

IDEA Public Schools
Walzem Academy
2023-2024 Campus Improvement Plan



Public Presentation Date: August 22, 2023

Mission Statement

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

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	14
Goals	15
Goal 1: All IDEA students matriculate to college	15
Goal 2: IDEA achieves an A Rating	17
Goal 3: Increase student persistence	23
Goal 4: Increase student daily attendance	27
Goal 5: Increase staff retention	29

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 **690** students in grades Kindergarten through Fifth, with an average daily attendance (**ADA**) rate of **94.03%**.

Student Demographics: Hispanic students comprise sixty-three percent (62.99%) of the student population, twenty-four percent (24%) is African-America/Black, six percent (6.39%) is White, two percent (2.18%) is Asian and scholars who identify as Two or More Races (2.72%), one percent is Pacific Islander, and 5/10 of a percent (0.54%) is American Indian. Eighty-four (84.35%) percent of the students are economically disadvantaged; Eighteen (18%) percent are Emergent Bilingual (EB)/English Language Learners (ELL); seven percent (6.94%) 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 Environment Data:** Walzem Academy has a full-time, licensed social worker/school counselor 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%**) percent White. **Instructional Staff Data:** IDEA Walzem Academy has an eighty-five (**84.6%**) percent Teacher Retention rate, and a ninety-one (**88%**) 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 ethnicity data, with **student demographics** for **Hispanic student data** is at (62.99%) and **staff Hispanic data** is at (**74.1%**). The African American/Black **student data** is at (24%) and the **staff African American/Black data** is at (**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 retain students (New to IDEA and returning families) year after year as 81.82% of students are projected to persist to the 23/24 SY. (Goal is 90%) **Root Cause:** 1. Lack of clear communication about what is and what is not offered by IDEA San Antonio/IDEA Walzem Academy specifically regarding transportation (26% leavers), rigorous academics (10% leavers), and not enough school choice (1.2% leavers).

Problem Statement 2 (Prioritized): There is a need to train and provide ongoing coaching to teachers in social-emotional intelligence to minimize Level 1 Fractions (on average Level 1 offenses per day = 20- 30 / Level 2 OSS = 101 for the year) **Root Cause:** 1. Leaders failed to observe and coach teachers to mastery in the implementation of the campus culture rubric and SEL rubric. (I.e., Relationship rubric, MTW, CC rubrics and GET 2) 2. Inconsistent implementation of school wide social-emotional learning - Move this World)

and/or Community Circles (CC) - to develop healthy student-student and student-teacher interactions and relationships.

Student Learning

Student Learning Summary

IDEA Walzem Academy students in the 2022-2023 school year demonstrated strengths and areas of improvement in the following areas:

Grade/ Subject	2019 STAAR Results	2021 STAAR Results	2022 STAAR Results	2023 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 Achievement score, which is a sum of all three outcomes divided by three.

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 benchmark score that ranges between 72-90%.

Masters indicates your student demonstrated 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 receive STAAR results; a national disaster was declared (COVID-19). In 2021 students 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 closing gaps for our sub-populations who show academic concerns: Hispanic, EL, SPED, African American and Economically Disadvantaged, Special Education (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 EB Outcomes	2023 SPED Outcomes	2023 EB 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 its 2018 rating of a 'B' to an 'A.' This increase by one letter grade reminds staff that we **MUST** ensure we facilitate rigorous, high-quality lesson every day, that students **MUST** know their individual goals and create small benchmarks to reach them, and that an intentional data-analysis continuum 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 Intervention (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); 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 achieving Master and 20-30% averaging Masters. This number needs to be 50-60% for Meets 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 5th 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 achieved is also a strength of the campus, which speaks to 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): SPED scholars are failing to pass and/or hit their Meets/Masters targets on the STAAR Math exams: 3-5 Math Likely Passed outcomes for the 2023 STAAR = 11/29 = 37.9% **Root Cause:** 1. Interventions are not differentiated to ensure the individual needs of the scholar are being met in Math and Reading.

Problem Statement 2 (Prioritized): Only (31/62 = 50%) for Reading of the Emergent Bilingual (EB) scholars hit the high cut score for STAAR. **Root Cause:** 1. Did not target gaps identified in TELPAS and STAAR data to support student deficiencies.

School Processes & Programs

School Processes & Programs Summary

IDEA Walzem Academy is a **college prep precursor** before our students transition to the college prep, sixth thru twelfth 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, engaging curriculum from Kinder through Fifth grade. We offer an exceptional TEKS-based curriculum 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 through a research-based coaching approach.

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 Principal, 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 Instruction, engage 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 retains an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teacher retention declined from 87% in the 21/22 SY to 81% in the 22/23 SY. *(5/10 = 50%) of leavers for the 22/23 SY were New-to-IDEA staff. * **Root Cause:** 1. Failed to coach to mastery 'priority' guideposts for New-to-IDEA (NTI) staff who failed to meet a rating of Proficient or higher: GET 1 - Instruction @ 69% / GET 2 - Culture @ 71.9% / GET 3 - Ownership @ 61.1% / GET 4 - Using Data @ 55.6%

Problem Statement 2 (Prioritized): Annual Employee Experience Survey (AEES) survey indicated that 61% of staff deemed IDEA Walzem AC a "Great Place to Work." (Goal = 80%) **Root Cause:** 1. Failed to engage in quarterly "Listening Tours" and quickly implement feedback provided by staff. 2. Failed to implement 'empathy' conversations utilizing the tiered layers of leadership: GTL, Direct Manager/API, or Principal

Perceptions

Perceptions Summary

IDEA Walzem Academy's attendance data reflects a 2% **increase** from the 2021-2022 school year to the 2022-2023 school year. Though pandemic contributed continues to contribute to these outcomes, implementing our average daily attendance matrix with fidelity 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; however, 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.

Perceptions Strengths

Due to the recent rising safety concerns in schools and on social media platforms, 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): 60% scholars and 61.7% of staff feel Walzem AC is a safe place to learn/safe place to work. **Root Cause:** 1. Reported incidents from parents/guardians of inappropriate conduct: verbal and physical, throughout the year from (31) students in grades K-5. 2. Did not host consistent PD sessions focused on de-escalation strategies for classroom teachers.

Problem Statement 2 (Prioritized): Limited parent-teacher touch points focused on their student's academic progress. **Root Cause:** 1. Failed to embed monthly/quarterly parent-teacher meetings into the campus year-long-plan.

Priority Problem Statements

Problem Statement 1: There is a need to train and provide ongoing coaching to teachers in social-emotional intelligence to minimize Level 1 Fractions (on average Level 1 offenses per day = 20- 30 / Level 2 OSS = 101 for the year)

Root Cause 1: 1. Leaders failed to observe and coach teachers to mastery in the implementation of the campus culture rubric and SEL rubric. (I.e., Relationship rubric, MTW, CC rubrics and GET 2) 2. Inconsistent implementation of school wide social-emotional learning - Move this World) and/or Community Circles (CC) - to develop healthy student-student and student-teacher interactions and relationships.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to retain students (New to IDEA and returning families) year after year as 81.82% of students are projected to persist to the 23/24 SY. (Goal is 90%)

Root Cause 2: 1. Lack of clear communication about what is and what is not offered by IDEA San Antonio/IDEA Walzem Academy specifically regarding transportation (26% leavers), rigorous academics (10% leavers), and not enough school choice (1.2% leavers).

Problem Statement 2 Areas: Demographics

Problem Statement 3: SPED scholars are failing to pass and/or hit their Meets/Masters targets on the STAAR Math exams: 3-5 Math Likely Passed outcomes for the 2023 STAAR = 11/29 = 37.9%

Root Cause 3: 1. Interventions are not differentiated to ensure the individual needs of the scholar are being met in Math and Reading.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Only (31/62 = 50%) for Reading of the Emergent Bilingual (EB) scholars hit the high cut score for STAAR.

Root Cause 4: 1. Did not target gaps identified in TELPAS and STAAR data to support student deficiencies.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Annual Employee Experience Survey (AEES) survey indicated that 61% of staff deemed IDEA Walzem AC a "Great Place to Work." (Goal = 80%)

Root Cause 5: 1. Failed to engage in quarterly "Listening Tours" and quickly implement feedback provided by staff. 2. Failed to implement 'empathy' conversations utilizing the tiered layers of leadership: GTL, Direct Manager/API, or Principal

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Teacher retention declined from 87% in the 21/22 SY to 81% in the 22/23 SY. *(5/10 = 50%) of leavers for the 22/23 SY were New-to-IDEA staff. *

Root Cause 6: 1. Failed to coach to mastery 'priority' guideposts for New-to-IDEA (NTI) staff who failed to meet a rating of Proficient or higher: GET 1 - Instruction @ 69% / GET 2 - Culture @ 71.9% / GET 3 - Ownership @ 61.1% / GET 4 - Using Data @ 55.6%

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: 60% scholars and 61.7% of staff feel Walzem AC is a safe place to learn/safe place to work.

Root Cause 7: 1. Reported incidents from parents/guardians of inappropriate conduct: verbal and physical, throughout the year from (31) students in grades K-5. 2. Did not host consistent PD sessions focused on de-escalation strategies for classroom teachers.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Limited parent-teacher touch points focused on their student's academic progress.

Root Cause 8: 1. Failed to embed monthly/quarterly parent-teacher meetings into the campus year-long-plan.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Goals

Goal 1: 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 23/24 SY.

High Priority

HB3 Goal

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Engage in lesson rehearsals with DI teachers (script practice) and core content teachers (3 x week) to ensure fidelity to script and execution of TEKS -based instruction.</p> <p>Strategy's Expected Result/Impact: 1. Teach Boost Rating of Proficient or higher for GET 1A and GET 1B 2. Daily lesson progress/weekly lesson progress met + 90% or higher on Mastery Test 3. 80% or higher HR/whole class average on daily ETs for K-2 Core Content in Reading and Math</p> <p>Staff Responsible for Monitoring: All Direct Managers of Instructional Staff: - Principal and/or Assistant Principal of Instruction (API)</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: SPED scholars are failing to pass and/or hit their Meets/Masters targets on the STAAR Math exams: 3-5 Math Likely Passed outcomes for the 2023 STAAR = 11/29 = 37.9% **Root Cause:** 1. Interventions are not differentiated to ensure the individual needs of the scholar are being met in Math and Reading.

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 47% to 49% in Spring 2024 (HB3)

High Priority







HB3 Goal

Evaluation Data Sources: Semester Exam (December 2023)

MOCK Exam (March 2024)

STAAR Exams (May 2024)

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Scholars receive high-quality, aligned TEKS-based, first instruction in Reading to be executed by all content teachers in grade three (3rd grade)</p> <p>Strategy's Expected Result/Impact: 1. 80% or higher on their daily exit ticket 2. 75% or more of scholars will meet their progress goal on STAAR MOCK/ shift from one performance bucket to another (I.e., low approaches to high approaches)</p> <p>Staff Responsible for Monitoring: Principal Manager of Reading Language Arts (RLA)</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: SPED scholars are failing to pass and/or hit their Meets/Masters targets on the STAAR Math exams: 3-5 Math Likely Passed outcomes for the 2023 STAAR = 11/29 = 37.9% Root Cause: 1. Interventions are not differentiated to ensure the individual needs of the scholar are being met in Math and Reading.</p>
<p>Problem Statement 2: Only (31/62 = 50%) for Reading of the Emergent Bilingual (EB) scholars hit the high cut score for STAAR. Root Cause: 1. Did not target gaps identified in TELPAS and STAAR data to support student deficiencies.</p>







Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 22% to 24% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Semester Exam (December 2023)
 MOCK Exam (March 2024)
 STAAR Exams (May 2024)

Strategy 1 Details	Reviews			
<p>Strategy 1: Scholars receive high-quality, aligned TEKS-based, first instruction in Math to be executed by all content teachers in grade three (3rd grade)</p> <p>Strategy's Expected Result/Impact: 1. 80% or higher on their daily exit ticket 2. 75% or more of scholars will meet their progress goal on STAAR MOCK/ shift from one performance bucket to another (I.e., low approaches to high approaches)</p> <p>Staff Responsible for Monitoring: Principal Manager (API) of Math</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

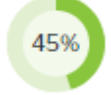





Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: SPED scholars are failing to pass and/or hit their Meets/Masters targets on the STAAR Math exams: 3-5 Math Likely Passed outcomes for the 2023 STAAR = 11/29 = 37.9% Root Cause: 1. Interventions are not differentiated to ensure the individual needs of the scholar are being met in Math and Reading.</p>
<p>Problem Statement 2: Only (31/62 = 50%) for Reading of the Emergent Bilingual (EB) scholars hit the high cut score for STAAR. Root Cause: 1. Did not target gaps identified in TELPAS and STAAR data to support student deficiencies.</p>

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 75% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

- Evaluation Data Sources:** 1. Instructional Rounds using the Critical Moments Tracker with an emphasis on EB scholars
2. TELPAS Fall Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement with fidelity (teachers and leaders) the critical moments (CMT) tracker before or by the 1st quarter. It forces teachers and leaders to focus on special pops (I.e., EB scholars) to ensure they are meeting and/or exceeding the days academic objective/skill.</p> <p>Strategy's Expected Result/Impact: 1. Teachers will receive a rating or Proficient or Higher on GET 2 - Student Ownership 2. Teachers will receive a rating of Proficient or Higher on GET 4 - Using Data 3. Leaders will receive a rating of Proficient or Higher on SLL 1B - Track and Manage Data</p> <p>Staff Responsible for Monitoring: Principal APIs Teachers</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: Only (31/62 = 50%) for Reading of the Emergent Bilingual (EB) scholars hit the high cut score for STAAR. Root Cause: 1. Did not target gaps identified in TELPAS and STAAR data to support student deficiencies.</p>

Goal 2: IDEA achieves an A Rating

Performance Objective 4: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Evaluation Data Sources: Power BI HB4545 Locus Dashboard
Power School

Strategy 1 Details	Reviews			
<p>Strategy 1: Train teachers on how to effectively record individual student HB4545 hours in Power School (PS) and ensure leaders verify student hours the same day. Leaders will discuss HB4545 PTG in their weekly tactical to ensure they are on track to meet all required hours by the TEA prior to STAAR 2024.</p> <p>Strategy's Expected Result/Impact: 1. 100% of 3-5 scholars will receive their required HB4545 hours prior to STAAR 2024</p> <p>Staff Responsible for Monitoring: Principal APIs Teachers</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: SPED scholars are failing to pass and/or hit their Meets/Masters targets on the STAAR Math exams: 3-5 Math Likely Passed outcomes for the 2023 STAAR = 11/29 = 37.9% Root Cause: 1. Interventions are not differentiated to ensure the individual needs of the scholar are being met in Math and Reading.</p> <p>Problem Statement 2: Only (31/62 = 50%) for Reading of the Emergent Bilingual (EB) scholars hit the high cut score for STAAR. Root Cause: 1. Did not target gaps identified in TELPAS and STAAR data to support student deficiencies.</p>

Goal 2: IDEA achieves an A Rating

Performance Objective 5: IA & CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Sources: District Exams
 Semester Exam (December 2023)
 MOCK Exam (March 2024)
 STAAR Exams (May 2024)

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure teacher lesson plans include appropriate accommodations, as outlined in the scholar's IEP, to ensure scholars master the day's objective/skill.</p> <p>Strategy's Expected Result/Impact: 1. 100% of SPED scholars achieve 70% of higher on daily ETs 2. 100% of SPED scholars meet their growth goal/shift from one performance band to another on their District exams.</p> <p>Staff Responsible for Monitoring: Principal APIs Teachers (General Ed and SPED)</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 1: SPED scholars are failing to pass and/or hit their Meets/Masters targets on the STAAR Math exams: 3-5 Math Likely Passed outcomes for the 2023 STAAR = 11/29 = 37.9% Root Cause: 1. Interventions are not differentiated to ensure the individual needs of the scholar are being met in Math and Reading.</p>







Goal 2: IDEA achieves an A Rating

Performance Objective 6: IA & CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

Required Strategy: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))

High Priority

- Evaluation Data Sources:** 1. Accountability Locus Dashboard by Domain
2. Executive Tracker (Domain 1)

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and leaders will track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))</p> <p>Strategy's Expected Result/Impact: 1. 80% of scholars achieve at a minimum Approaches on all District exams 2. Meets and Masters outcomes will increase by +20 (meets) and +12 (masters) from the Fall Semester exam to the Spring MOCK exam.</p> <p>Staff Responsible for Monitoring: Principal APIs Teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

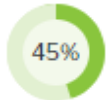





Performance Objective 6 Problem Statements:

Student Learning
<p>Problem Statement 1: SPED scholars are failing to pass and/or hit their Meets/Masters targets on the STAAR Math exams: 3-5 Math Likely Passed outcomes for the 2023 STAAR = 11/29 = 37.9% Root Cause: 1. Interventions are not differentiated to ensure the individual needs of the scholar are being met in Math and Reading.</p> <p>Problem Statement 2: Only (31/62 = 50%) for Reading of the Emergent Bilingual (EB) scholars hit the high cut score for STAAR. Root Cause: 1. Did not target gaps identified in TELPAS and STAAR data to support student deficiencies.</p>

Goal 3: Increase student persistence

Performance Objective 1: IA & CP: Campus receive a score of proficient or higher on the campus safety scorecard for the 2023- 24 school year (TEC 11.253(d)(8))

Evaluation Data Sources: Power PI School Safety LOCUS Dashboard
Campus Crisis Team monthly meetings

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus lead team trains staff on 100% safety operating mechanisms and monitors the implementation from all staff. NOTE: APO leads all safety trainings in partnership with the LT members. Strategy's Expected Result/Impact: 1. 100% of monthly safety trainings and drills are executed Staff Responsible for Monitoring: APO and Principal</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:







Perceptions
<p>Problem Statement 1: 60% scholars and 61.7% of staff feel Walzem AC is a safe place to learn/safe place to work. Root Cause: 1. Reported incidents from parents/guardians of inappropriate conduct: verbal and physical, throughout the year from (31) students in grades K-5. 2. Did not host consistent PD sessions focused on de-escalation strategies for classroom teachers.</p>

Goal 3: Increase student persistence

Performance Objective 2: IA & CP: 100% of schools will be in compliance with the Title 1 Family Engagement requirements through the following events: Meet the Teacher, Public Hearing, Spring Town Hall and Semester 1 Report Card Pick Up. (TEC 11.253(d)(9))

Required Strategy: timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))

- Evaluation Data Sources:** 1. Parent Weekly hits on SMORE
2. Title I Family Engagement requirement PTG reported in tactical weekly

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will effectively communicate with families in a timely manner through all allowable IDEA platforms (social media, SMORE, REMIND, etc.) about 100% of the campus's family engagement events. NOTE: Parent participation will be tracked in PS.</p> <p>Strategy's Expected Result/Impact: 1. SMORE hits of 400+ weekly 2. Power School tracking (established goal will be set per event)</p> <p>Staff Responsible for Monitoring: Principal APO School Counselor</p> <p>Title I: 4.1 - TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 1 - Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:







Demographics
<p>Problem Statement 1: There is a need to retain students (New to IDEA and returning families) year after year as 81.82% of students are projected to persist to the 23/24 SY. (Goal is 90%) Root Cause: 1. Lack of clear communication about what is and what is not offered by IDEA San Antonio/IDEA Walzem Academy specifically regarding transportation (26% leavers), rigorous academics (10% leavers), and not enough school choice (1.2% leavers).</p>
Perceptions
<p>Problem Statement 2: Limited parent-teacher touch points focused on their student's academic progress. Root Cause: 1. Failed to embed monthly/quarterly parent-teacher meetings into the campus year-long-plan.</p>

Goal 3: Increase student persistence

Performance Objective 3: IA & CP: 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

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			
<p>Strategy 1: School Counselor will lead and/or train teachers to effectively implement and complete 100% of violence prevention/anti-bullying/school safety training to all Walzem AC staff.</p> <p>Strategy's Expected Result/Impact: 1. Decrease reports of bullying 2. Decrease School Conduct Violations + Out of School Suspensions (OSS) 3. Increase Morning Meeting Move this World Participation (Average 80% or higher)</p> <p>Staff Responsible for Monitoring: Principal APIs School Counselor</p> <p>Title I: 2.6 - TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Annual Employee Experience Survey (AEES) survey indicated that 61% of staff deemed IDEA Walzem AC a "Great Place to Work." (Goal = 80%) Root Cause: 1. Failed to engage in quarterly "Listening Tours" and quickly implement feedback provided by staff. 2. Failed to implement 'empathy' conversations utilizing the tiered layers of leadership: GTL, Direct Manager/API, or Principal</p>

Perceptions







Problem Statement 1: 60% scholars and 61.7% of staff feel Walzem AC is a safe place to learn/safe place to work. **Root Cause:** 1. Reported incidents from parents/guardians of inappropriate conduct: verbal and physical, throughout the year from (31) students in grades K-5. 2. Did not host consistent PD sessions focused on de-escalation strategies for classroom teachers.

Problem Statement 2: Limited parent-teacher touch points focused on their student's academic progress. **Root Cause:** 1. Failed to embed monthly/quarterly parent-teacher meetings into the campus year-long-plan.

Goal 4: Increase student daily attendance

Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 90%. (TEC 11.253(d)(10))

Evaluation Data Sources: IHT MVP Monitors

Strategy 1 Details	Reviews			
<p>Strategy 1: PE Coaches will track weekly data MVPA (moderate to vigorous physical activity) goals using the IHT program.</p> <p>Strategy's Expected Result/Impact: 1. Weekly MVPA goal per scholar is met (38 mins) 2. Monthly MVPA goal per scholar is met (152 mins)</p> <p>Staff Responsible for Monitoring: Coaches Assistant Principal of Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:


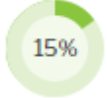




Demographics
<p>Problem Statement 1: There is a need to retain students (New to IDEA and returning families) year after year as 81.82% of students are projected to persist to the 23/24 SY. (Goal is 90%) Root Cause: 1. Lack of clear communication about what is and what is not offered by IDEA San Antonio/IDEA Walzem Academy specifically regarding transportation (26% leavers), rigorous academics (10% leavers), and not enough school choice (1.2% leavers).</p>
School Processes & Programs
<p>Problem Statement 2: Annual Employee Experience Survey (AEES) survey indicated that 61% of staff deemed IDEA Walzem AC a "Great Place to Work." (Goal = 80%) Root Cause: 1. Failed to engage in quarterly "Listening Tours" and quickly implement feedback provided by staff. 2. Failed to implement 'empathy' conversations utilizing the tiered layers of leadership: GTL, Direct Manager/API, or Principal</p>

Goal 4: Increase student daily attendance

Performance Objective 2: IA & CP: IDEA Walzem will achieve a 97% annual attendance rate for the 23-24 school year.

High Priority

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: 1. Increase ADA by .3-.6% points per week 2. Increase campuses overall ADA to 97% daily per grade level before or by November 2023</p> <p>Staff Responsible for Monitoring: APO Principal APIs GTLs</p> <p>Title I: 2.6 - TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:







Demographics
<p>Problem Statement 1: There is a need to retain students (New to IDEA and returning families) year after year as 81.82% of students are projected to persist to the 23/24 SY. (Goal is 90%) Root Cause: 1. Lack of clear communication about what is and what is not offered by IDEA San Antonio/IDEA Walzem Academy specifically regarding transportation (26% leavers), rigorous academics (10% leavers), and not enough school choice (1.2% leavers).</p>

Goal 5: Increase staff retention

Performance Objective 1: IA & CP: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2023-24 school year.

Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Evaluation Data Sources: Cornerstone SDC cycle completion

Strategy 1 Details	Reviews			
<p>Strategy 1: Leaders will engage 100% of staff in the staff development cycle (SDC) during the 23/ 24 SY. Strategy's Expected Result/Impact: 1. 100% of leaders complete all (3) components of the SDC cycle Staff Responsible for Monitoring: Principal All Managers: APIs and APO</p> <p>TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:







School Processes & Programs
<p>Problem Statement 1: Teacher retention declined from 87% in the 21/22 SY to 81% in the 22/23 SY. *(5/10 = 50%) of leavers for the 22/23 SY were New-to-IDEA staff. * Root Cause: 1. Failed to coach to mastery 'priority' guideposts for New-to-IDEA (NTI) staff who failed to meet a rating of Proficient or higher: GET 1 - Instruction @ 69% / GET 2 - Culture @ 71.9% / GET 3 - Ownership @ 61.1% / GET 4 - Using Data @ 55.6%</p> <p>Problem Statement 2: Annual Employee Experience Survey (AEES) survey indicated that 61% of staff deemed IDEA Walzem AC a "Great Place to Work." (Goal = 80%) Root Cause: 1. Failed to engage in quarterly "Listening Tours" and quickly implement feedback provided by staff. 2. Failed to implement 'empathy' conversations utilizing the tiered layers of leadership: GTL, Direct Manager/API, or Principal</p>

Goal 5: Increase staff retention

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

High Priority

Evaluation Data Sources: AEES survey outcomes
 Semesterly Listening tour Feedback
 Locus Staff Retention Dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: Adjust interview tools to align with the hiring non-negotiables set forth by the campus based on campus needs for the 23/ 24 SY.</p> <p>Strategy's Expected Result/Impact: 1. Hire 100% of staff for the 23/ 24 SY before or/by August 1st 2. AEES outcomes are 80% or above for the question - IDEA is a great place to work</p> <p>Staff Responsible for Monitoring: Principal APIs APO</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Annual Employee Experience Survey (AEES) survey indicated that 61% of staff deemed IDEA Walzem AC a "Great Place to Work." (Goal = 80%) Root Cause: 1. Failed to engage in quarterly "Listening Tours" and quickly implement feedback provided by staff. 2. Failed to implement 'empathy' conversations utilizing the tiered layers of leadership: GTL, Direct Manager/API, or Principal</p>