW dashboard	Panorama data

IDEA Parmer Park Academy

2B	ADA processes shared priority as a campus	O	A	APO and lead team	8/8/22-6/16/22	fiscal	ADA calls tracker	Daily and EOY ADA
2C	Monthly family events	O	A	SSA and APO	8/2/22-6/16/22	human/material/fiscal	Sign in sheets	EOY Persistence
2C	Parent newsletter weekly	O	A	SSA and SW	8/8/22-6/16/22	human	SMORE	Panorama data
1J	Weekly SPED/EL/504 Rounds	S, D, RR	All	APIs , Interventionists, SPED	8/22/22-6/16/22	human	microsoft forms	email documented follow up
1E	Interventionist for critical math cohorts	S	EL,SE	APIs , Interventionists	8/22/22-6/16/22	human	master schedule	EOM/MM data, ren star
2A	Joy calendar for teachers	O	A	Principal and admin	8/2/2016	human/material/fiscal	HCCI document	EOY teacher retention
2C	Clear behavior support processes	O	A	Principal and lead team	8/8/2022-6/16/2022	human/material/fiscal	canva, ppt, printed document in classrooms	RTI referrals
1J	Offer after school tutoring from Beginning of year	S	AR	Teacher leaders	9/2/2022-6/16/2022	human	Timesheets, Tutorial Attendance	Student tracking of PTG, Assessment Data
1G	Literacy collaborative support from the national team through monthly PD	S	A	Principal and APIs	8/5/2022-6/16/2022	human/material	student work MM/EOM	Student tracking of PTG, Assessment Data

2.2: Regular monitoring and revision

We will use weekly tactical meetings to evaluate and respond to data.

2.3: Available to parents and community in an understandable format and language

All documentation will be provided in Spanish and English.

2.4: Opportunities for all children to meet State standards

We will provide strong lessons, tutoring and interventions to support all of our scholars.

2.5: Increased learning time and well-rounded education

Students have access to electives classes.

2.6: Address needs of all students, particularly at-risk

our school counselor and social worker will use data to drive priorities around family meetings and student supports.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

We will look at school wide plans at the end of the year to evaluate efficacy.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

We will host monthly parent events to allow parents to provide feedback.

Everyone must respond to parents within 24 hours.

4.2: Offer flexible number of parent involvement meetings

We will host monthly parent events to allow parents to provide feedback.

5. Targeted Assistance Schools Only

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	89%	PTG	0%
DEPT	Data Sources	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete	Lead team does not have a clear mechanism for having data internalized to be able to report out quickly There seem to be many gaps around tracking high level data for 21-22	Action Required	Create clear OPMS for tracking and managing high level data Student data is really low. Principal will need to sit with regional members to brainstorm intervention initiatives to move needle on instruction
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the <u>percentage</u> of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete	Data is pending from staar, team needs centre	Action Required	Principal wants to connect with regional coaches and VP to get support here , implement clear OPMS in response to staff feedback
		Comprehensive Needs Assessment 2022 Math		Complete	Data is pending from staar, team needs centre	Action Required	Principal wants to connect with regional coaches and VP to get support here , implement clear OPMS in response to staff feedback
		Comprehensive Needs Assessment 2022 Science		Complete	Data is pending from staar, team needs centre	Action Required	Principal wants to connect with regional coaches and VP to get support here , implement clear OPMS in response to staff feedback
		Comprehensive Needs Assessment 2022 Humanities		Complete	Data is pending from staar, team needs centre	Action Required	Principal wants to connect with regional coaches and VP to get support here , implement clear OPMS in response to staff feedback
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the <u>percentage</u> of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending	We do not have all of the data here but we hit the state benchmark for TELPAS for 21-22	Action Required	Idea: implement a writing structure every Wednesday as part of do now to get students used to the writing component of TELPAS
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete	teacher retention is higher than LT retention, need to explore what is working for teachers that is not for leaders	Action Required	Create a strong onboarding plan for lead team to ensure we have high LT retention for 23-24
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the <u>number</u> of withdrawals or offenses. All other data points should reflect <u>percentages</u> . List a minimum of 3 areas of strength and 3 areas of need in full	Complete	this is complete but the data looks inaccurate	Action Required	
Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	there seems to be a system for persistence but its not centralized- need to work on centralizing this data as well	