IDEA Public Schools

Tres Lagos Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Tres Lagos was founded in 2017 and served PK-1st grade students. Now, it's six year since inception Tres Lagos Academy serves students from PK-5th grade. Our PK program is a half day program with an am and pm section. Students enrolled are from 4-11 years old. We are located in the north McAllen/Edinburg area in the Tres Lagos land development. We are a charter school part of the IDEA Public Schools network in the Rio Grande Valley. We offer all federal and state programs. We have students enrolled in our school from seven local school districts: McAllen, Edinburg, Mission, La Joya, Sharyland, PSJA, & Elsa. Our school focus on the entire child need's from academic to social emotional. We have a Social Worker on campus that works with our students of greatest needs but also ensure that our Social Emotional Lessons are being viewed, implemented and that our students understand their role in the world and how they can be contributing members even at their school age. We offer physical education services for students in grades 1st throught 5th grade. We have three RISE classrooms to offer the best self-contained special education to our students with various cognitive & physical needs. Our entire staf works together to ensure we create lasting bonds with our students while intilling in them our core values and strong foundational course work that will prepare them for the next year and beyond.

Demographic Data:

ADA-90.81%

Persistence-84.95%

New Student Persistence: 77.66%

SPED-6%

EL-52%

ECO DIS. 88%

African American-1.4%

White-7.8%

American Indian/Native-.1%

Asian-1.6%

Pacific Islander-3.4%

Two or more-.3%

Discipline-1% level 3

Teacher Retention:

% School Lead Team Retention	**100%**
% Instructional Support Retention	60%
% Teacher Retention	78%
% Campus Support Retention	100%
% SPED Teachers	50%
% State/National Certified Teachers	5%
% State Certified Leaders	17%
% State/Board certified Counselors	50%
Number of teacher applicants per 2020-21 school year	98

Student to Teacher Ratio: 29 to 1

29.8 Full Time Staff

27 Full Time teachers

Teacher Experience Breakdown:

Beginning-10%

1-5 years: 64.7%

6-10 years: 10.8%

11-20 years: 14.4%

21-30 years: 3.5%

Over 30: 6.5%

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Problem: Staff was not consistent in their safety drills in actions and implementations. **Root Cause:** Root Cause: 1. Staff were not updated or felt they had sufficient practice in their safety drills for the year. In our drills/practice session it was evident that confusions among the different drills took place. 2. Lack of consistent feedback and practice on areas of needs after drills. 3. Not giving all stakeholders an overview of safety procedures (in person or video) for effective trainings.

Problem Statement 2 (Prioritized): Problem: Consistency of overall communications to lead effective gains in ADA and other campus goals. **Root Cause:** Root Causes: 1. Lack of follow up & accountability on ADA procedures which led to increased absences due systems to manage this effectively. 2. There was not a "normed" area or place where we could find these gaps since some of the feedback was in emails or teams messages which delayed actions. 3. Lack of implementation of next steps was not consistent which didn't hold all accountable.

Problem Statement 3: Problem: Lack of inclusivity of all grade levels to celebrate successes. **Root Cause:** Root Causes: 1. We focused on celebrating the gains more in upper grades than lower grades in pep rallies. 2. We did not include lower grades due to concerns with seating and safety in the gym versus creating a plan that would allocate for celebrations of all student gains. 3. Needed clear logistical plans for each celebration to accommodate all students.

Student Learning

Student Learning Summary

Tres Lagos Academy earned an A rating for the 2021-2022 school year. 3rd-5th grade math/ELA and 5th grde science was assessed. 5 out of 6 distinctions where met by the campus (Academic Achievement in ELA, Academic Achievement in Maht, Academic Achievement in Science, Top 25% comparative Academic Growth, and Postsecondary Readiness) Top 25% Comparttive Closing the Gap was not met.

Data shows that we are still failing to fully meet the needs of our ELs. ELs make up 52% of our total student population, a significant number when it comes to accountability. We did not met English Language prociencey target fo this year. Mathematics will alos be a priority for this year as well. 3 of the 7 sub group componnets met the target in domian 3 which significally effected our rating.

kinder-2nd grade ELA was at 75% goal met. 1st and 2nd grade did not meet the goal of students on or above reading level. Intervention with use of decoding will be crucial this year to ensure students are reading on level in the 3rd and 2nd grade.

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level
% Students	95%	91%	45%	64%

STAAR Results by domain	Component Score	Scaled Score	Rating
Overall		91A	
Student Achievement		**79C**	
School Progress		**96A**	
Academic Growth	92	96A	
Relative Performance (Eco Dis:88%)	52	87B	
Closing the Gaps	**81**	**78C**	

STAAR Results by grade and subject	Approaches	Meets	Masters
All Subjects	82	50	24
Reading	87	59	30
Math	79	41	19
Science	78	45	21

Student Learning Strengths

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Differentiation in lesson planning and tracking of sub group. (Math target for domain 3 was 46, outcome was a 41%) **Root Cause:** 1. Lacked consistent tracking of sub groups and reteach plans for these groups. 2. Tier 1 instruction was prioritized due to the overall gap in a the general student population. Intervention groups were large due to need.

Problem Statement 2 (Prioritized): Monitoring and growth of ELs and systematic teaching of the ELPS in every classroom. **Root Cause:** 1. Teachers have not had full ELPS training and campus expectations around Literacy routines and sheltered instruction have not been made clear. 2. Practice time for 2nd-5th grade students was started late in the year for TELPAS. Students lack familiarity with the online testing platform.

Problem Statement 3 (Prioritized): Over 65% of first grade students ended the 2021-2022 school year reading below level. **Root Cause:** 1. Decisions based on data (regrouping) happened late in the year. 2. Fidelity checks to data and follow up teacher execution and practice were not consistent.

School Processes & Programs

School Processes & Programs Summary

Our district offers course collaborations twice a month for our teachers specializing in their content areas and in SPED. As a campus we offer professional development twice a month on campus area of needs/practice. DI teachers receive practice sessions three times a week.

Campus Programs:

Eureka Math K-5th grade

Wit & Wisdom: K-5 grade

Distar Math: PK

DI RMT: PK, K, 1st, & 2nd grade

Decoding A & B: 2nd grade Intervention for 3-5 grades

Science:Applied Science K-2, 3-5 District Curriculum

Social Studies: Lavina 1-2, District Curriculum 3-5 grades

Electives: Physical Education 1-5 grade, HotSpot (Math Computer Online Program) 1-5 grade & AR Zone 1-5 grade.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA reatins an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Problem: Consistency in professional development provided at the campus level that is differentiated by staff need. **Root Cause:** Root Causes: 1. Focus is provided to new to IDEA teachers consistently throughout the year and not to our veteran staff that will help them grow in their role. 2. PD training is sometimes altered or moved due to campus data needs and trying to ensure a work life balance for teachers.

Problem Statement 2 (Prioritized): Problem: Meetings that allow for feedback from staff were limited. **Root Cause:** Root Causes: 1. Met with grade team leaders to cascade much of the information on changes and updates which lead to incomplete or missing information to all staff. 2. Limited staff meetings to address work life balances with staff led to missed opportunities to share and implement new learnings with follow up.

Perceptions

Perceptions Summary

As a campus it was important for us to gather data in all field of our work. We tend to score between a 4.3-4.6 on our parent surveys on a 0-5 scale. We communicate with our parents daily and weekly to address all their concerns.

Parent Survey 4.6/5

Student Survey: 4.3/5

GPTW Survey: 81%

Although we do well overall on parent/student surveys, we did have a high turnover rate compared to previous years. It was difficult year of transiioning back to teacher full time after a year (20-21) of only have of the population being in person and the rest virtual. The load was heavy which lead to high absence rates by teachers. Covid absences impacted learning for students and also teachers being absent for long periods of time affected student learning too.

We had great turnout to community events but not great turn out to academic events. Our numbers were measured by parents signing in and check in for each event.

See PDF in Addendum for more information.

Perceptions Strengths

Perceptions Strengths:

1. Leadership Team is highly visible to parents, teachers, and community members and respond to all concerns withing 24-48 hours.

2. Staff and teachers know we would adjust our meetings and schedules based on feedback provided.

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Problem: Not enough persistence events for the year for parents and students and effective attendance tracking to events. **Root Cause:** Rout Causes: 1. The focus on academics led to minimal events all year long. This affected the school pride aspect of coming together as a community. 2. Allowed the staff to dictate how many events to have per month which was limited to 1 and none on short months due to school holidays those months.

Problem Statement 2 (Prioritized): Problem: Staff feeling overwhelmed with their work life balance. **Root Cause:** Root Causes: 1. Teachers were not seeing the growth daily as in year's past due to large student gaps from the covid loss of academic years. 2. We took the teacher's planning to incorporate more instructional time during the day versus afterschool to assist with work/life balance. 3. Too many long hours working on lesson plans to align curriculums and adjusting LPs due to gaps in curriculums.

Problem Statement 3: Problem: Grade level specific communication and updates sent via Remind and not all parents on remind throughout the year or they just didn't check the communication that was sent. **Root Cause:** Root Causes: 1. We did not ensure that Remind was downloaded on each parent's phone. This impeded communications. 2. Parents were not aware of last minute changes due to not having remind app.

Priority Problem Statements

Problem Statement 1: Differentiation in lesson planning and tracking of sub group. (Math target for domain 3 was 46, outcome was a 41%)

Root Cause 1: 1. Lacked consistent tracking of sub groups and reteach plans for these groups. 2. Tier 1 instruction was prioritized due to the overall gap in a the general student population. Intervention groups were large due to need.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Monitoring and growth of ELs and systematic teaching of the ELPS in every classroom.

Root Cause 2: 1. Teachers have not had full ELPS training and campus expectations around Literacy routines and sheltered instruction have not been made clear. 2. Practice time for 2nd-5th grade students was started late in the year for TELPAS. Students lack familiarity with the online testing platform.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Over 65% of first grade students ended the 2021-2022 school year reading below level.

Root Cause 3: 1. Decisions based on data (regrouping) happened late in the year. 2. Fidelity checks to data and follow up teacher execution and practice were not consistent.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Problem: Consistency of overall communications to lead effective gains in ADA and other campus goals.

Root Cause 4: Root Causes: 1. Lack of follow up & accountability on ADA procedures which led to increased absences due systems to manage this effectively. 2. There was not a "normed" area or place where we could find these gaps since some of the feedback was in emails or teams messages which delayed actions. 3. Lack of implementation of next steps was not consistent which didn't hold all accountable.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Problem: Staff was not consistent in their safety drills in actions and implementations.

Root Cause 5: Root Cause: 1. Staff were not updated or felt they had sufficient practice in their safety drills for the year. In our drills/practice session it was evident that confusions among the different drills took place. 2. Lack of consistent feedback and practice on areas of needs after drills. 3. Not giving all stakeholders an overview of safety procedures (in person or video) for effective trainings.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Problem: Consistency in professional development provided at the campus level that is differentiated by staff need.

Root Cause 6: Root Causes: 1. Focus is provided to new to IDEA teachers consistently throughout the year and not to our veteran staff that will help them grow in their role. 2. PD training is sometimes altered or moved due to campus data needs and trying to ensure a work life balance for teachers.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Problem: Meetings that allow for feedback from staff were limited.

Root Cause 7: Root Causes: 1. Met with grade team leaders to cascade much of the information on changes and updates which lead to incomplete or missing information to all staff.

2. Limited staff meetings to address work life balances with staff led to missed opportunities to share and implement new learnings with follow up.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Problem: Not enough persistence events for the year for parents and students and effective attendance tracking to events.

Root Cause 8: Rout Causes: 1. The focus on academics led to minimal events all year long. This affected the school pride aspect of coming together as a community. 2. Allowed the staff to dictate how many events to have per month which was limited to 1 and none on short months due to school holidays those months.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Problem: Staff feeling overwhelmed with their work life balance.

Root Cause 9: Root Causes: 1. Teachers were not seeing the growth daily as in year's past due to large student gaps from the covid loss of academic years. 2. We took the teacher's planning to incorporate more instructional time during the day versus afterschool to assist with work/life balance. 3. Too many long hours working on lesson plans to align curriculums and adjusting LPs due to gaps in curriculums.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Revised/Approved: November 8, 2022

Goal 1: Increase staff retention

Performance Objective 1: To retain 85% of our staff by EOY and have them persist to 23-24 school year.

High Priority

HB3 Goal

Evaluation Data Sources: GPTWS
Teacher Retention Lists
Campus Surveys

Strategy 1 Details		Reviews			
Strategy 1: Assign mentors to NTI staff members.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff will return because they feel invested and connected to our campus and feel empowered & challenged.		Oct	Jan	Mar	June
Staff Responsible for Monitoring: Campus Leadership team and GTLs		70%	90%		
TEA Priorities: Recruit, support, retain teachers and principals					
Strategy 2 Details		**Reviews**			
Strategy 2: Build capacity in our instructional staff so they attain success and growth in their roles.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will grow in Teacher Career Pathway levels and learn foundational teaching pedagogy they can implement daily.		Oct	Jan	Mar	June
Staff Responsible for Monitoring: Campus Leadership Team		30%	60%		
TEA Priorities: Recruit, support, retain teachers and principals					

Strategy 3 Details	Reviews			
Strategy 3: Provide needed training on how to address and stop violence in schools.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff will be better equipped to deal with behavior and shared behaviors happening in the home through consistent training in this area.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: APO Campus Crisis Team Social Worker **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	60%	50%	✗	
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Meet enrollment counts for 23-24 school year

Performance Objective 1: Work with OPS staff to ensure we are overenrolled in all grade levels.

High Priority

Evaluation Data Sources: STREAM
PowerSchool Reports
Number of Apps & Students in our waitlists

Strategy 1 Details	Reviews			
Strategy 1: Add Enrollment Counts by grade level to tactical data reports	**Formative**			**Summative**
Strategy's Expected Result/Impact: Lead Team is aware weekly of our enrollment numbers and proactively plans to support OPS with recruitment needs.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: APO & Lead Team **Title I:** 2.5 - **ESF Levers:** Lever 1: Strong School Leadership and Planning	100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2: Meet enrollment counts for 23-24 school year

Performance Objective 2: Work closely with our CP Campus to ensure our families have all students in IDEA.

    High Priority

    Evaluation Data Sources: Siblings Report in PS
Parent Survey

Strategy 1 Details		Reviews			

Strategy 1: Add monthly meeting with CP Lead Team and have APO report the grade levels of needs to plan how to bring families back that left and affected both campuses.
    Strategy's Expected Result/Impact: Families will see a joint effort to retain them and address their family's needs.
    Staff Responsible for Monitoring: AC & CP Lead Teams
		Formative			**Summative**

		Oct	Jan	Mar	June
		10%	70%		
	0% No Progress	100% Accomplished	Continue/Modify	✕ Discontinue	

Goal 3: IDEA achieves an A rating
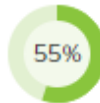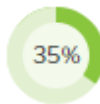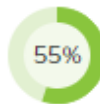
Performance Objective 1: TLA 3rd-5th graders will receive a 90% Approaching | 60% Meets | 30% Mastered on 2022-2023 Reading and Math STAAR assessment.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Unit/module assessments, semester exams, mock exams, 2022-2023 STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Consistent content planning for 3rd-5th grade math and RLA.	**Formative**			**Summative**
-Weekly lesson planning feedback -Exit ticket exemplars with key point look-fors submitted for every lesson. -Content meetings/Dressed rehearsals for an hour every Monday. -Aligning Dream box to content taught in classroom -Days will be allotted for 3rd-5th grade teachers to desegregate semester exam and mock data and formulate reteach plans.	**Oct**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in mastery after 1st teach
    Staff Responsible for Monitoring: Assistant principals
 	
    Title I:
    2.4
    - TEA Priorities:
    Build a foundation of reading and math
    Problem Statements: Student Learning 1
    Funding Sources: - Federal Grant - $28,765.44, - Federal Grant - $59,900, - Federal Grant - $30,444.48
	60%	45%		

Strategy 2 Details	Reviews			
	Formative			Summative

Strategy 2: Making decisions based on data analysis that will occur daily, weekly, and after all major summative assessments
-Teachers will track exit tickets after every period
-Exit ticket data tracked on whiteboards and live excel trackers
-Grade level exit ticket huddles will happen daily.
-Flex days will be used for students to track progress and set new goals
-SWAM meeting every week on ETs, MMA, EOM, BWA
-Days will be allotted for 3rd-5th grade teachers to desegregate semester exam and mock data and formulate reteach plans.
-90/60/30 meetings held after semester exam and mock exams
 	
    Strategy's Expected Result/Impact: increase student mastery data
 	
    Staff Responsible for Monitoring: Principal and assistant principals of instruction
 	
    TEA Priorities:
    Build a foundation of reading and math
	Oct	**Jan**	**Mar**	**June**

	10%	55%		

Strategy 3 Details	Reviews			
	Formative			Summative

Strategy 3: All Kindergarten through 3rd-grade teachers, including special education teachers and leaders participate in Teacher Literacy Achievement Academies.
    Strategy's Expected Result/Impact: This strategy will increase teacher knowledge which will increase student outcomes.
    Staff Responsible for Monitoring: Classroom teachers and administration
 	
    Title I:
    2.4, 2.6
    - **TEA Priorities:**
    Build a foundation of reading and math
    Funding Sources: - Federal Grant - $59,900
	Oct	**Jan**	**Mar**	**June**

	40%	100%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative

Strategy 4: Implement appropriate, targeted skills-based learning pathways for intervention and acceleration.
    Strategy's Expected Result/Impact: This strategy will close gaps for all students, including special populations
    Staff Responsible for Monitoring: 3rd-5th grade Math and ELA teachers, principals of instruction
 	
    Title I:
    2.4
    - **TEA Priorities:**
    Build a foundation of reading and math
	Oct	**Jan**	**Mar**	**June**

	35%	55%		

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

Performance Objective 1 Problem Statements:
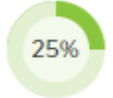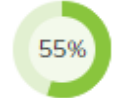
Student Learning
Problem Statement 1: Differentiation in lesson planning and tracking of sub group. (Math target for domain 3 was 46, outcome was a 41%) **Root Cause**: 1. Lacked consistent tracking of sub groups and reteach plans for these groups. 2. Tier 1 instruction was prioritized due to the overall gap in a the general student population. Intervention groups were large due to need.

Goal 3: IDEA achieves an A rating

Performance Objective 2: 42% of TLA EB students will make 1 level composite growth or reach Advanced High in TELPAS for the 2022-2023 school year.

   High Priority

   Evaluation Data Sources: Classroom observations to ensure EB supports are in place, TELPAS mock in October

Strategy 1 Details	Reviews			
Strategy 1: Coach and develop teachers in implementing learning opportunities for all emergent bilingual students focused on listening, speaking, reading, and writing	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: increase emergent bilingual students' language attainment to either maintain or increase proficiency. **Staff Responsible for Monitoring:** classroom teachers, assistant principal of instruction **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	25%	55%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:
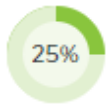
Student Learning
Problem Statement 2: Monitoring and growth of ELs and systematic teaching of the ELPS in every classroom. **Root Cause**: 1. Teachers have not had full ELPS training and campus expectations around Literacy routines and sheltered instruction have not been made clear. 2. Practice time for 2nd-5th grade students was started late in the year for TELPAS. Students lack familiarity with the online testing platform.

Goal 4: Increase student daily attendance

Performance Objective 1: Increase ADA each week through ADA challenges by grade level so by EOY we surpass the 97% ADA goal

    High Priority

    Evaluation Data Sources: ADA Dashboard for Region & District Rank
Daily ADA by grade level

Strategy 1 Details	Reviews			
Strategy 1: Build capacity in understanding and following our ADA escalation matrix so all stakeholders are aware of the metrics needed to keep ADA above 97%.	**Formative**			**Summative**
Strategy's Expected Result/Impact: ADA will increase each week for each grade level. **Staff Responsible for Monitoring:** All campus staff. **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math	Oct	Jan	Mar	June
	25%	60%		

Strategy 2 Details	Reviews			
Strategy 2: Use our Title 1 staff to support in ADA calls daily to make great parent connections and hold parents accountable.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Build parent/teacher relationships that support ADA increases through positive communication all year long. **Staff Responsible for Monitoring:** Entire staff **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Federal Grant - $28,765.44, - Federal Grant - $59,900, - Federal Grant - $54,500, - Federal Grant - $31,426.56	Oct	Jan	Mar	June
	40%	70%		

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

Goal 5: Increase student persistence

Performance Objective 1: Retain 90% of all NTI students & that they persist in 23-24 school year.

High Priority

Evaluation Data Sources: 23-24 Persistence data from the first week of school.

Strategy 1 Details	Reviews			
Strategy 1: Monthly Breakfast with the principal for all new to IDEA students in 22-23.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students create a bond with their principal and PK team and address all their questions and listen to their "wants" for our school.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Lead Team Interventionists **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Federal Grant - $31,426.56, - Federal Grant - $54,500	75%	85%		
	0% No Progress　　　100% Accomplished　　　➡ Continue/Modify　　　✗ Discontinue			

Goal 5: Increase student persistence

Performance Objective 2: Increase and involve new parents by monthly meetings

High Priority

Evaluation Data Sources: Sign in sheets
Feedback Surveys

Strategy 1 Details	Reviews			
Strategy 1: Create monthly invites for new families to have Q&A Breakfast with the principal	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will feel welcome and know we are here to answer questions and support their child's needs.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Lead Team Social Worker & SSA	15%	0%		
	0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

Goal 5: Increase student persistence

Performance Objective 3: Foster a love of our school celebrating all students and special pops.

    High Priority

    Evaluation Data Sources: FB Posts & Videos
    Pictures Highlighting Student Growth & Success
    Celebrations Monthly

Strategy 1 Details		Reviews			
Strategy 1: Host Monthly Pep Rally to improve student culture and bring a sense of Joy each month for all grades.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Build school pride and have fun learning a new games that celebrate teams.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Homeroom Teachers Lead Team GTLs **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		65%	85%		

Strategy 2 Details		Reviews			
Strategy 2: Host Monday Motivational Assemblies to share the pride and support our scholars that are doing well.		**Formative**			**Summative**
Strategy's Expected Result/Impact: All students will feel inclusive and all are eligible for Core Value Awards and Student of the Week Certifications		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Homeroom Teachers GTLs Lead Team Coaches **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		50%	85%		

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

Title I Personnel

Name	Position	Program	FTE
Andrea Torres	AR ZONE FACILITATOR	Title 1	1
Eva Martinez	ILEARNING HOT SPOT FACILITATOR	Title 1	1
Jessica Sanchez	INTERVENTIONIST	Title 1	1
LILIA HERNANDEZ	PRE-KINDERGARTEN TEACHER	Title 1	1
Marlen Morin	PRE-KINDERGARTEN TEACHER	Title 1	1

Campus Funding Summary

			Federal Grant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1			$59,900.00
3	1	1			$30,444.48
3	1	1			$28,765.44
3	1	3			$59,900.00
4	1	2			$59,900.00
4	1	2			$28,765.44
4	1	2			$54,500.00
4	1	2			$31,426.56
5	1	1			$31,426.56
5	1	1			$54,500.00
				Sub-Total	$439,528.48

Addendums

Master CNA & SAIP Reporting Checklist

				PTG		0%	PTG		0%

DEPT	Data Sources	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
ACADEMY	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, resoures, 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.	Pending		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage 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.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage 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.	Pending		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage 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.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	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.	Pending		Action Required	

IDEA Tres Lagos Academy
2021-22 Student Achievement Improvement Plan

									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%
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/Material/Fiscal	Documentation	Formative Evaluation	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			
2C	Move This World	O	All	Monica Magana Amanda Maldonado	Aug-May	SEL Curriculum	Observations	Surveys							
2C	Fall Festival	O	Community	Benigna Carcano Ingedia Cantu Melissa Mendez	Oct.	Games, Food	Buisness Clerk	Accot Strings							
2C	Student Behavior Quarter Celebrations	DR	All	GTLs/Lead Team	Quarterly	Student prizes, games	Behavior Chart	Referral Counts							
2C	Social Worker Parent Sessions	O	Commun	Amanda Maldonado	Aug-May	PPTs, Food, Copies	observations	Sign in Sheet							
2B	Attendance Celebrations	O	All	Ingedia Cantu/Monica Magana	Aug-May	Games, Food, Dances	Power School	A Rating							
3B	Recruitment efforts	O	Commun	Ingedia Cantu	Year Round	Incentives, food	Stream	Enrollment							
2A, 2B	Teacher Recognitions- Howling Lobos	O	Staff	Benigna Carcano/Melissa Mendez	Aug-May	Certificates, baskets with goodies, supplies	calandared in/invites	Teacher Survey							
1E	Lobo Hour	S,D,	All	Teachers	Aug-May	STAAR/DI Material	Observations, Trackers	A Rating							
2A	Level 5 Teacher Perks	O	Commun	Benigna Carcano/ Melissa Mendez	Oct-May	Level 5 SWAG	GET, Obs. Trackers, Goal attainment	TCP							
1E	After School Tutorials	S	All	APIs Teachers	Oct-May	Funds, STAAR Material	Observations, Trackers	A Rating							
1E	Saturday Tutorials	S	All	APIs Teachers	Feb-May	Funds, STAAR Material	Observations, Trackers	A Rating							
2C	Christmas Around the World	O	Commun	Monica Magana	Dec.	Decor, Butcher Paper	Observations	Sign in Sheet							
1E	Mock Incentives	S	All	APIs	Mar.-Apr.	Movies	Mock Scores	A Rating							
1E	STAAR Redesign Trainings	S	Staff	Graciela Suarez/ Lizet Cortez	Aug-May	Consultants, materials	Trackers	A Rating							
1I	Daily Rehearsal Session for all PK-1st Grade starting at BOY	SD	All	Diana Ayala DI coaches	8/08 - 5/05	DI materials, Access Points, Lesson Internalizations, Agenda	Sign in sheet	Manager Observations/ teachboost							
1E	Daily ET Data Huddles by Content/Grade Level	S	All	PK-5th Teachers and Co Teachers	8/22-5/05	Excel, Master Student Report	Excel Tracker, Manager Feedback	Teachboost							
1I	Weekly Rehearsal Session for 1st-5th Content (reading, math, science, s.s)	SD	All	1st-5th grade content teachers	8/22- 5/05	Lesson Internalizations, powerpoints, Agenda	Sign in sheet	Manager Observations/ teachboost							

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

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

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

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

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

1E. Earned State Rating: A

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

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

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

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

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

1K. Average ACT score: 21

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

PRIORITY #2: Build a Strong & Sustainable Organization

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

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

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

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

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

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

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Tres Lagos Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Kinder-2	1st-2nd Dream Box Goal 90/60/30
% Students	95%	97/82/56	89/62/26	91/63/30	37%	1st: 90/86/55 2nd: 100/78/44

Data Source: STAAR Academy

	Grade 3	Grade 4	Grade 5	3-5	Dream Box	
% Approaches	73	76	88		3rd: 100/75/40 4th: 90/67/30	
% Meets	35	36	50	19%	5th: 80/41/16	
% Masters	18	13	28			
SAS	42	42	55			
% Student Achievement Average	35/109=32%	42/120=35%	52/104=63%			
RenStar % on Level EOY	47%	53%	42%			

Data Source: CSI Academy

	Math AC CSI	
% CSI (EOY Ren.)	NA	
% of CSI Passing STAAR	NA	
% of SPED Passing STAAR	11/20=55%	

Reflections	
Areas of Strength	**Areas of Need**
1. 5th grade math met SAS of 55 and growth of 98% on mock.	1. CSI intervention for math due to data
2. Masters % are above 30 acorss all grade levels	2. The shift to new state testing platform and how that effects instruciton.

3. Mr. Stockton's coaching 3rd- 5th math teachers on unpacking state standards	3. Consistent practice sessions and coaching

Campus Initiatives:
and feedback
practices
accountability for ALL student learning

Tres Lagos Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	95%	91%	45%	64%	6.40%	59.58%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					28 met	199 met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5	STAAR Writing Grade 4
% Approaches	86	85	88	NA
% Meets	55	57	63	NA
% Masters	27	19	44	NA
SAS	56	54	65	NA
% Student Achievement Average	59/109=54%	69/120=58%	66/104=63%	NA

Data Source: CSI

Goal	CSI
% CSI (EOY Ren.)	46%
% of CSI Passing Mock	22/50=44%
% of SPED Passing STAAR	10/20 =50%

Reflections

Areas of Strength	Areas of Need
relationships.	1. STAAR redesign prep & knowledge with a writing focus.
2. Collaboration to share best practices and instructional strategies.	2. Utilizing blended spaces accuretly to improve student achievement.
3. Supplementing instruction, as needed.	3. Data validity-teaching to mastery vs. teaching to a goal.

Campus Initiatives:
reading daily by using different campus initiatives.
and sharing best practices vs. teaching to a goal.

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		Science Kinder Approaches/Masters	Science First Approaches/Masters	Science Second Approaches/Masters	Science Third Approaches/Masters	Science Fourth Approaches/Masters
Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level					
% Students	NA	92/69	97/57	90/57	82/10	84/15

Data Source: Science 3-5

	STAAR Science Grade 5
% Approaches	76%
% Meets	43%
% Masters	21%
SAS	47%

Reflections	
Areas of Strength	**Areas of Need**
1. Exit ticket/ data tracking	1. Content Knowledge and pedagogy (1st year teachers)
2. Hands on labs/ teacher demonstrations	2. Lesson pacing and time stamps

Tres Lagos Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities Kinder-5th

	Humanities Pre-K on Grade Level	Humanities Kinder Approaches/Masters	Humanities First Approaches/Masters	Humanities Second Approaches/Masters	Humanities Third Approaches/Masters	Humanities Fourth Approaches/Masters	Humanities Fifth Approaches/Masters
% Students	NA	N/A	100/98	98/84	51/19	89/29	100/83

Reflections	
Areas of Strength	**Areas of Need**
1. Students developed cultural understanding.	1. Stamping clear keypoint aligned to exit ticket
2. Students practiced real world understanding and critical thinking.	2. Identifying targeted misconceptions after exti tickdets and major assessments
3. The use of authentic literature daily.	3

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Comprehensive Needs Assessment **ACADEMY**					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**who grew one or more levels**
% Beginning	63/365=17%	101/365=28%	109/365= 30%	108/365= 30%	
% Intermediate	88/365=24%	164/365= 45%	110/365= 30%	164/365= 45%	
% Advanced	132/365=36%	82/365=22%	77/365= 21%	73/365= 20%	
% Advanced High	82/365=22%	18/365= 5%	69/365= 19%	20/365= 5%	

Reflections	
Areas of Strength	**Areas of Need**
1) Returning TLA Teachers know the basic knowledge of TELPAS.	1) Practice time for 2nd-5th grade students at the start of the school year versus having practice sessions weeks before the TELPAS Test. -Imagine Learning (2nd-5th grade EL students)
2) Practice Schedule- will need to modify for 22-23 school year.	2) Teacher trainings- Region 1 as an example
3) Data Review- We get data before EOY and we can analyze which students showed growth and which students will need support 22-23 school year.	3) Parent Involvment/ Grade Level Nights- explain to parents what does it mean to have an EL students/TELPAS Test/ how can you help your child at home?

Campus Initiatives:
Practice sessions that are planned throughout the year in

Tres Lagos Academy

Comprehensive Needs Assessment

ACADEMY

Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	75%
% Teacher Retention	83%
% Campus Support Retention	
% SPED Teachers	50%
% State/National Certified Teachers	5%
% State Certified Leaders	17%
% State/Board certified Counselors	50%
Number of teacher applicants per 2020-21 school year	98

Reflection	
Areas of Strength	Areas of Need
1. TCP/Compensation/Salaries	1 Consistent coaching and feedback on TB
2. Safe environment because of trainings; more practice	2 More trainings/PD based on teacher need; more specific to the area
3 Accessibility of supplies and ability to request new insructional and manipulatives & other classroom needs.	3 All staff accountability (ownership) for actions with equality in responsibilty to expectations.

Campus Initiatives:
for feedback & accessibility for positive onboarding.
groups.
Assigned mentorships with feedback from peer & manager.

% ELL	0.53%
% Eco Dis	0.64%
% Migrant	0%
% Asian	0.01%
% White-Hispanic	21.00%
% Multi	0%
% Black-African-American	0.01%
% Native-Hawaiian-Pacific-Islander	0.01%
% White	0.02%
%Unclassified	76.00%
% Male	49%
% Female	51%

Ingedia, Abby,

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Transparency in campus wide data- daily□	1. Safety-Giving all stakeholders an overview of safety procedures (in person/ video) □
2. All stakeholders are aware and have access to attendance data via Teams, including specific students and concern□	2. Consistency of overall communication: Including AM attendance calls, PTGs for all gradelevels and communicating successes□
3. Campus wide central communciation for parents via Remind and Parent Weekly□	3. More inclusive campus wide celebrations/ joy factor□

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Comprehensive Needs Assessment	
ACADEMY	
Monica, Ruth, & Peter, Diana	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	57%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	N/A
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	28%
% Families who attended Spring Festival	N/A

Monica, Ruth, & Peter

Reflection	
Areas of Strength	**Areas of Need**
1. Events were planned and level of engagement were high.	Literacy Nights. Monthly Persistence events.. More student involvement with activities after school: sports,
2. Teachers came together and planned and prepared as a grade level to execute well the activities and fund raisers that they did.	GL activities and school wide activities too. Have separate sign in sheets per grade level or just have GTL
3. Teacher communication with families on upcoming events via REMIND.	via Remind. Not all parents on remind throughout the year or they just didn't check the communication that was

Campus Initiatives:
More events planned with teacher communication will increase

+   +   √   +   +