IDEA Public Schools

Walzem College Prep

2023-2024 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**

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Comprehensive Needs Assessment

Revised/Approved: August 29, 2023

Demographics

Demographics Summary

IDEA Walzem College Preparatory currently serves 709 students with 62 staff members including operations. Our scholars' ethnic backgrounds are primarily Black, Hispanic and White. Attendance is average compared to district trends with an overall average of a 94%. Mobility is our number one factor of scholars not persisting with IDEA Walzem CP. Our campus has 100% graduation rate with a 100% college matriculation rate for the past two years since 2021. Our special programs include special population students, emergent bilingual students, 504 students, and non-continuously enrolled students. Our SPED program includes caseloads of up to 12 scholars per teacher. Our RISE program includes 37 scholars with a staff of 2 lead teachers and 5 co-teachers. Our teacher retention is at 85%, overall experience average is 6 years and we host an average of 25:1 student to teacher ratio. We connect with the surrounding community through campus engagement events and maintaining community partnerships (ex: area restaurants and local businesses). In addition, we host town halls on a semester basis to address social and educational concerns. Majority of our graduates will be first-generation college graduates as neither parents possess a bachelors degree. Discipline rates include possession or distribution of illegal substances such as vapes containing THC leading to expulsions. For the 2022-2023 school year a total of 15 expulsions were completed reflecting a district and state concern. Trends indicate these outcomes are higher in our new to IDEA population. Attendance rates include a total of 44 scholars exceeding the 10 day absence mark. The highest tardies include morning, after lunch, dates around holidays and end of year (early summer vacation).

Demographics Strengths

1. Diversity
2. Teacher-Student communication
3. Teamwork and Family Culture
4. Parent town halls
5. Matriculation
6. Community involvement
7. Recruitment efforts

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): IDEA Walzem attendance is lower than expected for all grade levels so we did not hit our 97% ADA goal. **Root Cause:** Lack of accountability and follow through and lack of motivation for parents and students.

Problem Statement 2 (Prioritized): IDEA Walzem CP Special Population IEP components were met with 50% fidelity. **Root Cause:** Understaffed personnel support and retention and amount of paperwork and support for students is overwhelming.

Student Learning

Student Learning Summary

IDEA Walzem College Preparatory earned a "B" rating on semester and mock exams for the 2022-2023 school year. TSI/ACT/AP overall average scores are below district. 100% of graduation plans for incoming 9th graders have been uploaded. Overall, retention data indicates 2% of scholars in middle school (grades 6-8) and 1% in high school (9-12). 98% of seniors graduate in May with 2% being summer graduates. TELPAS outcomes and AP data are still pending as of May 2023.

Student Learning Strengths

1. ELA has increased outcomes since 2021-2022
2. Teaching and coaching framework (GBF & GET)
3. Cross curricular instruction
4. Teacher and student resources
5. Remediation programs and opportunities
6. During the day interventions

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): IDEA Walzem lacks a focus on rigor across all contents in middle and high school grades. **Root Cause:** IDEA Walzem teachers teach to the previous version of STAAR tests with a focus on close ended responses.

Problem Statement 2 (Prioritized): IDEA Walzem lacks a clear instructional plan for ACT and TSI exams for CCMR requirements. **Root Cause:** IDEA Walzem content leaders and instructional coaches do not prioritize drafting a clear vision with actionable and timely steps to execute with monitoring systems.

School Processes & Programs

School Processes & Programs Summary

IDEA Walzem implements Direct Instruction, Wit & Wisdom, Eureka Math, Springboard and AR Zone/Hotspot platforms to build on student knowledge and skills. Professional development is embedded during the year at campus and district levels on a bi-weekly basis. In leadership decision making the hiring process has been inconsistent and appears too lenient with hiring qualifications. The onboarding process is not effective and support for teachers from administration is a gap with resetting culture expectations for repurposed teachers. IDEA Walzem utilized TEAMs for an extra layer of communication and Remind for parent communication. We host an A/B schedule to allow access for double the coursework in grades 9-12.SACADA is a support service for our scholars expanded educational needs along with local health and police services. Extracurricular opportunities (soccer, volleyball, flag football, cross country, track, cheerleading/dance, basketball) are year round with an open gym during off season. In addition, our CTE pathways allow for scholars to develop computer skills with programs such as coding.

School Processes & Programs Strengths

1. Interview process includes a sample teach and teacher point person within the campus.
2. GTL and content leaders included during hiring process (record of results)
3. Platforms such as Pear deck and Albert IO paid for by district
4. Power Team meetings with GTLs to cascade campus-wide information

5. Teams platform is efficient for communication
6. Extracurricular sports are highly sought and participated in by MS and HS scholars

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): IDEA Walzem lacks a clear pathway for professional development that aligns with teacher needs and skill set levels.   **Root Cause:** Inconsistency with tracking teacher years at IDEA to differentiate Team & Family focus.

Problem Statement 2 (Prioritized): IDEA Walzem lacks a consistent leadership team who are aligned on campus wide expectations.   **Root Cause:** The leadership team has changed over the course of the past three years without a consistent follow up plan or accountability.

Perceptions

Perceptions Summary

IDEA Walzem exceeds expectations in parent engagement events such as Winter Fest, Top Scholar banquet, A A/B Honor Roll and Sports Banquets. Our parents bring their scholars to our school for the academics, proximity and college going mission. Based on our teacher survey results through Panorama our teachers average a 3 out of 5 or higher in parent satisfaction. Our extracurricular groups have a parent booster club that support their students by decorating the hallways and donating drinks during sports events. Student feedback collected was based on GET 2 with 3 questions asked:

1. Do you feel connected to your teacher?

2. Does your class understand you as a person?

3. Do you believe your teacher cares about you?

Overall, the sample teacher data collected was above 90% in favor of a sense of belonging for scholars. According to Remind and Class Dojo apps our parents receive communication on a weekly basis and/or during a campus crisis.

Perceptions Strengths

1. Parents feel our campus exceeds surrounding public school expectations.

2. Parent participation improves every year.

3. Scholars feel a sense of belonging at Walzem CP

4. Over 90% of our staff believe their work matters based on AEE surveys.

5. Parents are happy to receive consistent weekly communication.

6. Access to leadership team involves an improving process.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): IDEA Walzem CP is perceived as an unsafe school.   **Root Cause:** Increased access and use of vaping products.

Problem Statement 2 (Prioritized): IDEA Walzem CP lacks teacher level communication.   **Root Cause:** Increased teacher level work and demands allow for zero to minimal parent conversations.

Priority Problem Statements

Problem Statement 1: IDEA Walzem attendance is lower than expected for all grade levels so we did not hit our 97% ADA goal.
Root Cause 1: Lack of accountability and follow through and lack of motivation for parents and students.
Problem Statement 1 Areas: Demographics

Problem Statement 2: IDEA Walzem CP Special Population IEP components were met with 50% fidelity.
Root Cause 2: Understaffed personnel support and retention and amount of paperwork and support for students is overwhelming.
Problem Statement 2 Areas: Demographics

Problem Statement 3: IDEA Walzem lacks a focus on rigor across all contents in middle and high school grades.
Root Cause 3: IDEA Walzem teachers teach to the previous version of STAAR tests with a focus on close ended responses.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: IDEA Walzem lacks a clear instructional plan for ACT and TSI exams for CCMR requirements.
Root Cause 4: IDEA Walzem content leaders and instructional coaches do not prioritize drafting a clear vision with actionable and timely steps to execute with monitoring systems.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: IDEA Walzem lacks a clear pathway for professional development that aligns with teacher needs and skill set levels.
Root Cause 5: Inconsistency with tracking teacher years at IDEA to differentiate Team & Family focus.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: IDEA Walzem lacks a consistent leadership team who are aligned on campus wide expectations.
Root Cause 6: The leadership team has changed over the course of the past three years without a consistent follow up plan or accountability.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: IDEA Walzem CP is perceived as an unsafe school.
Root Cause 7: Increased access and use of vaping products.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: IDEA Walzem CP lacks teacher level communication.
Root Cause 8: Increased teacher level work and demands allow for zero to minimal parent conversations.
Problem Statement 8 Areas: Perceptions

Goals

Revised/Approved: August 24, 2023

Goal 1: All IDEA students matriculate to college

Performance Objective 1: College Prep Average ACT score of 21 or better by high school graduation (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: ACT benchmarks and exams

Strategy 1 Details				Reviews			
Strategy 1: Incorporate an ACT section into 2023-2024 master schedule to be conducted at the end of every day per class period.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase from overall 17 to a 21. **Staff Responsible for Monitoring:** Assistant Principal of Instruction and Director of College Counseling. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy** **Funding Sources:** Consumables - Title I, Part A (4120) - $1,000				**Oct**	**Jan**	**Mar**	**June**
				N/A			
0% No Progress		100% Accomplished		→ Continue/Modify		✗ Discontinue	

Goal 1: All IDEA students matriculate to college

Performance Objective 2: 100% of graduates meet TSIA college readiness benchmark (HB3)

    High Priority

    HB3 Goal

    Evaluation Data Sources: Internal dashboards from TSI testing.

Strategy 1 Details		Reviews		
Strategy 1: Structure needs-based reading, math and writing focus groups to meet the 100% goal.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Graduating class meets TSIA exemptions via AP or ACT or TSIA passing marks.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: College Counselors and Assistant Principal of Instruction **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy**	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: IDEA achieves an A Rating

Performance Objective 1: IA & CP: 60% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: Previous TELPAS scores, Locus and TELPAS dashboard.

| Strategy 1 Details	Reviews			
Strategy 1: Identify and create targeted opportunities during class for Emerging Bilingual students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase proficiency levels to eventually be exited from the program.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Testing coordinator and Assistant Principal of Instruction **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**	N/A			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 2: IDEA achieves an A Rating

Performance Objective 2: IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

High Priority

Evaluation Data Sources: PowerBi

Strategy 1 Details	Reviews			
Strategy 1: Utilize Power Bi to identify, track and monitor required hours per scholar in contents.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase performance in contents students did not meet passing threshold.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, content leads, teachers and Assistant Principals of Instruction **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: IDEA achieves an A Rating

Performance Objective 3: IA & CP: 50% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

High Priority

Evaluation Data Sources: TAMS and Locus

Strategy 1 Details	Reviews			
Strategy 1: Set goal of 55% of SPED students meeting reading and math STAAR goals by implementing IEPs with fidelity.	**Formative**			**Summative**
Strategy's Expected Result/Impact: SPED scholars will achieve academic readiness in foundational skills.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom teachers, content teachers and instructional teachers. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**	N/A			

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

Goal 2: IDEA achieves an A Rating

Performance Objective 4: 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: Locus dashboard, Edcite and Master Student Reports with goals.

Strategy 1 Details			Reviews		
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))		**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus meets the "A" rating. **Staff Responsible for Monitoring:** Instructional leaders: Principal, Assistant Principals of Instruction and respective content Teachers. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**	**Oct**	**Jan**	**Mar**	**June**
	N/A			
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue		

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))

High Priority

Evaluation Data Sources: Safety Scorecards

Strategy 1 Details		Reviews			
Strategy 1: Meet with campus crisis team on a monthly basis to review past incidents and role play critical scenarios.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure we receive acceptable ratings on scorecard and all stakeholders feel it is a safe environment.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All staff and supporting personnel.		N/A			
Targeted Support Strategy **Funding Sources:** Surveillance Cameras - Title I, Part A (4120) - $1,000					
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

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))

  High Priority

  Evaluation Data Sources: Internal family engagement trackers and available dashboards

Strategy 1 Details		Reviews			
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased family satisfaction with school communication and events. Increased school ratings. **Staff Responsible for Monitoring:** School counselor, teachers, principal and counselors. **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		10%			
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

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

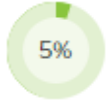   **Evaluation Data Sources:** Regional student and family services reports

Strategy 1 Details	Reviews			
Strategy 1: School counselor will schedule lessons throughout the yearly calendar.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will feel emotionally and physically safe at Walzem CP increasing student survey results. **Staff Responsible for Monitoring:** School counselor, principal and teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	**Oct**	**Jan**	**Mar**	**June**
	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 4: Increase student daily attendance

Performance Objective 1: IA & CP: IDEA Walzem will achieve a 97% annual attendance rate for the 23-24 school year

   **High Priority**

    Evaluation Data Sources: SIS reports

Strategy 1 Details	Reviews			
Strategy 1: Track and address chronic absenteeism by following attendance matrix with fidelity reviewing every two weeks.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase overall attendance from 93% to 95% **Staff Responsible for Monitoring:** Homeroom teachers, SIS clerk, APO and leaders **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	**Oct**	**Jan**	**Mar**	**June**
	5%			
0% No Progress 100% Accomplished → Continue/Modify ✘ Discontinue				

Goal 4: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of 900. (TEC 11.253(d)(10))

    High Priority

    Evaluation Data Sources: Digital trackers

Strategy 1 Details	Reviews			
Strategy 1: Track and celebrate growth to achieve MVPA minutes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Support our campus-wide healthy kids initiative via physical activity.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Physical education teachers, instructional leaders and CNP. **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy** **Funding Sources:** Digital trackers/activity monitors - Title I, Part A (4120) - $982.87	N/A			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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.

High Priority

Evaluation Data Sources: SDC reports

Strategy 1 Details	Reviews			
Strategy 1: Utilize Teach Boost and GET rubric to coach and develop teachers in instructional pedagogy.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase teacher proficiencies to achieve level 4 and 5 status.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional leaders, DLDs, and content teachers. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	N/A			
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

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: Jobvite platform

Strategy 1 Details			Reviews			
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Leverage strengths from resume (hard skills) to ensure they meet the needs for the role.			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus lead team and grade team leaders. **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture			N/A			
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue			

Campus Funding Summary

table					
Title I, Part A (4120)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Consumables		$1,000.00
3	1	1	Surveillance Cameras		$1,000.00
4	2	1	Digital trackers/activity monitors		$982.87
				Sub-Total	$2,982.87
				Budgeted Fund Source Amount	$2,982.87
				+/- Difference	$0.00
				Grand Total Budgeted	$2,982.87
				Grand Total Spent	$2,982.87
				+/- Difference	$0.00