IDEA Public Schools

Walzem Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 16, 2022

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**

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Walzem Academy was established in **2014.** Our mission is to create a safe, vigorous learning environment that prepares diverse students for successful navigation *to and through college*. We believe in fostering self-disciplined, socially responsible, lifelong critical thinkers as we rapidly close achievement gaps through a rigorous college prep curriculum to become San Antonio's largest producer of college graduates.

The current school enrollment is 753 students in grades Kindergarten through Fifth, with an avergae daily attendance **(ADA)** rate of 95.05%.

Student Demographics: Hispanic students comprise sixty-five percent (64.6%) of the student population, twenty-four percent (24%) is African-America/Black, six percent (6%) is White, two percent (2%) is Asian and scholars who identify as Two or More Races (1.6%), one percent is Pacific Islander, and 3/10 of a percent (0.3%) is American Indian. Seventy-eight (77.6%) percent of the students are economically disadvantaged; Fifteen (15%) percent are Emergent Bilingual (EB)/English Language Learners (ELL); Sixteen (15.6%) percent are Bilingual/English as a Second Language Learners (ESL), and six-percent (5.8%) make up the Special Education population. The campus mobility rate is sixteen (15.6%) percent.

IDEA Walzem Academy is committed to educating the whole child, therefore, we place the same value on building our scholar's social, emotional, and behavioral skills as we do on our scholars' academic skills. **School Enivronment Data:** Walzem Academy has a full-time, licensed social worker on staff, a full-time health-aide on staff, and a full time Regional Registered Nurse (RN). **Staff Race Ethnicity Data:** Seventy-four (74.1%) percent Hispanic; Twenty-two (21.8%) percent African American; Four (4%) White. **Instructional Staff Data:** IDEA Walzem Academy has an eighty-five (84.6%) perent Teacher Retention rate, and a ninety-one (91%) percent Instructional support rate (includes co-teachers aka instructional aides). Teachers are invaluable to the field of education, and at IDEA Walzem Academy, we understand the importance of our staff returning year-after-year. Teacher sustainability builds a strong school culture and an even stronger community.

Demographics Strengths

IDEA Walzem Academy's student demographic data mirrors the staff race ethicity data, with **student demographics** for **Hispanic** students at (65.6%) and **staff race ethnicity data** at (74.1%). The African-American/Black **student demographics** is (24%) and the **staff race ethnicity** is (21.8%). Though this is the primary make-up of the campus, all ethnic groups are vital contributors to the diversity and uniqueness of IDEA Walzem Academy. The school community and staff are invested in the mission - *college for all.*

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase our new-to-IDEA student persistence (ended the 21/22 SY at sixty-three (62.71%) percent) as new families are choosing to not continue with us year-after-year. **Root Cause:** 1. Lack of clear communication around IDEA's rigorous Academic model and the partnership expectations of parents and students during the onboarding process (Welcome to IDEA - WTI) and beyond. 2. Lack of consistent, annual reflection and interests surveys on what keeps students/families at IDEA and what program offerings we need to consider and incorporate (electives, clubs, academic , etc.)

Problem Statement 2 (Prioritized): There is a need to train teachers in social-emotional intelligence to support a decrease in 'crisis' behaviors. **Root Cause:** 1. Lack of teacher training in social-emotional skills/best practices that align with the RULER method, a systemic approach to social-emotional learning focusing on: Recognizing, Understanding, Labeling, Expressing and Regulating emotions.

Student Learning

Student Learning Summary

IDE Walzem Academy students in the 2020-2021 school year demonnstrated strengths and areas of improvement in the following areas:

Grade/ Subject	2019 STAAR Results	2021 STAAR Restuls	2022 STAAR Results
3rd Reading	63/28/16 (36)	76/43/21 (47)	77/50/30 (52)
4th Reading	64/31/12 (36)	62/25/12 (33)	89/66/33 (63)
5th Reading	88/44/21 (51)	84/51/24 (53)	83/58/34 (58)
3rd Math	61/24/8 (31)	46/13/6 (22)	70/36/13 (40)
4th Math	71/30/18 (40)	54/28/18 (33)	78/37/13 (43)
5th Math	91/48/22 (54)	84/45/14 (48)	81/48/16 (48)
5th Science	87/66/36 (63)	76/33/6 (38)	69/31/13 (38)
State Rating	**B (81)**	**No TEA Rating**	**A (94)**

IMPORTANT: Each # is given in an Approaches/Meets/Masters outcomes for ALL students. The # in parenthesis is the Academic Achievment score, whcih is all sume of all three outcomes divided by 3.

Approaches indicates your student has some knowledge of course content but may be missing critical elements - student needs additional support in the coming year; however, the student was able to meet the minimum benchmark required to pass their grade level, content specific exam. The passing score ranges between 48-71%.

Meets indicates your student has a strong knowledge of course content - student is prepared to progress to the next grade and was able to reach a benchark score that ranges between 72-90%.

Masters indicates your student demonstarted mastery of the course knowledge and skills and was able to reach a benchmark score that ranges between 82 - 100%- student is on track for college and career readiness.

NOTE: *2020 the state of Texas did not recieve STAAR results; a national disaster was declared (COVID-19). In 2021students took the STAAR exam but no state rating was given.*

While COVID-19 impacted our average daily attendance (ended the 21/22 school year at 92.03% for ADA) and overall persistence (ended the 21/22 SY at 74.79%), IDEA Walzem Academy was able to see tremendous growth in **6/7** of the state academic assessments given compared to the 2018 school year and 2021 school year STAAR outcomes. We were able to surpass the state academic achievement outcomes in **2 out of the 7** exams given: **4th grade Reading by eleven points (+11) and 5th grade Reading by one point (+1).** We also took a deep dive into our data and identified outcomes that indicate **deficits in Math** and **Science** amongst the English Language Learners and Special Education sub-populations. Our Science scores took a decline since 2018 when the academic achievement outcome was sixty-three (63), which is a twenty-five (25) point drop.

IDEA Walzem Academy is committed to cloaing gaps for our sub-populations who show academic concerns: Hispanic, EL, SPED, African American and Economically Disadvantaged, Special Educaiton (SPED) and English Learners (ELs). We have adjusted our Response to Intervention (RTI) program and process to ensure students are getting appropriate supports at all tiers: Tier I, Tier II and Tier III interventions, which will ideally support students not only passing but also achieving Meets and MAster status. The most critical area is SPED Reading and Math, plus EL Math.

Grade /Subject	2022 SPED Outcomes	2022 EL Outcomes
3rd Reading	50/30/20 (33)	70/42/19 (44)
4th Reading	75/44/13 (42)	83/48/26 (52)
5th Reading	52/27/12 (30)	90/50/40 (60)
3rd Math	33/0/0 (11)	67/24/14 (35)
4th Math	56/19/0 (24)	61/26/17 (35)
5th Math	42/25/0 (22)	90/50/10 (50)
5th Science	33/0/0 (13)	80/20/10 (37)

The **overall Domain STAAR performance score for 2022 is 94.** This score has shifted the school from it's 2018 rating of a 'B" to an "A." This increase by one letter grade reminds staff that we **MUST** ensure we faciliate rigorous, high-quality lesson everyday, that students **MUST** know their individual goals and create small benchmarks to reach them, and that an intentional data-analysis continuim benefits all students' and pushes staff to address needs urgently. We have acknowledged that we have students who will return this school year with academic gaps in their learning, some are returning IDEA Walzem scholars and some are New Team & Family members. To quickly identify gaps, in addition to using their 2022 STAAR outcomes, they will challenge the District's universal screener, RenStar (a comprehensive reading/math assessment that provides data to educator's that supports students reaching high levels of literacy and mathematical reasoning and problem solving.) If scholars so not place on or above grade level aka 'critical' then they will be placed in our Critical Student Intervnetion (CSI) program that provides at-their level reading and math support.

TELPAS data indicates students are moving up one composite score (for example from Beginner to Intermediate, from Intermediate to High, and from High to Advanced High)l however, not enough students are scoring in the Advanced High range as quickly as they should. Most students should be in the Advanced High range by 4th and 5th grade but scores show many students are still in only the Advanced level by 4th and 5th grade. It's always been a school-wide expectation to include ELPS (English Language Proficiency Standards) in classrooms, but we will ensure lesson plans include opportunities for students to speak, listen, read and write daily. This will help students develop the language proficiencies necessary to acquire English.

In our primary elementary grades (K - 2), our scholars were able to achieve the following outcomes in our Reading Mastery program,a reading program that uses the Direct Instruction (DI) method to help students master essential decoding and comprehension skills. Kinder ended the year at eighty-five (85%) on track; 1st grade ended the year at eighty-five (85%) on track, and 2nd grade ended the year at eighty-three (83%) on track. Our K-2 content data indicates the urgency to increase Meets and Master outcomes in 1st and 2nd grade Math and Reading. Teachers are averaging between 30-40% of scholars acheiving Master and 20-30% averaging Masters. This number needs to be 50-60% for Maeets and 30-40% for Masters. This indicates that scholars transitioning to STAAR tested grade levels have a strong foundation of the core TEKs in that grade level and are ready to challenge the next grade.

Student Learning Strengths

50-66% of students are scoring at the Meets level on the 3-5 STAAR Reading with 30-34% scoring at the Masters level. The 4th grade Reading outcomes were the highest at IDEA Walzem Academy at 89/66/30 (AA 63), and 80% of these scholars persisted to 5th grade. The growth that IDEA Walzem Academy acheived is also a strength of the campus, which speaks scholars meeting their individual goals. 92% were able to meet their growth goal in Reading and 90% were able to meet their growth goal in Math. These outcomes impact Domain 2:School Progress/Academic Growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percent of SPED scholar's successfully passing the STAAR Math exam has declined over the past three years. **Root Cause:** 1. Lack of a "true" math intervention block where scholars are engaging in grade level content to close academic gaps. 2. Lack of leader follow through to ensure responsiveness from teachers in

grades K - 2 in effectively implementing RTI services to scholars not academically progressing in math before they reach STAAR grade levels.

Problem Statement 2 (Prioritized): The percent of all sub-populations (SPED, EL, Black, Hispanic and Eco Dis) passing the STAAR Science exam has taken a decline since 2018. (Decrease of 25 points compared to the 2018 academic achievement score.) **Root Cause:** 1. Lack of content team meetings/PLCs (professional learning communities) with K - 5 Science teachers 2. Lack of leader follow through to ensure teacher responsiveness to daily exit ticket (ET) outcomes for sub-population students

School Processes & Programs

School Processes & Programs Summary

IDEA Walzem Academy is **a college prep precursor** before our students transition to the college prep, sixth 0 twelth grade and eventually graduate to fulfill IDEA's mission - *all scholars going to and through college.* Our campus is committed to immersing every scholar in rigorous, enaging curriculum from Kinder through Fifth grade. We offer an execeptional TEKs-based curriculm that is created with your scholar in mind. The goal is to build conceptual understanding through a student-centered, inquiry-based approach.

Developing teachers and leaders is a top priority at IDEA Walzem Academy; we do this throgh a research-based coaching appraoch.

For Leaders, we use School Leadership Levers supported with quarterly Coaching Academies led by the Region's Directors of Leader Development. Leaders are coached 100% by their Princpal, but some leaders have additional coaches based off the work they lead and/or their years as a leader.

For Teachers, we use Get Better Faster (GBF) coaching model that builds leader capacity to **coach to mastery.** This means - we go through a clear, consistent coaching cycle with teachers: Observe Classroom Insctruction, enagge in a Coaching Conversation and follow-up and Coach to Mastery. This cycle is supported with the Guidepost to Excellent Teaching (GET) rubric. The rubric is a tool for evaluation, coaching, and personal development. It is used to describe and assess teacher performance across five Guideposts: **1. Content:** Are students engaged in content aligned to the appropriate standards for their subject and grade? **2. Culture:** Are students joyfully engaged in a positive learning environment? **3. Ownership:** Are students doing the thinking? **4. Using Data:** Are students demonstrating that they are learning? **5. Beyond the Lesson:** Do your overall actions support student learning?

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 reatins 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): SPED lead teachers lacked content knowledge and pedagogy in math and reading **Root Cause:** 1. Failed to hire candidates with a strong background in math and/or reading 2. Failed to train staff in SPED content specific "best practices"

Problem Statement 2 (Prioritized): Failed to differentiate professional development for new-to-IDEA staff **Root Cause:** 1. PD sessions were not aligned to the needs and interests of the new-to-IDEA staff

Perceptions

Perceptions Summary

IDEA Walzem Academy's attendance data reflects a **5.47% decline** from the 2019-2020 school year to the 2020-2021 school year. Though the pandemic contributed to these figures, implementing our average daily attendace matrix and providing a virtual option, for students who qualified, helped capture students who would have been missing/not accounted for if not for these two systems in place.

Conflict on campus is reduced through restorative practices centered around our social-emotional research-based program, ***Move this World***.

Move This World helps families, students, and teachers learn and implement essential social emotional skills that can be utilized in the classroom and beyond by focusing on: Self-Awareness - Identifying Emotions; Self-Management - Managing Emotions; Social Awareness - Being Empathetic; Relationship Skills and Responsible Decision Making. IDEA Walzem Academy also has a licensed Social Worker who provides group therapy and 1:1 student support; howeer, consent MUSt be given from the parent/guardian. The Social Worker also works closely with teachers to develop plans to help address root causes of behavior issues/concerns.

In the 2021 school year, there were (9) new teachers with (5) new teachers leading the Science/Social Studies hybrid in grades Kinder - 4th grade with the 5th grade teacher teaching Social Studies (Humanities) all year long. Second grade was impacted the most with 3/4 teachers being new-to-IDEA and 1/4 being new to the field of teaching. 4th and 5th grade had veteran teachers ranging from 3-10+ years in education. All new teachers are assigned a first year teacher mentor; the mentor teacher is one who has demonstrated IDEA's core values, achieved Level 3 and beyond on the Teacher Career Pathway and has a strong record of results. There was a high percentage of staff absences during the 21/22 school year; uit ranged from 15-30% of teachers being out a week.

Parent/guardian participation rates are measured by involvement in Family Engagement events hosted by Academy and joint events hosted by Academy and College Prep. Due to the pandemic, virtual meetings were added which helped maintain parental/guardian involvement but not at the level there was when parents could come in -person. Attendance records cfor all family engagement events can be located in our STREAM system.

We serve (77.6%) at-risk/economically disadvantaged population, that demands literature and notifications in English and Spanish. During the 21/22 school year we provided information about campus events in English and Spanish to ensure our **Spanish only** households were kept abreast of the happenings on campus, and how they could support.

IDEA Walzem Academy has worked hard to create safe dismissal procedures for 100% of our scholars by utilizing the Driveline app for pick-up locations (Academy pick-up and College Prep/Academy sibling pick-up).

Teachers feel IDEA Walzem Academy is not only a rigorous environment for scholars but for teachers as well; the expectations for teachers is HIGH! Teachers are expected to bring their very best; they in turn work in a supportive enviroment where admin and their managers, are responsive to their individual growth and development daily through weekly check-ins, implementation of the coaching cycle (Get Better Faster), and collaborative support from grade/content teams. Teachers, administrators and staff work in tandem to create a safe environment that pushes forth the mission values and goals of IDEA Public Schools - ***100% of scholars go to and through college.***

Perceptions Strengths

During COVID-19, IDEA Walzem Academy increased campus awareness, resources and support for the social-emotional well being of all students. This still remains a priority for the campus. We place the same on building our student's social, emotional, and behavioral skills as we do on our students' academic skills. We believe we must create a community and an environment that allows students to feel safe, valued, seen, and heard, as well as a climate that leaves our students excited to come see what new things are happening at school each day. When there is a break down in culture, it is our responsibility to help identify the gaps in skills in our students and to help support them in problem solving the challenging behavior.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Limited parent/family engagement events (curriculum nights) that focused on the academic program **Root Cause:** Failed to partner with Student Success Advisor (SSA) to create a year-long-calendar of academic and fun engagement events.

Problem Statement 2 (Prioritized): Inconsistent in sharing upcoming campus event information in the predominant languages of the school community - English and Spanish **Root Cause:** Failed to identify campus personnel who were fluent in speaking and writing in Spanish and English

Priority Problem Statements

Problem Statement 1: There is a need to increase our new-to-IDEA student persistence (ended the 21/22 SY at sixty-three (62.71%) percent) as new families are choosing to not continue with us year-after-year.

Root Cause 1: 1. Lack of clear communication around IDEA's rigorous Academic model and the partnership expectations of parents and students during the onboarding process (Welcome to IDEA - WTI) and beyond. 2. Lack of consistent, annual reflection and interests surveys on what keeps students/families at IDEA and what program offerings we need to consider and incorporate (electives, clubs, academic , etc.)

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to train teachers in social-emotional intelligence to support a decrease in 'crisis' behaviors.

Root Cause 2: 1. Lack of teacher training in social-emotional skills/best practices that align with the RULER method, a systemic approach to social-emotional learning focusing on: Recognizing, Understanding, Labeling, Expressing and Regulating emotions.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The percent of SPED scholar's successfully passing the STAAR Math exam has declined over the past three years.

Root Cause 3: 1. Lack of a "true" math intervention block where scholars are engaging in grade level content to close academic gaps. 2. Lack of leader follow through to ensure responsiveness from teachers in grades K - 2 in effectively implementing RTI services to scholars not academically progressing in math before they reach STAAR grade levels.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The percent of all sub-populations (SPED, EL, Black, Hispanic and Eco Dis) passing the STAAR Science exam has taken a decline since 2018. (Decrease of 25 points compared to the 2018 academic achievement score.)

Root Cause 4: 1. Lack of content team meetings/PLCs (professional learning communities) with K - 5 Science teachers 2. Lack of leader follow through to ensure teacher responsiveness to daily exit ticket (ET) outcomes for sub-population students

Problem Statement 4 Areas: Student Learning

Problem Statement 5: SPED lead teachers lacked content knowledge and pedagogy in math and reading

Root Cause 5: 1. Failed to hire candidates with a strong background in math and/or reading 2. Failed to train staff in SPED content specific "best practices"

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Failed to differentiate professional development for new-to-IDEA staff

Root Cause 6: 1. PD sessions were not aligned to the needs and interests of the new-to-IDEA staff

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Limited parent/family engagement events (curriculum nights) that focused on the academic program

Root Cause 7: Failed to partner with Student Success Advisor (SSA) to create a year-long-calendar of academic and fun engagement events.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Inconsistent in sharing upcoming campus event information in the predominant languages of the school community - English and Spanish
Root Cause 8: Failed to identify campus personnel who were fluent in speaking and writing in Spanish and English
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

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Increase staff retention

Performance Objective 1: By the end of the 22/23 SY, Walzem Academy will achieve an organizational health outcome of 85% or higher on the Great Places to Work (GPTW) survey.

High Priority

Evaluation Data Sources: Great Places to Work (GPTW) Survey
Semesterly Listening tour Feedback
Locus Staff Retention Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Develop Staff Talent by: a. Maintaining consistent check-ins with 100% of Teachers with an embedded 'self-care' component b. Differentiating PD based on teacher roles, goals and future aspirations	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase organizational health data participation and data outcomes by +18% points or more **Staff Responsible for Monitoring:** Principal Assistant Principals of Instruction Assistant Principal of Operations **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Failed to differentiate professional development for new-to-IDEA staff **Root Cause**: 1. PD sessions were not aligned to the needs and interests of the new-to-IDEA staff

Goal 2: IDEA achieves an A rating

Performance Objective 1: Meet or exceed growth in state standards for all student groups in Domain 2 - School Progress - Relative Performance and Domain 3 Closing the Gaps (sub-pops: SPED, LEP, AA, H, etc.) by the end of the 22/23 SY.

High Priority

Evaluation Data Sources: Instructional Rounds and Instructional Tactical
DDI tools: Data Deep Dive Meetings, Daily Exit Ticket Tracker, Instructional Stepback, Edcite District Assessments data, and Domain 2 assessment tracker

Strategy 1 Details		Reviews		
Strategy 1: Implement with urgency weekly TEAM & 1:1 Leader-Principal instructional rounds to identify trends in teacher execution (accurate/appropriate bite-size action-step) and student achievement		**Formative**		**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase teacher growth and development by achieving a Proficient or higher rating on GET 3 - Student Ownership **Staff Responsible for Monitoring:** Principal Assistant Principals of Instruction **Title I:** 2.4 - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2				
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The percent of SPED scholar's successfully passing the STAAR Math exam has declined over the past three years. **Root Cause**: 1. Lack of a "true" math intervention block where scholars are engaging in grade level content to close academic gaps. 2. Lack of leader follow through to ensure responsiveness from teachers in grades K - 2 in effectively implementing RTI services to scholars not academically progressing in math before they reach STAAR grade levels.
Problem Statement 2: The percent of all sub-populations (SPED, EL, Black, Hispanic and Eco Dis) passing the STAAR Science exam has taken a decline since 2018. (Decrease of 25 points compared to the 2018 academic achievement score.) **Root Cause**: 1. Lack of content team meetings/PLCs (professional learning communities) with K - 5 Science teachers 2. Lack of leader follow through to ensure teacher responsiveness to daily exit ticket (ET) outcomes for sub-population students

Goal 2: IDEA achieves an A rating

Performance Objective 2: 100% of Critical Student Intervention (CSI) scholars (target SPED) will achieve their growth goal and/or meet approaches on the Reading and Math STAAR assessment by the end of the 22/23 SY.

High Priority

Evaluation Data Sources: District Mock STAAR Exams, RenSTAR assessments, Exit Tickets, Exit Ticket Sorts, and all District administered Exams

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers hold goal setting conversations with scholars before or by the end of Q1.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of scholars know their individual growth and stretch goals for STAAR Math and Reading.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principals of Instruction **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 **Funding Sources:** Jakub Kosiba - Interventionists - Federal Grant - $57,250				

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The percent of SPED scholar's successfully passing the STAAR Math exam has declined over the past three years. **Root Cause**: 1. Lack of a "true" math intervention block where scholars are engaging in grade level content to close academic gaps. 2. Lack of leader follow through to ensure responsiveness from teachers in grades K - 2 in effectively implementing RTI services to scholars not academically progressing in math before they reach STAAR grade levels.

Goal 2: IDEA achieves an A rating

Performance Objective 3: 3rd grade will achieve 90% Approaches/60% Meets/ 35% Masters on the Reading and Math STAAR increasing scores from the 21/22 SY by (+13 Approaches) / (+10 Meets)/ (+5) Masters.

High Priority

HB3 Goal

Evaluation Data Sources: Semester Exam (December 2022)
MOCK Exam (March 2023)
STAAR Exams (May 2023)

Strategy 1 Details		Reviews			
Strategy 1: Scholars receive high-quality, aligned TEKs-based instruction: lessons and exit tickets, in Reading and Math to be executed by all content teachers in grade 3.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 80% or higher on their daily exit ticket 75% or more of scholars will meet their progress goal on STAAR MOCK **Staff Responsible for Monitoring:** Principal Manager of Reading Language Arts **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Tanya Densman - Individualized Learning (Dream Box) - Federal Grant - $31,711.68, Mikayla Cooper - Accelerated Reader Facilitator - Federal Grant - $32,297.76		0%			
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 3: Increase student daily attendance

Performance Objective 1: Grade Levels at Walzem Academy will achieve an average daily attendance of 97% for the 22.23 SY.

High Priority

Evaluation Data Sources: ADA Locus Dashboard
SIS/Registrar daily ADA outcomes

Strategy 1 Details	Reviews			
Strategy 1: Grade Levels will engage in weekly ADA/Persistence meetings using the Outcomes/Solutions/Causes (OCS) process to urgently respond to identified gaps for their grade level's ADA.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase ADA by .5-.10% points per week Increase campuses overall ADA to 97% daily per grade level before or by November 2022 **Staff Responsible for Monitoring:** Assistant Principal of Operations (APO) **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 3: Increase student daily attendance

Performance Objective 2: Each grade level at Walzem Academy will achieve <3 absences daily / <21 absences daily as a campus for the 22/23 SY.

    Evaluation Data Sources: Homeroom daily ADA outcomes 8:00 - 9:15 am
    ADA 'chronic absenteeism" lists
    ADA parent meetings

Strategy 1 Details	Reviews			
Strategy 1: Lead Team members will support their assigned grade levels in meeting their daily ADA magic # goal (<3 scholars absent) by meeting with scholars/families who have (5) or more absences. Meetings should be held 24-48 hours after notification.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase grade level ADA to 97% daily
Increase campuses overall ADA to 97% daily per grade level before or by November 2022
    Staff Responsible for Monitoring: Assistant Principal of Operations
Principal
Assistant Principal of Instruction
 	
    Title I:
2.6
 - **TEA Priorities:**
Connect high school to career and college				

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

Goal 4: Increase student persistence

Performance Objective 1: 90% of Walzem Academy's scholars will return for the 23/24 SY by educating families on school safety/violence prevention coupled with social-emotional learning (SEL) lessons throughout the school year.

High Priority

Evaluation Data Sources: Parent and Student Surveys
Campus New-to-IDEA Persistence and Overall Persistence Data Outcomes
SEL lesson participation data

Strategy 1 Details	Reviews			
Strategy 1: School Counselor/Social Worker complete 100% of violence prevention/anti-bullying/school safety training to all 100% of Walzem AC staff	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease reports of bullying Decrease School of Conduct Violations + Out of School Suspensions (OSS) Increase Morning Meeting Move this World Participation (Average 80% or higher) **Staff Responsible for Monitoring:** School Counselor School Social Worker **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 2				
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to train teachers in social-emotional intelligence to support a decrease in 'crisis' behaviors. **Root Cause**: 1. Lack of teacher training in social-emotional skills/best practices that align with the RULER method, a systemic approach to social-emotional learning focusing on: Recognizing, Understanding, Labeling, Expressing and Regulating emotions.

Goal 4: Increase student persistence

Performance Objective 2: 80% (507) of scholars in grades 1 and 5 will reach their fitness ambassador goal of 1200 minutes.

    Evaluation Data Sources: IHT Monitors

Strategy 1 Details	Reviews			
Strategy 1: Coaches will track weekly data MVPA (moderate to vigorous physical activity) goals using the IHT program.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Weekly MVPA goal per scholar is met (38 mins) Monthly MVPA goal per scholar is met (152 mins) **Staff Responsible for Monitoring:** Coaches Assistant Principal of Instruction **ESF Levers:** Lever 3: Positive School Culture	**Oct**	**Jan**	**Mar**	**June**
	0%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 5: All IDEA students matriculate to college

Performance Objective 1: 90% of Walzem Academy's scholars in Kinder - 2nd will be on grade level in Math and Reading by the end of the 22/23 SY.

High Priority

Evaluation Data Sources: DI Online Dashboard
District Reading and Math Assessment outcomes
Executive Tracker

Strategy 1 Details	Reviews			
Strategy 1: Engage in lesson rehearsals for DI teachers (script practice) and core content teachers (3 x week) to ensure fidelity to script and execution of TEKs -based instruction	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teach Boost Rating of Proficient or higher for GET 1A or GET 1B	**Oct**	**Jan**	**Mar**	**June**
Daily/Weekly lesson progress in DI for K-2 Reading Daily ETs for K-2 Core Content for K-2 Reading and Math **Staff Responsible for Monitoring:** Assistant Principal of Instruction **Title I:** 2.4 - TEA Priorities: Build a foundation of reading and math **Problem Statements:** Student Learning 2				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: The percent of all sub-populations (SPED, EL, Black, Hispanic and Eco Dis) passing the STAAR Science exam has taken a decline since 2018. (Decrease of 25 points compared to the 2018 academic achievement score.) **Root Cause**: 1. Lack of content team meetings/PLCs (professional learning communities) with K - 5 Science teachers 2. Lack of leader follow through to ensure teacher responsiveness to daily exit ticket (ET) outcomes for sub-population students

Title I Personnel

Name	Position	Program	FTE
Jakub Kosiba	INTERVENTIONIST	Critical Student Intervention - DI/TEKS	1
Mikayla Cooper	AR ZONE FACILITATOR	Accelerated Reader (AR)	1
Tanya Densman	ILEARNING HOT SPOT FACILITATOR	Individualized Learning (Dream Box)	1

Campus Funding Summary

			Federal Grant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Jakub Kosiba - Interventionists		$57,250.00
2	3	1	Mikayla Cooper - Accelerated Reader Facilitator		$32,297.76
2	3	1	Tanya Densman - Individualized Learning (Dream Box)		$31,711.68
				Sub-Total	$121,259.44

Addendums

Campus Name
2021-22 Student Achievement Improvement Plan
ACADEMY

Needs Assessment Categories: S-STAAR D-DIBELS E-EOC A-ACT RR-Reading Renaissance ST-STAR for Math DR-Discipline Report AP-AP Tests O-Other

Special Populations: All AR-At Risk ELL-English Language Learners ED-Economically Disadvantaged M-Migrant SE-Special Education

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increased/Decreased by X%	Outcome	Increased/Decreased by X%
Budget Allocations only need to be entered for programs that are **BOTH** Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1I, 1J	Teachers will have a leader created exemplar of a backwards plan to review.	S, D	All	Stephanie Bazaldua	8/8/2022-5/26/2023	DI Presentation Materials and Backwards Planning form	Backwards plan	Weekly submission to manager of backwards plan
1J	CSI students need to be accurately coded in PowerSchool so we can create Illuminate groups (data system) for CSI in order for us to quickly and easily track student data.	S	All	Cristen Martens Stephanie Bazaldua Corriesha Nelson	8/8/2022-5/26/2023	Access to Illuminate and Pwerschool	CSI Assessment Growth Tracker	CSI Online
1G, 1I, 1J	Students who require intervention will receive differentiated homework.	S, D, O	All	Cristen Martens Stephanie Bazaldua Corriesha Nelson	8/8/2022-5/26/2023	Backwards Plan	Weekly Submission of homework	Manager will check homework
1G, 1I, 1J	Tutoring and intervention can occur during planning period, after school, or Friday Night Lights.	S, D, O	All	Cristen Martens Stephanie Bazaldua Corriesha Nelson	8/8/2022-5/26/2023	Backwards Plan	ET data	Foramtive and summative assessments
1I	Direct instruction teachers need to identify students who require intervention based on prior year data from day 1 of school.	D, O	All	Stephanie Bazaldua	8/8/2022-5/26/2023	DI Presentation Materials and Backwards Planning form	Backwards plan	Foramtive and summative assessments DI Online
1I, 1J	CSI DI placement testing needs to be finished by first week of school to start groups by second week of school.	D, O	All	Stephanie Bazaldua	8/8/2022-5/26/2023	Placement Tests	Testing tracker	BOY roster
1G,2A	Teachers need to be fully trained on how to use our data management system (Illuminate).	S	All	Cristen Martens Stephanie Bazaldua Corriesha Nelson	8/8/2022-5/26/2023	Illuminate	Illuminate & Educite	Foramtive and summative assessments
1G, 1I, 1J	We will create opportunities for teachers to observe each other in action to learn best practices and reflect on their own teaching practice.	S, D, O	All	Cristen Martens Stephanie Bazaldua Corriesha Nelson	8/8/2022-5/26/2023	Teacher list for rotations of observations	Peer to peer observation notes and reciepts for learnings and big take-aways.	GET Ratings
1G, 1I, 1J	Principal and RTI coordinator will work together to create a database of historical and current student data to serve as the reference for creating targeted intervention.	S, RR	All	Cristen Martens Stephanie Bazaldua Corriesha Nelson	8/8/2022-5/26/2023	RTI PD	RTI Tracker: Academic & Behavior	SPED Referrals
1G,2A	Professional development in backwards planning in reference to TEKS. Unpacking standards to align to our curriculum.	S	All	Cristen Martens Stephanie Bazaldua Corriesha Nelson	8/8/2022-5/26/2023	Backwards Planning PD	Backwards Planning Content doc	Major/Minor District Assessments STAAR
1G,2A	Teacher training on difference between STAAR progress and achievement goals and how state accountability drives campus goals.	S	All	Cristen Martens Stephanie Bazaldua Corriesha Nelson	8/8/2022-5/26/2023	TX Accountability PD		Major/Minor District Assessments STAAR
1G, 1I, 1J	Structure a clear onboarding process for the entire first year of teaching that includes mentorship.	O	All	Cristen Martens	8/8/2022-5/26/2023	Onboarding/Engagment Plan	Onboarding/Engagement Calendar	Campus Onboarding & NTI Participation
2A	Teachers will be trained in a clear campus referral process.	DR	All	Cristen Martens Stephanie Bazaldua Corriesha Nelson	8/8/2022-5/26/2023	Wolf Ladder of Consequences	# of returned referral packets from regional office, due to inaccuracy in data submission	GET 2 Rating
1G, 1I, 1J	Feedback from leaders on backwards planning to ensure we are providing strong first teach opportunities.	S, RR, O	All	Cristen Martens Stephanie Bazaldua Corriesha Nelson	8/8/2022-5/26/2023	Lesson Plan	Teachboost	
1G	Teachers will reference goals in student meetings every three weeks.	S, O		2 - 5 Lead Teachers	8/8/2022-5/26/2023	Individual Stduent Goal setting forms	Daily ET Tracker	District Assessments/ STAAR
2A	Provide consistent professional development opportunities for new staff.	S, O	All	Cristen Martens	8/8/2022-5/26/2023	Year-Long PD Calendar	Community Engagment Event Participation	Parent Survey
1G, 1I, 1J	We need to teach students what goal orientation is, the importance of having goals, and how to articulate what their goals are for the year.	S, O	All	K- 5 Teachers	8/8/2022-5/26/2023	Individual Student Goal setting forms + Invidual Mtg. w/ Teacher	Teachboost	Foramtive and summative assessments
2A	Grade team leaders will help by checking their grade level CMC snapshots to support with behavior before escalating to requiring leadership support.	O	All	GTLs	8/8/2022-5/26/2023	CMC Snapshot	Teachboost	GET 2 Rating
2C	The campus team will utilize an escalation matrix to address chronic absences and tardies.	O	All	Bonnie Cabellero Tia Frazier	8/8/2022-5/26/2023	ADA Escalation Matrix	Attendance Mtgs.	ADA %
2D	Consistently utilize Dojo points and the Wolf Star to incentivize positive behaviors; maintain Wolf Store	DR, O	All	All Staff, Tia Frazier	8/8/2022-5/26/2023	Class Dojo	Class Dojo	Persistence %
2D	Scope and Sequence for Community Circles and consistent tracking of Move this World	DR	All	Carrie Rosado	8/8/2022-5/26/2023	Move this World, Community Circles	Community Circles Scope and Sequence	ADA % + Discipline Referrals

							Title I Qualifying Programs			Initiatives Status			
							Internal Use Only			Mid Year		End of Year	
							Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Walzem

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	99%	92%	82%	60%	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	70	78	81	62%	Met	
% Meets	36	37	48			
% Masters	13	13	16			
% Student Achievement Average	40	43	48			
% Meet 2 year growth	N/A	87%	93%			

Data Source: CSI Academy	
	Math AC CSI
% CSI (EOY Ren.)	
% of CSI Passing STAAR	
% of SPED Passing STAAR	26%

Reflections	
Areas of Strength	**Areas of Need**
1. The K-2nd grade Math teachers collaborated weekly to identify gaps in learning and how to prevent the gaps in upcoming grades.	**1.** Ensure content team meetings combines grades K - 5 math teachers to identify gaps in student learning and develop best practices to close them through a vertical-alignment lens.
2. The 3rd-5th grade teachers collaborated weekly and utilized a similar lesson structure.	**2.** Implement a "true" math intervention block where scholars are closing gaps, but also getting an additional math touch point throughout the day.
3. Teachers made data-driven decisions and adjusted lesson plans to ensure scholars achieved their personal growth goals and provided extended learning opportunities (after school tutorials, Friday Night lights, etc.) for those who needed additional support.	**3**. Teachers in grades K - 2 must be responsiive in effectively implementing RTI services to scholars not academically progressing in math before they reach STAAR grade levels.
4. Teachers implemented Dreambox, an individualized on-line program, to support TEKS-based instruction.	

Walzem Academy

Comprehensive Needs Assessment ACADEMY					
Data Sources: DI ELA & Reading 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	82%	82%	81%	5%	59%
	Pre-K	Kinder Wit and Wisdom	1st Grade Wit and Wisdom	2nd Grade Wit and Wisdom	RR Goal Met/Not Met	WM Goal Met/Not Met
% Approaches	N/A	96	89	85	Not Met	Not Met
% Meets		61	60	35		
% Masters		15	32	15		
% Student Achievement Average	N/A	57	60	43		

Data Source: Reading STAAR					
	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5	**Data Source: CSI**	
% Approaches	77	89	83	% Meeting CSI Goal	Reading AC CSI
% Meets	50	66	53	% CSI (EOY Ren.)	13%
% Masters	30	33	34	% of CSI Passing STAAR	
% Student Achievement Average	52	63	58	% of SPED Passing STAAR	38%
% Meet 2 year growth	N/A	90%	93%		

Reflections

Areas of Strength	Areas of Need
1. Implementing the Reading (Wit and Wisdom) curriculum this year has been a great addition to the K-1 ELA program. By doing this we are ensuring scholars are getting not just phonemic awareness, phonemes, fluency, accuracy (fundamentals of reading), we are also ensuring they are engaging in grade appropriate comprehension skills daily.	**1**. Since the reading curriculum (Wit and Wisdom) is new for K-1, additional professional develophment is required to ensure teachers are incorporating high-quality, research-based best practices in their preparation/planning and lesson delivery. (I.e. Science of Teaching and Reading (STR) as well as colloborating with other Reading teachers in grades K - 5. **This process will continue in grades 3 -5.**
2 Exit ticket huddles enabled teachers to identify academic gaps and collabortate on-the-spot with other Reading teachers in grades K - 2 or 3-5 on how to effectively close the academic gap(s) using high-leverage strategies.	**2.** Teachers need guidanc and concistent trainings to effectively implement the "How" of the RTI process for scholars.

3 Materials and Addendums provided to teachers were TEKS alligned.	**3.** Though the materials and addendums were TEKS aligned, teachers must make adjustments to lessons to ensure alignment is clear and concise, rigorus and grade-level appropriate before delivering to scholars.

IDEA Walzem

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	**N/A**	100%	98%	81%	94%	92%
Data Source: Science 3-5						
	STAAR Science Grade 5					
% Approaches	69					
% Meets	31					
% Masters	13					
% Student Achievement Average	38					

Reflections	
Areas of Strength	**Areas of Need**
1. The implementation of 'just the right science labs' allowed scholars to enhance their mastery of science content and develop	**1**. Involve co-teachers in summer professional development and year-long trainings to increase their content knowledge.
2. Teachers were provided with materials and resources to ensure lab effectiveness for a diverse group of students.	**2.** Peer-to-peer observations, pairing new content teachers with experienced content teachers, of the delivery and execution of
	3. Allow time for shared planning during content team meetings for teachers to share ideas and backwards plan with other science

	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**	**96%**	**88%**	**81%**	**88%**	**94%**	**98%**

Reflections	
Areas of Strength	**Areas of Need**
1. Social Studies curriculum was developed with accessible reading content.	1 The content was very lengthy which was not realistic for the time-frame given to complete the lesson.
2. Content lesson plans contained scaffolded questioning to meet the needs of all students. .	2 The content was not always grade level appropriate.
3. The content was organized and easily accessible. Unit assessments were alligned with the corresponding units.	3 End of year units were not able to be taught because of time constraints and, the teacher was needed to assist with STAAR

Campus Name

Comprehensive Needs Assessment ACADEMY					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	4%	8%	11%	27%	**43%**
% Intermediate	23%	33%	24%	22%	x
% Advanced	30%	31%	24%	18%	x
% Advanced High	43%	27%	41%	33%	x

Reflections	
Areas of Strength	**Areas of Need**
1. Targeted focus on ELL performance outcomes at the top of the school year and was grounded in previous year's STAAR results, where applicable.	1. The team needs strategic professional development opportunities that includes high-leverage LEP "best practices" that have proven to move data.
2. Data analysis conversations after all major assessments, centered around LEP performance with clear next steps to close gaps.	2. The team needs additional on-the-spot feedback centered around LEP performance.
3. The team utilized a sub population data tracker to determine LEP data outcomes and to create a plan to target specific LEP students.	3. The team needs 100% of instructional leaders to be trained in sheltered instruction observation protocol (SIOP).

Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	**80%**
% Instructional Support Retention	**91%**
% Teacher Retention	**85%**
% Campus Support Retention	**100%**
% SPED Teachers	**75%**
% State/National Certified Teachers	**26%**
% State Certified Leaders	**67%**
% State/Board certified Counselors	**50%**
Number of teacher applicants per 2020-21 school year	**9**

Reflection	
Areas of Strength	**Areas of Need**
1. The recruiting process includes a talent rubric, as well as a sample teach that allows Lead Team, to see how	1. Dedicate a PD, once a month, to teachers who are new to our campus and offer support, answer any
2. There is a culture of sharing best practices, were teachers feel they can share highly effective strategies with	2. There is a need for a shared vision about culture and the why behind the culture tenants.
3.PD days are used effectivley to help teachers collaborate with other content and grade level team members for	3. Our campus can benefit from peer-to-peer observations for incoming teachers and new to content

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	**91.92%**
% Overall Persistence	**86.53%**
% New Student Persistence	**77.54%**
# of Admin Withdrawals/ Level 3 Offenses	**5**
% SPED	**5.80%**
% ELL	**15%**
% Eco Dis	**77.60%**
% Migrant	**0%**
% Race: American-Indian-Alaska-Native	**0.30%**
% Asian	**2.30%**
% White-Hispanic	**64.60%**
% Multi	**1.60%**
% Black-African-American	**24%**
% Native-Hawaiian-Pacific-Islander	**1.00%**
% White	**6.20%**
% Male	**52.80%**
% Female	**47.20%**

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. There's clear communication during emergency situations.	1. Ensure beginning-of-year and new to IDEA culture camp is a time for families and scholars to learn the core values of IDEA Public schools and why we beleive that ALL kids will og through and to college.
2. Social and emotional curriculum helped scholars learn different social and emotional coping practices and how to repect and embrace other cultures/holidays.	2. Increase teacher training on how to descalate behaviors in the classroom.
3. The campus effectively implemented class Dojo which resulted in a positive partnership between parents and teachers and increased the *Joy* at our campus.	3. Increase Kinder recognition (campus-wide) for academic/behavioral achievements; they can look similar to Math Masters and Word Master celebrations.
4.. The implementation of after school clubs provided extended learning opportunities that were directly tied to student interests (dance, sports, art, etc.).	

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families utilized Panorama survey	**School survey 20.2% Teacher survey: 20.6%**
% Families Attended WTI	32%
% Families Attended Curriculum Night	K-1: 32% 1-2: 47% 2-3:May 23 3-4:May 24
Families Who Attended EOY Ceremonies	Quarter 4 awards, Kinder Promotion, & 5th Bridge
Families who attended Fall Festival	500 families
Families who attended Winter Festival	500 families
Families who attended Spring Festival	300 families

Reflection	
Areas of Strength	**Areas of Need**
1. We offered digital forms of parent communication such as the Parent weekly (via REMIND app), class Dojo, Facebook,	1. Develop community partners within a 5-10 mile radius of the campus and beyond.
2. Campus implemented grade-level led celebrations, spirit weeks and events. This approach increased teacher investment	2. Implement a grade-level,weekly newsletter to inform parents of what is going on in their child's
3. We provided content to our non-English speaking families in	3. Release all infoirmation for family events on multiple