

IDEA Public Schools

Walzem College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness



Board Approval Date: October 21, 2022
Public Presentation Date: September 13, 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**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Walzem College Preparatory is an entity with the charter IDEA Public Schools. Walzem CP was established in 2014 serving grades K-12 with about 1397 students. This is an open enrollment charter school. Special programs include Special Education services including RISE. It primarily serves 70% Latino and 25% African American and 5% Caucasian. The teacher to student ratio is 28 to 1. "See PDF in Addendum for more information."

Demographics Strengths

"See PDF in Addendum for more information."

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): IDEA Walzem CP student persistence is an area of growth in new to IDEA members and returning members. **Root Cause:** 1. Lack on consistent onboarding of new families as we rush to meet enrollment numbers. 2. Lack of teacher communication to welcome new families like a Meet The Teacher event.

Problem Statement 2 (Prioritized): There is a need to increase teacher/parent communication . **Root Cause:** 1. Teachers feel overwhelmed when completing weekly deliverables. 2. Leader accountability has shifted as changes in leadership have occurred

Student Learning

Student Learning Summary

Overall 21-22 Outcomes were Domain 1-81, Domain 2-91, Domain 3-84 with an overall Rating of an 89.

Student Achievement	81
STAAR Performance	79
College Career & Military Readiness	92
Graduation Rate	65
School Progress	91
Academic Growth	91
Relative Performance	88
Closing Gaps	84

6/7 Distinctions:

ELA/Reading

Mathematics

Science

Social Studies

Comparative Academic Growth

Postsecondary Readiness

"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 (Prioritized): English I and II scores have increased minimally over the past two years. **Root Cause:** Creating a standard writing criteria for mastery that vertically aligns and builds on rigor beginning from 8th grade was not implemented.

Problem Statement 2 (Prioritized): Percent of EL students who grew one or more grade levels in listening, speaking, reading and writing were 13% and below. **Root Cause:** Instructional practices such as think-pair-share were lacking in helping students verbalize academic vocabulary to internalize learning.

School Processes & Programs

School Processes & Programs Summary

Our campus develops instructional leaders by creating opportunities to be teacher leaders on campus. Roles and responsibilities and compensation are outlined through district programs with any "campus level" addendums. Teacher leaders can be defined as grade team leaders, or content leaders or mentor for new staff. The use of historical and recent data supports in planning professional development to address root causes. Strategies used are from resources such as Get Better Faster, Teach Like a Champion and our district Guideposts to Excellent Teaching. To support powerful teaching and learning we use them as exemplars to lead others and to identify the standards for rigor and management. IDEA core values is one program that focuses on a safe environment and high expectations. They not only align with our mission, vision, values and goals but define them with set standards. In addition, our Social Emotional Learning is a program to support overall student mental health. "See PDF in Addendum for more information."

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.

"See PDF in Addendum for more information."

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Insufficient and inconsistent onboarding for mid year hire content teachers. **Root Cause:** Due to the urgency in high impact areas, new staff did not get the ample two week experiences and opportunities to learn IDEA culture and processes and develop strong relationships with their peers.

Problem Statement 2 (Prioritized): Lack of teacher attendance and accountability due to excessive COVID cases reported. **Root Cause:** I did not have a clear plan to cover all the teacher absences.

Perceptions

Perceptions Summary

- Conflict is addressed by our Student Success Advisor lessons and Social Worker Move This World program which supports students mental health and social skills.
- Small group counseling is held with students whose parents agree to have their students counseled and supported.
- Staff turn over rate at IDEA Walzem CP is one of the highest. Staff perceptions of academic expectations is that the rigor is one component that negatively impacts our persistence rates. The average number of staff absences is over 10 days per year. According to our Great Places to Work Survey, percentages were in the 50s and 60s overall.
- “See PDF in Addendum for more information.”

Perceptions Strengths

“See PDF in Addendum for more information.”

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Last year, parental and community involvement was low for Walzem CP. **Root Cause:** I failed to have a clear plan for family engagement that allowed for more virtual events.

Problem Statement 2 (Prioritized): Lack of parental knowledge of our academic framework and the benefits of Advanced Placement. **Root Cause:** I overlooked creating a flyer to act as a resource in an effort to educate parents about our academic model and the benefits of Advanced Placement versus dual credit..

Priority Problem Statements

Problem Statement 1: IDEA Walzem CP student persistence is an area of growth in new to IDEA members and returning members.

Root Cause 1: 1. Lack on consistent onboarding of new families as we rush to meet enrollment numbers. 2. Lack of teacher communication to welcome new families like a Meet The Teacher event.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase teacher/parent communication .

Root Cause 2: 1. Teachers feel overwhelmed when completing weekly deliverables. 2. Leader accountability has shifted as changes in leadership have occurred

Problem Statement 2 Areas: Demographics

Problem Statement 3: English I and II scores have increased minimally over the past two years.

Root Cause 3: Creating a standard writing criteria for mastery that vertically aligns and builds on rigor beginning from 8th grade was not implemented.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Percent of EL students who grew one or more grade levels in listening, speaking, reading and writing were 13% and below.

Root Cause 4: Instructional practices such as think-pair-share were lacking in helping students verbalize academic vocabulary to internalize learning.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Insufficient and inconsistent onboarding for mid year hire content teachers.

Root Cause 5: Due to the urgency in high impact areas, new staff did not get the ample two week experiences and opportunities to learn IDEA culture and processes and develop strong relationships with their peers.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Lack of teacher attendance and accountability due to excessive COVID cases reported.

Root Cause 6: I did not have a clear plan to cover all the teacher absences.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Lack of parental knowledge of our academic framework and the benefits of Advanced Placement.

Root Cause 7: I overlooked creating a flyer to act as a resource in an effort to educate parents about our academic model and the benefits of Advanced Placement versus dual credit..

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Last year, parental and community involvement was low for Walzem CP.

Root Cause 8: I failed to have a clear plan for family engagement that allowed for more virtual events.

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 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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- 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

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

Goals





Goal 1: Increase staff retention

Performance Objective 1: Cultivate positive teachers' morale with opportunities of recognition.

High Priority

HB3 Goal

Evaluation Data Sources: Great Places to Work Surveys

Strategy 1 Details	Reviews			
Strategy 1: Begin teacher listening tours, with FAQ on how to turn around teacher feedback Teacher of the Week celebrations, Weekly Walzem Walk the talk Celebrations Strategy's Expected Result/Impact: Increase outcomes by 20% Staff Responsible for Monitoring: Lead Team Managers TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% College Acceptance by Dec 1st

High Priority

HB3 Goal

Evaluation Data Sources: Internal Locus Dashboard

Strategy 1 Details	Reviews			
Strategy 1: 100% of students apply to TAMUSA by Nov. 1st 100% of students apply to Community College by Dec. 1st 100% of students apply to 6+ Colleges by Winter Break Strategy's Expected Result/Impact: 100% students matriculate to college Staff Responsible for Monitoring: Lead Team TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Claudia Coppin-RTTC II & III - Federal Grant - \$59,000	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 3: IDEA achieves an A rating

Performance Objective 1: Make Data Driven Decisions focused on D2 & D3(AC) &

D1 & D3 (CP)
(Differentiated PD)

High Priority

HB3 Goal

Evaluation Data Sources: Edcite

Strategy 1 Details	Reviews			
Strategy 1: 2a. Set weekly instructional and cultural goals derived from campus data trends with an emphasis on REVISED GET Power Rows: GET 1B and 2 + Campus Culture Rubric weekly targets. 2b. Support leaders in training and facilitating daily ET huddles and ET sorts (by end of the 1st quarter) Strategy's Expected Result/Impact: Achieve 90/60/30 Outcomes Staff Responsible for Monitoring: All campus teachers and leaders Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June

0%

No Progress

100%

AccomplishedContinue/ModifyDiscontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: For the 2022-2023 school year, 50% of 9-12 grade scholars will meet 1 CCMR criteria (ACT/AP/TSI)






High Priority
HB3 Goal
Evaluation Data Sources: ACT/AP/TSI -Reading or math

Strategy 1 Details	Reviews			
Strategy 1: Identify scholars closest to reading or math goal to achieve CCMR criteria sooner. Strategy's Expected Result/Impact: Meet the ACT/AP/TSI goal as closest to deadline as possible. Funding Sources: Cameron Ervin-Director Of College Counseling - Federal Grant - \$84,000	Formative			Summative
	Oct	Jan	Mar	June
	<div><div>0%</div></div>			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 3: IDEA achieves an A rating

Performance Objective 3: For the 2022-2023 school year, 40% of special education students will achieve Meets in STAAR Reading or Math.

High Priority
HB3 Goal
Evaluation Data Sources: STAAR ALT

Strategy 1 Details	Reviews			
Strategy 1: Align with CSI to address students of concern from BOY list. Funding Sources: Brett Kirby-ILearning Hotspot - Federal Grant - \$29,383.20	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 4: Increase student daily attendance

Performance Objective 1: Execute and maintain fidelity to escalation matrix weekly

High Priority

HB3 Goal






Evaluation Data Sources: PowerSchool

Strategy 1 Details	Reviews			
Strategy 1: Hold accountability on PS escalation matrix for consecutive and separate absences weekly at tacticals SIS Team review for all escalation matrix next steps to track to 100% completion Report out at tacticals students of concerns for attendance Strategy's Expected Result/Impact: 97.5% ADA Staff Responsible for Monitoring: Teachers, Leaders and OPS Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Increase student daily attendance

Performance Objective 2: Achieve Fitness Honor Roll in grades 6-9 through physical education class.

Evaluation Data Sources: Fitness Trackers/Daily activities

Strategy 1 Details	Reviews			
Strategy 1: Students will track their own progress and teacher will set daily goals to meet overall big goal. Strategy's Expected Result/Impact: The impact is for scholars to meet healthy kids guidelines with the amount of daily activity they perform. Staff Responsible for Monitoring: Coach Patino and Miss Mendoza	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Increase student persistence

Performance Objective 1: Meet with NTI Scholars & Families to build connection.

High Priority

HB3 Goal

Evaluation Data Sources: Enrollment and persistence numbers






Strategy 1 Details	Reviews			
Strategy 1: Meet with NTI scholars once a month during lunch Send out survey specifically to NTI parents to get their feedback In person meetings with NTI parents and scholars with all of admin Strategy's Expected Result/Impact: 100% of new families persist with IDEA Walzem CP Staff Responsible for Monitoring: Teachers and Leaders Title I: 4.1, 4.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 5: Increase student persistence

Performance Objective 2: Achieve "proficient" rating or higher by the end of the year on the campus safety score.

High Priority

Evaluation Data Sources: Intruder Assessment/Physical Building Safety/Compliance Training completion

Strategy 1 Details	Reviews			
Strategy 1: Meet with Campus Crisis Team on a monthly basis and ensure makeup sessions have been rescheduled if meeting time was not met. Strategy's Expected Result/Impact: Ensure campus safety remains a top priority and met will fidelity. Staff Responsible for Monitoring: Bonnie T, Triana O, Chasity Russell, Cameron E, Latoya L, Trish O, Gabby C, Jason G, Kassandra G, Bria B, Sarah F,	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brett Kirby	ILearning Hot Spot Facilitator		FTE
Cameron Ervin-Dillard	Director of College Counseling		FTE
Claudia Coppin	RTTC II/III Teacher 10th & 11th Grade		FTE

Campus Based Leadership Team



Committee Role	Name	Position
Administrator	Norma Mendoza	Principal
Administrator	Credo Dje Dje	Assistant Principal of Instruction
Administrator	Sarah Francis	Assistant Principal of Instruction
Administrator	Cameron Ervin	Director of College Counseling
Administrator	Triana Orozco	College Counselor
Administrator	Bonniebelle Trejo	Assistant Principal of Operations
Non-classroom Professional	Latoya Lofton	Student Success Advisor
Non-classroom Professional	Gabby Cortez	Social Worker

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Claudia Coppin-RTTC II & III		\$59,000.00
3	2	1	Cameron Ervin-Director Of College Counseling		\$84,000.00
3	3	1	Brett Kirby-ILearning Hotspot		\$29,383.20
Sub-Total					\$172,383.20

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	 100%	PTG	 100%
DEPT	Data Source	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
College Prep	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		Verified	
	Locus Dashboards: CIS STARR, AP Campus IB 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		Verified	
		Comprehensive Needs Assessment 2022 Math		Complete		Verified	
		Comprehensive Needs Assessment 2022 Science		Complete		Verified	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Verified	
	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.	Complete		Verified	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Locus Dashboard: Staff Retention	Staff Quality, Retention, & 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		Verified	
	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 sentences, rather than phrases, in the space provided.	Complete		Verified	
	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		Verified	

IDEA Walzem CP

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

									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%
									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							
	Seasonal writing competitions and displays.	S, E, AP	All	Teacher	Quarter I	Grade level Exemplars posted through out class room	Weekly data to include incentives	Observations and Low Inference Data of Student Work Bi-Weekly Assessments and Exit Tickets							
	Course wide document investigation with acronym	S, E, AP	All	Teacher	Quarter I	Anchor chart	Student exemplars posted	Observations and Low Inference Data of Student Work Bi-Weekly Assessments and Exit Tickets							
	Course wide annotation strategies	S, E, AP	All	Content Lead	Quarter I	Anchor Chart	Student exemplars posted	Observations and Low Inference Data of Student Work Bi-Weekly Assessments and Exit Tickets							
	Daily/Unit Exit Ticket Trackers	S, E, AP	All	Teacher	Quarter I	Exit Ticket Tracker/Unit Trackers in classroom	Tracker updated by unit	data deep dive convos							
	Implement map making activities to grasp in class concepts. 2) Posting course aligned map posters in the classroom	S, E, AP	All	Teacher	Q1 of new school year. Q4 for incoming class	Regional Maps	Map making activities, Relevant Map Posters in Classroom	"Observations and Low Inference Data of Student Work Bi-Weekly Assessments and Exit Tickets"							
	Writing Intervention Time	S, E, AP	All	CTL/GTL	Quarter I	Anchor Charts, Highlighters, Paper, Prompts, One Pager Plan, Exemplar, Journals	Exit Ticket Data, Writing Journal Progress	Observations and Low Inference Data of Student Work Bi-Weekly Assessments and Exit Tickets							

IDEA Walzem CP

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

								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%
1	Differentiated Instruction for Special pops	S, E, AP	All	SPEC/ CTL/ APTS	Quarter I	Rich Print Anchor Chart, examples	Exit Ticket Data, Pictures of Annotations - or Exemplars	Teacher teachboost rating, Low Inference Data of Student Work Bi-Weekly Assessments and Exit Tickets						
1	Campus Wide Annotations	S, E, AP	All	Teacher	Quarter I	Highlighters, Prompts / Worksheets, Exemplar	Accountability Checklist, Guided notes,	Observations and Low Inference Data of Student Work Bi-Weekly Assessments and Exit Tickets						
1	Walzem Authors	S, E, AP	All	CTL/ Content team (to vote for grade or HS/MS level winners)	Q1	Differentiated Prompts	Prompt submissions/ extra credit	EOY Writing Samples						
1	Area of Need: Literacy focus 6th grade and higher in every science classroom to better prepare scholars for AP and College.	S, AP , A E	All	Science CTL and API	Quarter 1	Stemscopes, Textbooks, Reading materials, presentation platforms	Student work samples	Observations and Low Inference Data of Student Work Bi-Weekly Assessments and Exit Tickets						
1	Area of Need: Establish a class where scholars learn basic computer skills.	S, AP , A E	All	Science CTL and API	Quarter 1	Intro to Tech course	Student work and samples	End of year Portfolio						
1	Area of Need: Professional development for teachers through IDEA, NMSI and other programs.	S, AP	All	Science CTL and API	Quarter 1	Curriculum managers, course collaboration	PD Hours and Course Registration	Observations and Low Inference Data of Student Work Bi-Weekly Assessments and Exit Tickets						

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2021-22 Student Achievement Improvement Plan - College Prep

[illegible]

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%

Needs Assessment

- S-STAAR
- 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

EBs?

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI		
% Meeting CSI Goal	Reading CP CSI	
% CSI (EOY Ren.)	6th R-32% 7th R-24%	
% of CSI Passing STAAR	54%	
% of SPED Passing STAAR	6th-61% 7th-40% 8th-63% 9th-81% 10th-63% 11th-100%	

Data Source: STAAR						
	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	English I EOC	English II EOC	
% Approaches	75%	88%	89%	85%	72%	
% Meets	45%	65%	65%	65%	57%	
% Masters	19%	38%	37%	14%	2%	
% Student Achievement Average	46%	64%	64%	55%	44%	

Data Source: AP/IB/Electives						
AP Scores	Pass AP Lit	Pass AP Lang			% Royal Readers	% Word Master
% Score 1	59%	68%			14%	60%
% Score 2	30%	28%				
% Score 3+	11%	4%				
					RR Goal Met/Not Met	WM Goal Met/Not Met
					10%	50%

Reflections	
Areas of Strength	Areas of Need
100% of ELA Teachers were proficient or above in writing exemplar responses and pre- identifying the misconception.	ELA Team will identify and create vertical aligned anchor charts for STAAR and AP ELA at BOY during 1st content team meeting (example: Thinking Jobs, How to summarize a paragrah, Annotations)
Identifyng annotation criteria for mastery for passage and question.	ELA will start Monitoring Quality of Student work with tracker week 3 of school by planning during first two weeks of school.
100% of ELA teachers have build strong relationships with scholars and invested scholars in their reading and writing goals.	ELA create standard writing criteria for mastery by grade level that vertically aligns and builds the rigor from 6th -12th grade during BOY content team time.
	ELA will intentionally build grade level vocabulary over time at Walzem through weekly vocabulary focus and homework.
	ELA will ensure 40+ minutes of at bats starting quarter 1 by planning sufficient at bats in weekly lesson plans and CTL/Coach observing and providing pacing feedback.

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Comprehensive Needs Assessment - College Prep					
COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	STAAR Math 7th	STAAR 8th Alg I	STAAR 9th Alg I	
% Approaches	78%	68%	97%	78%	
% Meets	45%	27%	64%	57%	
% Masters	16%	11%	35%	17%	
% Student Achievement Average	0.46	0.35%	65%	51%	
Data Source: AP					
AP Scores	Pass AP Stats.				
% Score 1	98%				
% Score 2	1%				
% Score 3+	1%				

Reflections	
Areas of Strength	Areas of Need
Vertical alignment.	Anchor charts need to be readily available.
Collaboration and regular math meetings. Communication.	Backwards planning at the start of each unit.
Learning time outside of class.	Tracking and implementing SPED accomodations and IEP details.

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Comprehensive Needs Assessment			
COLLEGE PREP			
Data Source: Internal Assessments			
	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	76%	79%	
Data Source: STAAR			
	STAAR 8th Science	STAAR Biology	
% Approaches	96%	86%	
% Meets	79%	61%	
% Masters	30%	36%	
% Student Achievement Average	68%	61%	
Data Source: AP/IB			
AP Scores	Pass AP Biology	Pass AP Physics (1, 2, & C)	
% Score 1	61%	100%	
% Score 2	20%	0	
% Score 3+	19%	0	

Reflections	
Areas of Strength	Areas of Need
Efficient lesson planning with teachers targeting misconceptions in lessons plans	Variety of instructional strategies and interventions in the classroom. Provide various methods of learning for scholars and provide accomodation and modification for sub-pop groups.
Exceptional relationship building with students by all science teachers.	Providing college readiness literacy
Making data driven decisions to close gaps.	Tightening classroom management across Science classrooms.

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Comprehensive Needs Assessment							
COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	7th Grade EOY Assessment					
% Passing	94%	90%					
Data Source: STAAR							
	STAAR 8th US History	EOC US History					
% Approaches	83%	98%					
% Meets	39%	69%					
% Masters	19%	31%					
% Student Achievement Average	47%	66%					
Data Source: AP/IB							
AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Government	Pass AP Economics		
% Score 1	96%	74%	94%	91%	100%		
% Score 2	3%	18%	6%	6%	0		
% Score 3+	0	10%	0	4%	0		

Reflections	
Areas of Strength	Areas of Need
Creating joy within the classroom to strengthen student relationships. □	Fidelity to monitoring the quality of student work with exemplar for STAAR & AP Humanities.
Consistent collaboration for content vertical alignment.	Fidelity to Data Tracking for Unit Exam/Mock Exams with investment in student tracking their own data.
Improved culture and quality of student writing.	Set clear expectations and practice time for test taking time management for AP Humanities.

WHO	Action	HOW	Timeframe
Instructional Leaders, Content Lead, GTLs, Teachers	1. ILT lead PD on 4C. 2. CTL review PD of 4C. 3. GTL remind of 4C expectation in huddle. 4. Teachers receive coaching and feedback on 4C.	1. PD in Team and Family. 2. Review in week after CT meeting. 3. Daily after PD. 4. For 2 weeks after PD.	Beginning of Q2 & Q3
Instructional Leaders, Content Lead, GTLs, Teachers	1. ILT set expectation for student data tracking. 2. CTL create content trackers. 3. Teachers set goal and expectation for data tracking with 100% of students. 4. ILT check data trackers after each UE.	1. CTL create student trackers. 2. Set expectation during CT meeting. 3. ILT & CTL observe goal setting day. 4. ILT & CTL check data trackers after UE.	BOY, Q1, Q3
Instructional Leaders, Content Lead, GTLs, Teachers	1. ILT & CTL review timing expectations for AP exams. 2. ILT & CTL set appropriate time limits for content AP/STAAR exams & create anchor charts 3. Teachers set time expectations with anchor charts. 4. Teachers use time limit for all UEs.	1. CTL sets time limit expectations with anchor charts. 2. Teachers set time expectations and make it part of the active monitoring.	BOY, Q1

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Comprehensive Needs Assessment

COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	4%	15%	11%	6%	
% Intermediate	21%	38%	27%	26%	8%
% Advanced	32%	33%	30%	38%	13%
% Advanced High	36%	9%	22%	27%	4%

Reflection

Areas of Strength	Areas of Need
Scholar ongoing ability to advocate for self and ensure they receive the support they need from staff.	Teachers and staff build scholar confidence and participation by incorporating more time in/out of class to utilize spanish-english dictionary weekly, starting Q1.
Scholar learned awareness of school expectations, and resources, and their ability to work alongside peers to accomplish tasks.	Testing Coordinator and EL Coordinator will communicate to families the importance and purpose of TELPAS to build investment in scholars, starting October.
Scholar ability to connect assignments to express their culture, stories, or current events.	Testing Coordinator and EL Coordinator will communicate scholar English speaking level during BOY to teachers and provide accommodations for students.

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Comprehensive Needs Assessment

COLLEGE PREP

100% College Matriculation

Matriculation %	Matricuation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
100%	67%	36%	67%	9%	
Tier 1 % Matriculation	Tier 2 % Matriculation	Tier 3 % Matriculation	Tier 4 % Matriculation	Senior Class CCMR %	Senior Class TSI Completion %
0	9%	31%	56%	49%	33%

Campus Data

Senior Class ACT Average	Junior Class ACT Average	Overall AP Scholars (3+ or more tests)	IB Medallion Scholars (Passing 3+ exams)	Overall % IB Diploma	Campus End of Year OTG
16	15	1.00	NA	NA	96%

Reflections

Areas of Strength	Areas of Need
100% of seniors had strong college lists with tier I/II options and 100% of Quality Application Campaign deadlines were met.	<p>Action: Underclassman College Going Identity MS: T. Orozco, 6-8 Grade GTL's HS: C. Ervin, 9-11 Grade GTL's How: Teachers will present college identity to students in their classrooms. Teachers will send PDF copy to SSA for parent weekly for both MS & HS; public celebrations for seniors during college acceptances/commitments and raffle off college swag during Go Green. Strong start college identity. 100% Teachers fill out college survey and display by BOY. CCs and RTTC teachers will lead monthly C3 and RTTC lessons. When: BOY, Q1, Q2, Q3, Q4</p>
The CC team built strong and trusting relationships with 100% of caseload seniors and assigned grade level.	<p>Action: Investment in matriculation to Tier I/II Who: 9-12th RTTC Teachers, CC's How: One-on-One QAC list conversations with parents, HS Parent Workshop, RTTC I/II and III T1/II guest speakers, virtual T I/II college visits tailored to each senior to match college list; invest students in fly-in's early (Q1, 11th grade) BOY, Q1, Q2, Q3, Q4</p>

<p>100% of seniors submitted FAFSA/TASFA and CC team hit 100% of Financial Aid Campaign deadlines and actions, to include appeals.</p>	<p>Action: College Prep: Whole School Parent Investment MS: T. Orozco, 6-8 Grade GTL's HS: C. Ervin, 9-11 Grade GTL's How: Organizing and facilitating monthly parent workshops, separated into three categories: 1. MS - Orozco 2. HS - Ervin 3. Alpha - CC Team Schedule Parent Workshops in YLC and schedule planning strategy meetings 2 weeks prior to delivery date BOY</p>
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Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	85%
% Instructional Support Retention	66%
% Teacher Retention	77%
% Campus Support Retention	95%
% SPED Certified Teachers	13%
% State/National Certified Teachers	27%
% State Certified Leaders	9%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	28%

Reflections	
Areas of Strength	Areas of Need
Admin lead strength conversations allowing leaders to identify how teachers enjoy feedback, self care, etc.	Insufficient and inconsistent teacher onboarding for mid year hire Content teachers.
Quarterly GPTW survey reviewed with next steps, and communicated to Staff with deliverables.	Unclear ethical academic teacher expectations around scholar testing.
Admin provided mental health time and gift of time during 3+ campus meetings.	Lack of teacher attendance and accountability and leading to other teachers using conference time for support.

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Comprehensive Needs Assessment College Preparatory	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.15%
% Overall Persistence	88.65%
% New Student Persistence	75.83%
# of Admin Withdrawals/ Level 3 Offenses	11
% SPED	14%
% ELL	18.70%
% Eco Dis	82.40%
% Migrant	NA
% Race: American-Indian- Alaska-Native	0.30%
% Asian	2.50%
% White-Hispanic	67.30%
% Multi	1.50%
% Black-African-American	22%
% Native-Hawaiian-Pacific- Islander	0.50%
% White	5.70%
% Male	49.08%
% Female	50.92%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
Students have opportunities to express themselves and identifying a supportive adult they feel comfortable communicating with.	Student awareness of social media and the effects of social bullying. SST will provide SEL lesson on social media for all grade levels by Q2
Student Success Team collaborated to meet the needs of students and families that encompassed social, emotional, and academic wellness.	Lead Team and Teachers will set clear expectations around cell phone/technology usage. Expectations will be set starting day 1 with fidelity to ladder of consequence follow up.

Student ownership of Walzem community as their own, and sense of belonging at school..	Uniform Expectations upheld starting first day of school. Remind Messages will be sent out to families with full dresscode expectations. Reminders will also be sent by SSA through parent weekly with dresscode info and websites.
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Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	80.00%
% Families Attended Curriculum Night	NA
% Families Who Attended EOY Ceremonies	60%
% Families who attended Fall Festival	NA
% Families who attended Winter Festival	93%
% Families who attended Spring Festival	NA

Reflections	
Areas of Strength	Areas of Need
As a campus we were able to schedule one big family event every quarter for all of CP 6-12	SSA/SW will build community by connecting with local Windcrest community partners to continuing building community inside and outside of Walzem starting July 2022.
Collaborating with academy to reach all Walzem K-12 families in combined events vs seperate Ac and CP family events.	2SSA/ SW will build Walzem community by scheduling monthly virtual townhall meetings with various topics to continue invester families in and out of school.
Parents mirrored our Teacher investment in school events, extra curricular activities, and academics.	SSA will build community among grade team leads, teachers and clubs sponsors by delegating event duties to specific grade levels and clubs to build scholar investment and capacity.