IDEA Public Schools

Parmer Park Academy

2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated

Public Presentation Date: September 12, 2023

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

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

Teachers appreciated implementation of behavior matrix along with following due process of code of conduct

Teachers appreciated dojo communication, dojo platform and using dojo for incentives

Teachers appreciated comradery from their peers and consistent training on academics pedagogy and support from the lead team.

Parents appreciated immediate response and consistent communication from teachers

Parents appreciated additional tutoring opportunities offered for students

Parents appreciated the increased opportunities for community involvement

School moved consistently along the district in STAAR Assessments for 3rd Math, 3rd ELA, 5th ELA and 5th science

See PDF in addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Accountability for expectations was inconsistent for students, staff, and parents   **Root Cause:** Mid year hires, onboarding gaps and staff vacancies lead to gaps in communication and investment from all stake holders, meet the teacher night did not provide clear opportunity for families to be reset on expectations

Problem Statement 2 (Prioritized): Lack of buy in for school incentive system   **Root Cause:** Part of incentives were started later on in the year, lack of tangibility delayed student buy in

Student Learning

Student Learning Summary

[STAAR Performance 22 23](#)Students grew especially in our focus 3rd grade. Stagnation occurred in 4th in general this year.

Student Learning Strengths

Students showed growth and completed all intervention requirements through the year. At risk/critical students generally grew the most but not enough to be on grade level

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Excessive STAAR Prep Prevented student buy in and love for literacy   **Root Cause:** Students engaged in consistent STAAR practice but not actual engagement with critical thinking skills with math curriculum and ELA curriculum. Teachers lacked skill in making curriculum transfer over to tangible test-prep support

Problem Statement 2: Budget cuts and delay in material access created a barrier for conducive learning environment   **Root Cause:** Mid year move to teaching staff how to teach curriculum online and on paper with limited technology and paper supply created stress

Problem Statement 3 (Prioritized): 4th grade student achievement data was the lowest comparatively   **Root Cause:** Inconsistent staff, staffing gaps, novice teachers developing skills as mid year hires

School Processes & Programs

School Processes & Programs Summary

[CNA Low Inference Data](#)Teachers received coaching and development, teacher content mastery was inconsistent through the year.

Teachers wanted more opportunities to collaborate with one another to learn from one another.

Teachers wanted strong communication operating systems and joy factors on campus.

Families requested more events on campus and field trips.

School Processes & Programs Strengths

We enabled alot of systems last year and will use feedback to tighten systems for next year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Internal Staff communication felt overwhelming   **Root Cause:** Too many systems caused staff to miss important messaging, communication not concise enough made staff miss important messages

Problem Statement 2: Not all families were connected on dojo   **Root Cause:** Lack of investment on dojo with some families caused tension between families and staff when they felt communication fell through

Perceptions

Perceptions Summary

Instability and changes through the year created stress for staff.

Perceptions Strengths

Lead team support and listening to feedback, involving staff in the decision making process

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Average of all Great Place to Work Survey statements was below 50% for IDEA Parmer Park employees for 22-23 school year **Root Cause:** Teachers expressed accountability with colleagues was inconsistent dependent on manager causing sentiments around inequity and contributing to low morale

Problem Statement 2 (Prioritized): Staff retention was below 85% for IDEA Parmer Park Employees for 22-23 school year **Root Cause:** Including staff in the decision making process did not occur until Semester 2

Priority Problem Statements

Problem Statement 1: Accountability for expectations was inconsistent for students, staff, and parents

Root Cause 1: Mid year hires, onboarding gaps and staff vacancies lead to gaps in communication and investment from all stake holders, meet the teacher night did not provide clear opportunity for families to be reset on expectations

Problem Statement 1 Areas: Demographics

Problem Statement 2: Lack of buy in for school incentive system

Root Cause 2: Part of incentives were started later on in the year, lack of tangibility delayed student buy in

Problem Statement 2 Areas: Demographics

Problem Statement 3: 4th grade student achievement data was the lowest comparatively

Root Cause 3: Inconsistent staff, staffing gaps, novice teachers developing skills as mid year hires

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Internal Staff communication felt overwhelming

Root Cause 4: Too many systems caused staff to miss important messaging, communication not concise enough made staff miss important messages

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Average of all Great Place to Work Survey statements was below 50% for IDEA Parmer Park employees for 22-23 school year

Root Cause 5: Teachers expressed accountability with colleagues was inconsistent dependent on manager causing sentiments around inequity and contributing to low morale

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Staff retention was below 85% for IDEA Parmer Park Employees for 22-23 school year

Root Cause 6: Including staff in the decision making process did not occur until Semester 2

Problem Statement 6 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: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 49% to 51% in Spring 2024 (HB3)

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: API's real time coach and tight loop coach with fidelity	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: increased teacher proficiency				
Staff Responsible for Monitoring: Instructional leaders **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	100%	100%	100%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 35% to 37% in Spring 2024. (HB3)

   Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: APIS Real time coach and tight loop coach with fidelity	**Formative**			**Summative**
Strategy's Expected Result/Impact: teacher proficiency around pedagogy and data driven instruction will improve	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: instructional leader **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	85%	45%	N/A	
	0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 1: IDEA achieves an A Rating

Performance Objective 3: IA & CP: X% 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: Tutoring after school		**Formative**			**Summative**
Title I:		**Oct**	**Jan**	**Mar**	**June**
2.4 - **Targeted Support Strategy** **Funding Sources:** Tutoring - Title I, Part A (4120) - PAR - $5,000		100%	100%	N/A	

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

Goal 1: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 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: Provide tutoring during and after school 3 times a week	**Formative**			**Summative**
Strategy's Expected Result/Impact: Individualized support for critical students	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: teachers and leaders **TEA Priorities:** Build a foundation of reading and math, 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 - Additional Targeted Support Strategy**	100%	100%	100%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: IDEA achieves an A Rating

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

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details			Reviews			
Strategy 1: Students receive minutes from the beginning of the year			**Formative**			**Summative**
Strategy's Expected Result/Impact: SPED students receive legally required minutes			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: instructional leaders and HQ SPED support **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**			100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue		

Goal 1: IDEA achieves an A Rating

Performance Objective 6: IA & 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))

   Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Train teachers in best DDI practices	**Formative**			**Summative**
Strategy's Expected Result/Impact: teachers use data to adjust instruction to improve student achievement outcomes	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: instructional leaders **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**	100%	100%	100%	
	0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Goal 2: 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))

    Summative Evaluation: Met Objective

Strategy 1 Details			Reviews		
Strategy 1: Mantain fidelity to safety processes and operating mechanisms		**Formative**			**Summative**
Strategy's Expected Result/Impact: ensure everyone is on the same page around safety		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principals and APO **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		100%	100%	100%	

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

Goal 2: 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))

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Plan and advertise required events at least a month in advance		**Formative**			**Summative**
Strategy's Expected Result/Impact: Strong attendance outcomes from families		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principals APOS and SC **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		100%	35%	N/A	
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 2: 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))

    Summative Evaluation: Exceeded Objective

Strategy 1 Details		Reviews			
Strategy 1: Complete curriculum as part of onboarding students		**Formative**			**Summative**
Strategy's Expected Result/Impact: students are well versed in curriculum before BOY		**Oct**	**Jan**	**Mar**	**June**
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction		100%	100%	100%	

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

Goal 3: Increase student daily attendance

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

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details			Reviews			
Strategy 1: 100% of students have access to IHT working devices			**Formative**			**Summative**
Title I: 2.4 **Funding Sources:** IHT Monitors - Title I, Part A (4120) - PAR - $2,000			**Oct**	**Jan**	**Mar**	**June**
			100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 3: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA XX will achieve a XX% annual attendance rate for the 23-24 school year

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Daily, Monthly and Weekly student engagement	Formative			Summative
Title I: 4.2 **- Targeted Support Strategy** **Funding Sources:** Money for incentives and field trips - Title I, Part A (4120) - PAR - $5,000	Oct	Jan	Mar	June
	100%	35%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: Increase student daily attendance

Performance Objective 3: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Equipment works and is ready for usage	**Formative**			**Summative**
Strategy's Expected Result/Impact: students work toward fitness goals every day	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: coaches **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	85%	85%	N/A	
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 4: 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.

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Complete SDC together as a campus	**Formative**			**Summative**
Strategy's Expected Result/Impact: Everyone completes it accurately and receives support	**Oct**	**Jan**	**Mar**	**June**
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	100%	100%	100%	
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 4: Increase staff retention

Performance Objective 2: IA & CP: IDEA XX is XX% 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

   Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide strong onboarding experience for new hires	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers feel supported and become invested in their development	**Oct**	**Jan**	**Mar**	**June**
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	100%	100%	100%	

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

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1: IA & CP: IDEA Parmer Park is 100% enrolled by the second week of school for 2023-24 school year.

    High Priority

    Evaluation Data Sources: Enrollment data

    Summative Evaluation: Some progress made toward meeting Objective

    Next Year's Recommendation: Include mandatory super recruitment days at the beginning of the school year, focus on rolling enrollment at BOY

Goal 5: Increase student enrollment (no required performance objectives/strategies)

Performance Objective 2: IA & CP: IDEA Parmer Park is achieves 90% student persistence for the 2023-24 school year.

    High Priority

    Evaluation Data Sources: Persistence data/powerschool data

    Summative Evaluation: Some progress made toward meeting Objective

    Next Year's Recommendation: ensure students who are onboarded receive strong experience and families are clear on transportation

Campus Funding Summary

			Title I, Part A (4120)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Tutoring	PAR	$5,000.00
3	1	1	IHT Monitors	PAR	$2,000.00
3	2	1	Money for incentives and field trips	PAR	$5,000.00
				Sub-Total	$12,000.00
				Budgeted Fund Source Amount	$2,903.72
				+/- Difference	-$9,096.28
				Grand Total Budgeted	$2,903.72
				Grand Total Spent	$12,000.00
				+/- Difference	-$9,096.28