

IDEA Public Schools

Tres Lagos College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

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



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

Mission Statement

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

Vision

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

IDEA Tres Lagos College Prep is committed to preparing our students to be future Leaders of tomorrow. We believe that every Lobo should receive meaningful and rigorous instruction, that will jumpstart their academic career and put them on a path to success in college. Our staff is devoted to providing students with the skills that will lead to self-awareness, self-management, social awareness and social skills that will help them bring innovative transformation to their community while maintaining a college identify.

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: September 13, 2022

Demographics

Demographics Summary

IDEA Tres Lagos College Prep includes Grade Levels 6-11th for the 2022-2023 School Year. We currently have over 500 students and are over 90% Economically Disadvantage students. We are located in McAllen, Texas. We are an AP for all campus so all our students participate in AP courses with exception of our Special Education Rise students. We offer many different Electives and began offering two CTE programs that begin in 8th Grade. Those CTE Programs include Biomedical Science and Computer Science. We offer Athletics beginning in 6th Grade and participate in the Charter league. See Addendum for more information.

Demographics Strengths

See PDF in Addendum.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Need more programs to challenge top students. **Root Cause:** Big campus focus on English Learners and students who are not on grade Level

Problem Statement 2 (Prioritized): Need more opportunities for Student Leadership. **Root Cause:** Limited amount of clubs and opportunities

Problem Statement 3 (Prioritized): Need more activities for students that excel in arts. **Root Cause:** We have only one art teacher and small amount of students that are eligible for After-School Programs.

Problem Statement 4 (Prioritized): We need to increase student persistence as we have not met goals every year. **Root Cause:** Students leaving to explore other educational opportunities such as pursuing Medical, STEM programs that we are not offering. Student also interested in more dual enrollment programs.

Student Learning

Student Learning Summary

Tres Lagos College Prep has secured an A rating for the 2021-2022 School Year with a score of 90. Tres Lagos CP also only missed one distinction which was the science distinction. We did see over 40% of our English Learners show growth to meet our goal. Although our scores are not what they were during Pre-Covid years our campus is making progress and finished with a 52 SAS. We also Averaged a 24 SAS for our Special Education Students. We saw significant growth in performance of our Special Education students.

Student Learning Strengths

Please Refer to PDF in Addendum.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 1 Lesson Plan Customization to align to updated STAAR content and field questions. Implementing more virtual lessons considering the STAAR will be 100% online (manager provide relevant LP **Root Cause:** Teachers not trained on new STAAR format and questions.

Problem Statement 2: Supporting Campus-Wide Literacy: Conduct a professional development for all teachers to be aware of student's Renstar results and best practices to support students in the classroom. **Root Cause:** Lack of communication about importance of placement testing for students. Lack of data analysis and next steps that will address math and reading gaps of our students.

Problem Statement 3: Conducting more SWAM and data analysis meetings to strengthen the understanding of our student's academic standing. **Root Cause:** Campus leaders have not been consistent with Data analysis of all assessments.

Problem Statement 4 (Prioritized): Lack of vertical alignment. **Root Cause:** Content Leaders have not been pushed to align teaching strategies and communicate grade level expectations.

Problem Statement 5: Students need more experience reading Scientific Literature. **Root Cause:** We don't practice enough AP and ACT style questions for students. Students have not built stamina to read long, complex passages and answer questions that are AP or college level.

Problem Statement 6 (Prioritized): Students don't practice enough writing aligned with AP courses. **Root Cause:** Campus did not work on providing additional writing opportunities for students beginning in lower grade levels.

School Processes & Programs

School Processes & Programs Summary

Tres Lagos College Prep works to develop instructional leaders by providing coaching opportunities that leaders will excel in due to experience with content and providing a few stretch assignments to help develop skills they may need to focus on for overall development. Professional development is prioritized using data gained from individual and campus observation and tracking of teacher skills needed to rate proficient or advanced on our district aligned teacher rubric. Instructional coaches, as well as Content Leaders work together to provide any Professional development our students may need. We require our instructional coaches to initiate the See it Name it Do it structure to ensure that teachers have access to exemplar when given an action step. We incorporate feedback also based on our Campus specific culture rubric which focuses on Rigorous instruction, building a college going identity and with focus on student teacher interactions.

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 met 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): We been struggling keeping science teachers in the classroom. **Root Cause:** Our science teachers have been moving on to medical school.

Problem Statement 2 (Prioritized): We have been struggling with teachers leaving or being unhappy due to work life balance. **Root Cause:** Our teachers struggle to take on extra duties as assigned and struggle to meet our campus high expectations of lesson planning, grade level and content team procedures.

Problem Statement 3: Consistency of Teachers teaching same grade level and content from year to year. **Root Cause:** Since we are a growing campus we have teachers wanting to move up and teach our added grade levels and not wanting to stay in the same grade level from year to year.

Problem Statement 4: We have some staff members that are struggling fitting into our culture of high expectations. **Root Cause:** Teachers that were hired did come from other districts that did not have high expectations for all staff and students.

Perceptions

Perceptions Summary

Tres Lagos College Prep works hard to build school culture where students support and encourage each other. Our staff turnover is consistent from year to year and hovers around 85-90% of staff returning from year to year. This past year we struggled with staff attendance due to Covid and strict protocols. Overall our parent and staff survey results are above average. We are seeing less parent and community involvement from year to year but have worked this year on a few different parent committees to support our staff and students.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Communication gaps include getting all important information to all parents. **Root Cause:** Limited number of parents checking remind messages or checking social media messages. Lack of hard copy printing of parent weekly.

Problem Statement 2 (Prioritized): We have limited tracking of parent involvement and parent participation in community events. **Root Cause:** Due to gaps in communication and adjustment to this data we have not addressed parental support as much as we should have.

Problem Statement 3: Due limited availability of meeting space, we have struggled to add additional events for parents and families due to interference with after-school programs and athletics. **Root Cause:** We currently don't have pavilion that all other IDEA campuses have so we can't push athletics to that area as often as others can.

Priority Problem Statements

Problem Statement 1: Need more opportunities for Student Leadership.

Root Cause 1: Limited amount of clubs and opportunities

Problem Statement 1 Areas: Demographics

Problem Statement 2: Need more activities for students that excel in arts.

Root Cause 2: We have only one art teacher and small amount of students that are eligible for After-School Programs.

Problem Statement 2 Areas: Demographics

Problem Statement 3: We need to increase student persistence as we have not met goals every year.

Root Cause 3: Students leaving to explore other educational opportunities such as pursuing Medical, STEM programs that we are not offering. Student also interested in more dual enrollment programs.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Students don't practice enough writing aligned with AP courses.

Root Cause 4: Campus did not work on providing additional writing opportunities for students beginning in lower grade levels.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 1 Lesson Plan Customization to align to updated STAAR content and field questions. Implementing more virtual lessons considering the STAAR will be 100% online (manager provide relevant LP

Root Cause 5: Teachers not trained on new STAAR format and questions.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Lack of vertical alignment.

Root Cause 6: Content Leaders have not been pushed to align teaching strategies and communicate grade level expectations.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: We have been struggling with teachers leaving or being unhappy due to work life balance.

Root Cause 7: Our teachers struggle to take on extra duties as assigned and struggle to meet our campus high expectations of lesson planning, grade level and content team procedures.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: We been struggling keeping science teachers in the classroom.

Root Cause 8: Our science teachers have been moving on to medical school.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Communication gaps include getting all important information to all parents.

Root Cause 9: Limited number of parents checking remind messages or checking social media messages. Lack of hard copy printing of parent weekly.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: We have limited tracking of parent involvement and parent participation in community events.

Root Cause 10: Due to gaps in communication and adjustment to this data we have not addressed parental support as much as we should have.

Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Local benchmark or common assessments data

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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

- Community surveys and/or other feedback

Support Systems and Other Data






- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: 100% of teachers will receive instructional Coaching and support no less than Bi-Weekly.

Evaluation Data Sources: We will be using Teachboost Action Step reports and our Action Step tracker to ensure that we are collecting the data to show that each teacher is receiving action steps on Bi-Weekly basis.






Strategy 1 Details	Reviews			
Strategy 1: Track teacher check in frequency to ensure that 100% of teachers are given support on weekly basis Strategy's Expected Result/Impact: Teachers are able to get feedback and provide upward feedback to their manager. Staff Responsible for Monitoring: Assistant Principals of Instruction and Principal TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Increase staff retention

Performance Objective 2: Conduct 15 minutes of Fame meetings with 100% of Teachers to look for trends in responses and take action based feedback.

High Priority

Evaluation Data Sources: Will use campus based tracker/microsoft forms to identify trends in responses and plan action items.






Strategy 1 Details	Reviews			
Strategy 1: Effective Teacher Communication Strategy's Expected Result/Impact: All staff are able to provide campus feedback and engage in campus improvement plans Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: Increase staff retention

Performance Objective 3: Track teacher praise to ensure that 100% of teachers receive public praise at least Bi-Weekly.

High Priority

Evaluation Data Sources: We will use Teacher Weekly and Teams chat to deliver praise and use praise tracker located in Principal office to track praise each week.






Strategy 1 Details		Reviews			
Strategy 1: Celebrate staff and student achievement through consistent use of teacher weekly shout out section and teams chats. Strategy's Expected Result/Impact: Teachers know how much they are valued and highlight gains whether big or small. Staff Responsible for Monitoring: Assistant principal of instruction and School Counselor		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 2: IDEA Tres Lagos will meet Enrollment

Performance Objective 1: Complete super recruitment to ensure that we meet required number of Applications to meet enrollment

High Priority

Evaluation Data Sources: Use Application benchmark data provided by district.






Strategy 1 Details	Reviews			
Strategy 1: Schedule out Super Recruitment days and provide plan for individual talking points for each staff member. Strategy's Expected Result/Impact: Increase the number of applications and acceptances. Staff Responsible for Monitoring: Student Enrollment Coordinator and APO	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: IDEA Tres Lagos will meet Enrollment

Performance Objective 2: Ensure 100% of new families attend Welcome to IDEA sessions to get campus expectations

High Priority

Evaluation Data Sources: Track 100% of families to ensure they have attended welcome session.

Strategy 1 Details	Reviews			
Strategy 1: Provide Uniform and Supplies incentive for all families that attend Welcome to IDEA on First session Strategy's Expected Result/Impact: Provide all necessary information and increase amount of families that show up after being accepted. Staff Responsible for Monitoring: Student Enrollment Coordinator and APO Title I: 4.1, 4.2 - TEA Priorities: Connect high school to career and college Funding Sources: Director of College Counseling - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				






Goal 3: IDEA achieves an A rating

Performance Objective 1: Provide teacher Bi-Weekly Data Analysis meetings

High Priority

HB3 Goal

Evaluation Data Sources: Track SWAM with each staff member and update remediation plans based on meeting.






Strategy 1 Details	Reviews			
Strategy 1: Teachers prepare data analysis no less than 3 times per Month on Assessments, quizzes or exit tickets. Strategy's Expected Result/Impact: Teachers will be able to remediate the misconception based on data points brought up in SWAM meetings. Staff Responsible for Monitoring: Principal and Assistant Principals of Instruction. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: IDEA achieves an A rating

Performance Objective 2: Coach and Develop Teachers to Advanced ratings in GET 2-4.

High Priority

Evaluation Data Sources: Teachboost Ratings for teachers on Bi-Weekly basis and Bi Weekly check ins with teachers to discuss progress.

Strategy 1 Details	Reviews			
Strategy 1: Implement and Track long term GET ratings and development plan for all staff. Strategy's Expected Result/Impact: Higher ratings for staff due to targeted implementation of action steps that align with Advanced proficiency in GET 2-4. Staff Responsible for Monitoring: Principal and Assistant principals of instruction. Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Oct	Jan	Mar	June
	 25%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 3: IDEA achieves an A rating

Performance Objective 3: Provide content specific intervention to students that did not pass STAAR in Previous Years

High Priority

HB3 Goal

Evaluation Data Sources: Track progress of students on master HB4545 Tracker.

Strategy 1 Details		Reviews			
Strategy 1: Require all students to complete no less than 30 hours of remediation to prepare them for Current STAAR exam Strategy's Expected Result/Impact: Expect for all that have not passed the previous year to be set up to pass for this school year. Staff Responsible for Monitoring: Assistant Principals of instruction and Principal Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: Interventionist - Federal Grant		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue






Goal 3: IDEA achieves an A rating

Performance Objective 4: Provide Content Specific interventions for Special Education Students.

High Priority

HB3 Goal

Evaluation Data Sources: Will be utilizing IXL objective mastery Tracking






Strategy 1 Details	Reviews			
Strategy 1: Grouping student tutorials by objective mastery to provide remediation Strategy's Expected Result/Impact: Significant improvement in students objective mastery of targeted skills. Staff Responsible for Monitoring: SPED teacher assigned and Grade level content teacher Title I: 2.4, 2.5, 2.6	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Increase student daily attendance

Performance Objective 1: Follow ADA matrix with fidelity by documenting all absences for students in master tracker.

High Priority






Evaluation Data Sources: Use formating to identify where students are in escalation matrix and document parent and student contact.

Strategy 1 Details	Reviews			
Strategy 1: Provide Weekly and Monthly parent meetings for students that have chronic absences. Strategy's Expected Result/Impact: Bring Average Daily Attendance to above 97% Staff Responsible for Monitoring: Assistant Principal of Operations, SIS coordinator and Grade Level Administrators. Title I: 2.4, 2.6	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Increase student daily attendance

Performance Objective 2: Provide monthly incentives for grade levels with Highest ADA

Evaluation Data Sources: Daily Attendance tracker






Strategy 1 Details	Reviews			
Strategy 1: Incorporate praise and reward systems by grade level to ensure that students on track to meet goal are being recognized and rewarded monthly Strategy's Expected Result/Impact: Increase the number of students that meet our attendance goal. Staff Responsible for Monitoring: APO, grade level admins and homeroom teachers. Title I: 2.6	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Increase student persistence

Performance Objective 1: Clear and Consistent communication going out through Parent Weekly every Friday by 5pm.

High Priority

Evaluation Data Sources: Data Tracker from campus and Smore data on PW creation






Strategy 1 Details	Reviews			
Strategy 1: Communicate Monthly Activities to all parents and students to increase participation. Strategy's Expected Result/Impact: Increase students investment in campus events Staff Responsible for Monitoring: School Counselor Title I: 4.2	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Increase student persistence

Performance Objective 2: Grade teams will conduct Weekly Student Team meetings with focus on presenting students of the week and highlighting student accomplishments.

High Priority






Evaluation Data Sources: Student of the Week submissions.

Strategy 1 Details		Reviews			
Strategy 1: Provide opportunities to highlight good things on campus Strategy's Expected Result/Impact: Build culture of commodore and support for fellow students. Students see that their hard work is recognized. Staff Responsible for Monitoring: School Counselor Title I: 2.6		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 5: Increase student persistence

Performance Objective 3: We will conduct Monthly student socials for our students.






Evaluation Data Sources: Student participation tracker

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for students to meet other students that are not in their classes. Strategy's Expected Result/Impact: Build friendships so students want to come to school and stay with us from year to year. Staff Responsible for Monitoring: School counselor Title I: 2.6, 4.1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Increase student persistence

Performance Objective 4: Parents respond to feel safe at school survey at 4.6 out of 5.






HB3 Goal
Evaluation Data Sources: Panaroma survey results.

Strategy 1 Details	Reviews			
Strategy 1: Communicate each safety procedure and when we practice it is practiced with families weekly. Strategy's Expected Result/Impact: Parents know that the school is practicing school safety protocols. Staff Responsible for Monitoring: Principal and APO Title I: 4.1	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Increase student persistence

Performance Objective 5: All students 6-9th Enrolled in Physical Education

Evaluation Data Sources: Powerschool rosters tracker for Physical Education

Strategy 1 Details	Reviews			
Strategy 1: Provide students opportunities to participate in physical fitness assessment. Strategy's Expected Result/Impact: Students meet target heartrate per session. Staff Responsible for Monitoring: PE coaches	Formative			Summative
	Oct	Jan	Mar	June
	 20%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashly Alonzo	INTERVENTIONIST	Title 1	1
Giorgio Luna	COLLEGE COUNSELOR	Title 1	1
Juan Leon	INTERVENTIONIST	Title 1	1
Maricela Valle	INTERVENTIONIST	Title 1	1
Marisol Rodriguez	DIRECTOR OF COLLEGE COUNSELING	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Director of College Counseling		\$0.00
3	3	1	Interventionist		\$0.00
Sub-Total					\$0.00

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	0%	PTG	0%
DEPT	Data Source	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the <u>percentage</u> of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	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 <u>percentage</u> of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	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 <u>number</u> of withdrawals or offenses. All other data points should reflect <u>percentages</u> . List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	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	

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

[illegible]

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

- 1A. % of graduates who matriculate to a College or University: 100%
- 1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%
- 1C. % of Seniors accepted to a College or University: 100%
- 1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%
- 1E. Earned State Rating: A
- 1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%
- 1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%
- 1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score: 21
- 1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR
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 CP

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI	
% CSI (EOY Ren.)	64%	
% of CSI Passing STAAR		
% of SPED Passing STAAR		

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th		English I EOC	English II EOC
% Approaches	82	85	83		62	85%
% Meets	60	68	65		48	79%
% Masters	36	48	41		11	18%
% Student Achievement Average	59	66	66		40	61%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	NA	NA	% Score 1-3	NA	26%	88%
% Score 2	NA		% Score 4-5			
% Score 3+			% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met

Reflections

Areas of Strength	Areas of Need
1 STAAR preparation and celebration went smoothly and there was plenty of support within the content team.	1 Lesson Plan Customization to align to updated STAAR content and field questions. Implementing more virtual lessons considering the STAAR will be 100% online (manager provide relevant LP
2 Genre Study BOY helped students review necessary background information in order to understand the content.	2 Supporting Campus-Wide Literacy: Conduct a professional development for all teachers to be aware of student's Renstar results and best practices to support students in the classroom.

<p>3 Teachers did an excellent job at backwards planning and unpacking unit assessments.</p>	<p>3 Conducting more SWAM and data analysis meetings to strengthen the understanding of our student's academic standing.</p>
<p>4 Grades 6-8 have implemented a strong culture of reading during downtime and to improve student's literacy.</p>	<p>4 Campus-wide celebration for students -- administration and teachers across contents becoming involved and more present in motivating student's literacy in the classroom.</p>

Reading 49/76 passed = 64.47% Math 12/13 passed = 92.30%

Tres Lagos CP

Comprehensive Needs Assessment - College Prep					
COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	STAAR Math 7th	STAAR Alg I		
% Approaches	84	67	70		
% Meets	46	40	39		
% Masters	30	20	27		
% Student Achievement Average	53	42	45		
Data Source: AP/IB					
AP Scores	Pass AP Calculus AB	Pass AP Calculus CD	Pass AP Prob. & Stats.	IB Scores	IB Group 5
% Score 1	NA	NA	Na	% Score 1-3	NA
% Score 2				% Score 4-5	
% Score 3+				% Score 6-7	

Reflections	
Areas of Strength	Areas of Need
Curriculum manager provided all necessary lessons and resources.	Remediation for students struggling; i.e. tutoring, catalyst, etc. introduced at an earlier part of the year.
Opportunities given to internalize materials.	Support in having students attend remediation classes.
Communication with math team lead is good. I feeling supported and listed to.	Work more on vertical alignment.
Meetings were quick and to the point.	Find ways to align our instruction to our final
Quality resources provided by department and	Start identifying AP calculus and AP stats
Content leader easily accessible	Professional development opportunities for math
All Math workbooks were in at the beginning of the y	Better communication across grade levels to understand what areas and skills are essential for future grades
	Additional after school tutors or homework club to provide support for students who have fallen behind due to past 2 years
	data and identify critical and potential gaps in each grade

Tres Lagos CP

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	87	77	

Data Source: STAAR

	STAAR 8th Science	STAAR Biology	
% Approaches	NA	85	
% Meets		56	
% Masters		13	
% Student Achievement Average		51	

Data Source: AP/IB

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1	NA	NA	NA	52	% Score 1-3	NA
% Score 2				28	% Score 4-5	
% Score 3+				20	% Score 6-7	

Reflections

Areas of Strength	Areas of Need
Note taking	guided notes
Curiosity and problem solving	student led
Visual, verbal, aural learning	physical/active learning
Detailed Lesson Planning	all LPs should be aligned with AP
Engaging lessons that hook student interest	funding for new lab materials/more labs
OER and FRQs on a daily basis	students need to read more scientific literature
teachers did celebrate students on bulletin boards	campus wide celebrations
students were familiar with their goals	student led wall trackers
models, worksheets, formula sheets, interactive ppts.	kinematic learning and chemistry resources (fun)



Tres Lagos CP

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment					
% Passing	100	100					

Data Source: STAAR

	STAAR 8th US History	EOC US History					
% Approaches	60	NA					
% Meets	27						
% Masters	14						
% Student Achievement Average	34						

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Government	Pass AP Economics	IB Scores	IB Group 3
% Score 1	77	56				% Score 1-3	
% Score 2	6	26				% Score 4-5	
% Score 3+	16	22				% Score 6-7	

Reflections

Areas of Strength	Areas of Need
1. Engaging instruction by using various methods of delivery	1. Vertical alignment across the grade levels
2. Wide variety of resources available for the humanities content	2 Lesson plans strictly aligned with AP / STAAR for maximum impact
3 PD support for AP Teachers was phenomenal	3 STAAR aligned PDs for humanities teachers (Middle School)
4. Utilizing technology as a method of delivery that will help students transition into future online testing settings	4. Classroom roll up wall map set including TX, USA, world & continent.
5	5. Access to a computer for next year to ensure laptop availability to Hybrid Humanities which caters to day to day online course work
6	6. Emphasis on writing everyday for each of the Humanities courses.

7	7. Resources like the DBQ project to expose our students to various levels of primary sources and questions based on their lexile level /course.
8	8. Focus on Unpacking the unit and identifying majors TEKS / Objectives within the unit to focus on.
	9. Intro to AP during culture days for AP Geography in order to prepare 9th grade students and NTI students for their first AP exam.

60	27	14	34
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Tres Lagos CP

Comprehensive Needs Assessment

COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	6th- 6% 7th- 9% 8th- 6% 9th- 2% 10th- 0%	6th- 0% 7th- 7% 8th- 24% 9th- 32% 10th- 23%	6th- 6% 7th- 9% 8th- 14% 9th- 11% 10th- 9%	6th- 6% 7th- 7% 8th- 8% 9th- 4% 10th- 0%	
% Intermediate	6th- 21% 7th- 7% 8th- 16% 9th- 34% 10th- 20%	6th- 52% 7th- 43% 8th- 47% 9th- 32% 10th- 14%	6th- 9% 7th- 14% 8th- 20% 9th- 34% 10th- 26%	6th- 48% 7th- 21% 8th- 27% 9th- 55% 10th- 26%	
% Advanced	6th- 21% 7th- 20% 8th- 27% 9th- 38% 10th- 49%	6th- 48% 7th- 50% 8th- 27% 9th- 32% 10th- 54%	6th- 45% 7th- 27% 8th- 41% 9th- 19% 10th- 14%	6th- 27% 7th- 34% 8th- 31% 9th- 26% 10th- 23%	
% Advanced High	6th- 52% 7th- 64% 8th- 51% 9th- 26% 10th- 31%	6th- 48% 7th- 0% 8th- 2% 9th- 4% 10th- 9%	6th- 39% 7th- 50% 8th- 25% 9th- 36% 10th- 51%	6th- 18% 7th- 38% 8th- 33% 9th- 15% 10th- 51%	

Reflection

Areas of Strength	Areas of Need
teachers supporting in native language	Long term plans for EL support and tracking of effectiveness of those plans
Peer tutors and support	Additional tech and strategies to use with struggling students
Visual and word walls in all classrooms	Programs so student can practice

Tres Lagos CP

Comprehensive Needs Assessment

COLLEGE PREP

100% College Matriculation

Matriculation %	Matricuation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
Tier 1 % Matriculation	Tier 2 % Matriculation	Tier 3 % Matriculation	Tier 4 % Matriculation	Senior Class CCMR %	Senior Class TSI Completion %
NA	NA	NA	NA	NA	NA

Campus Data

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

Reflections

Areas of Strength	Areas of Need
1NA	1NA
2	2
3	3

Tres Lagos CP

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	66%
% Instructional Support Retention	100%
% Teacher Retention	85%
% Campus Support Retention	100%
% SPED Certified Teachers	15%
% State/National Certified Teachers	10%
% State Certified Leaders	10%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	

Reflections	
Areas of Strength	Areas of Need
supporting of staff with consistent coaching	Keeping science teachers in the classroom
bringing the joy by having teacher committees run many activities	providing even more support for staff struggling with work life balance
surveys of staff to help lead team adjust to their needs	keeping staff in same teaching position, since we are still growing many teachers moving to different roles

Campus Name

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	90.38
% Overall Persistence	88
% New Student Persistence	88
# of Admin Withdrawals/ Level 3 Offenses	3
% SPED	4%
% ELL	52
% Eco Dis	89
% Migrant	NA
% Race: American-Indian- Alaska-Native	Na
% Asian	1
% White-Hispanic	96
% Multi	0
% Black-African-American	1
% Native-Hawaiian-Pacific- Islander	0
% White	3
% Male	
% Female	

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
Collaboaration between student council and leadership on	Need more programs to challenge top students
support of all students	More oportunities for student leadership
adjusting to bring more activities for students	more activities for students that excel in arts

Tres Lagos CP

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	94%
% Families Attended Curriculum Night	None completed
% Families Who Attended EOY Ceremonies	50%
% Families who attended Fall Festival	None completed
% Families who attended Winter Festival	None completed
% Families who attended Spring Festival	None completed

Reflections	
Areas of Strength	Areas of Need
Teachers communicate to families	1 More of an advance notice to parents
Beatiful decorations, great notifications to families	Better tracking system
3 WTI great team participation	Communication to parents, call parents to remind and get a better count of those that will show up.

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	0%	PTG	0%
DEPT	Data Source	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the <u>percentage</u> of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	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 <u>percentage</u> of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	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 <u>number</u> of withdrawals or offenses. All other data points should reflect <u>percentages</u> . List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	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	

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

[illegible]

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

- 1A. % of graduates who matriculate to a College or University: 100%
- 1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%
- 1C. % of Seniors accepted to a College or University: 100%
- 1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%
- 1E. Earned State Rating: A
- 1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%
- 1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%
- 1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score: 21
- 1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR
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 CP

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI	
% CSI (EOY Ren.)	64%	
% of CSI Passing STAAR		
% of SPED Passing STAAR		

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th		English I EOC	English II EOC
% Approaches	82	85	83		62	85%
% Meets	60	68	65		48	79%
% Masters	36	48	41		11	18%
% Student Achievement Average	59	66	66		40	61%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	NA	NA	% Score 1-3	NA	26%	88%
% Score 2	NA		% Score 4-5			
% Score 3+			% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met

Reflections

Areas of Strength	Areas of Need
1 STAAR preparation and celebration went smoothly and there was plenty of support within the content team.	1 Lesson Plan Customization to align to updated STAAR content and field questions. Implementing more virtual lessons considering the STAAR will be 100% online (manager provide relevant LP
2 Genre Study BOY helped students review necessary background information in order to understand the content.	2 Supporting Campus-Wide Literacy: Conduct a professional development for all teachers to be aware of student's Renstar results and best practices to support students in the classroom.

<p>3 Teachers did an excellent job at backwards planning and unpacking unit assessments.</p>	<p>3 Conducting more SWAM and data analysis meetings to strengthen the understanding of our student's academic standing.</p>
<p>4 Grades 6-8 have implemented a strong culture of reading during downtime and to improve student's literacy.</p>	<p>4 Campus-wide celebration for students -- administration and teachers across contents becoming involved and more present in motivating student's literacy in the classroom.</p>

Reading 49/76 passed = 64.47% Math 12/13 passed = 92.30%

Tres Lagos CP

Comprehensive Needs Assessment - College Prep					
COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	STAAR Math 7th	STAAR Alg I		
% Approaches	84	67	70		
% Meets	46	40	39		
% Masters	30	20	27		
% Student Achievement Average	53	42	45		
Data Source: AP/IB					
AP Scores	Pass AP Calculus AB	Pass AP Calculus CD	Pass AP Prob. & Stats.	IB Scores	IB Group 5
% Score 1	NA	NA	Na	% Score 1-3	NA
% Score 2				% Score 4-5	
% Score 3+				% Score 6-7	

Reflections	
Areas of Strength	Areas of Need
Curriculum manager provided all necessary lessons and resources.	Remediation for students struggling; i.e. tutoring, catalyst, etc. introduced at an earlier part of the year.
Opportunities given to internalize materials.	Support in having students attend remediation classes.
Communication with math team lead is good. I feeling supported and listed to.	Work more on vertical alignment.
Meetings were quick and to the point.	Find ways to align our instruction to our final
Quality resources provided by department and	Start identifying AP calculus and AP stats
Content leader easily accessible	Professional development opportunities for math
All Math workbooks were in at the beginning of the y	Better communication across grade levels to understand what areas and skills are essential for future grades
	Additional after school tutors or homework club to provide support for students who have fallen behind due to past 2 years
	data and identify critical and potential gaps in each grade

Tres Lagos CP

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	87	77	

Data Source: STAAR

	STAAR 8th Science	STAAR Biology	
% Approaches	NA	85	
% Meets		56	
% Masters		13	
% Student Achievement Average		51	

Data Source: AP/IB

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1	NA	NA	NA	52	% Score 1-3	NA
% Score 2				28	% Score 4-5	
% Score 3+				20	% Score 6-7	

Reflections

Areas of Strength	Areas of Need
Note taking	guided notes
Curiosity and problem solving	student led
Visual, verbal, aural learning	physical/active learning
Detailed Lesson Planning	all LPs should be aligned with AP
Engaging lessons that hook student interest	funding for new lab materials/more labs
OER and FRQs on a daily basis	students need to read more scientific literature
teachers did celebrate students on bulletin boards	campus wide celebrations
students were familiar with their goals	student led wall trackers
models, worksheets, formula sheets, interactive ppts.	kinematic learning and chemistry resources (fun)



Tres Lagos CP

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment					
% Passing	100	100					

Data Source: STAAR

	STAAR 8th US History	EOC US History					
% Approaches	60	NA					
% Meets	27						
% Masters	14						
% Student Achievement Average	34						

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Government	Pass AP Economics	IB Scores	IB Group 3
% Score 1	77	56				% Score 1-3	
% Score 2	6	26				% Score 4-5	
% Score 3+	16	22				% Score 6-7	

Reflections

Areas of Strength	Areas of Need
1. Engaging instruction by using various methods of delivery	1. Vertical alignment across the grade levels
2. Wide variety of resources available for the humanities content	2 Lesson plans strictly aligned with AP / STAAR for maximum impact
3 PD support for AP Teachers was phenomenal	3 STAAR aligned PDs for humanities teachers (Middle School)
4. Utilizing technology as a method of delivery that will help students transition into future online testing settings	4. Classroom roll up wall map set including TX, USA, world & continent.
5	5. Access to a computer for next year to ensure laptop availability to Hybrid Humanities which caters to day to day online course work
6	6. Emphasis on writing everyday for each of the Humanities courses.

7	7. Resources like the DBQ project to expose our students to various levels of primary sources and questions based on their lexile level /course.
8	8. Focus on Unpacking the unit and identifying majors TEKS / Objectives within the unit to focus on.
	9. Intro to AP during culture days for AP Geography in order to prepare 9th grade students and NTI students for their first AP exam.

60	27	14	34
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Tres Lagos CP

Comprehensive Needs Assessment

COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	6th- 6% 7th- 9% 8th- 6% 9th- 2% 10th- 0%	6th- 0% 7th- 7% 8th- 24% 9th- 32% 10th- 23%	6th- 6% 7th- 9% 8th- 14% 9th- 11% 10th- 9%	6th- 6% 7th- 7% 8th- 8% 9th- 4% 10th- 0%	
% Intermediate	6th- 21% 7th- 7% 8th- 16% 9th- 34% 10th- 20%	6th- 52% 7th- 43% 8th- 47% 9th- 32% 10th- 14%	6th- 9% 7th- 14% 8th- 20% 9th- 34% 10th- 26%	6th- 48% 7th- 21% 8th- 27% 9th- 55% 10th- 26%	
% Advanced	6th- 21% 7th- 20% 8th- 27% 9th- 38% 10th- 49%	6th- 48% 7th- 50% 8th- 27% 9th- 32% 10th- 54%	6th- 45% 7th- 27% 8th- 41% 9th- 19% 10th- 14%	6th- 27% 7th- 34% 8th- 31% 9th- 26% 10th- 23%	
% Advanced High	6th- 52% 7th- 64% 8th- 51% 9th- 26% 10th- 31%	6th- 48% 7th- 0% 8th- 2% 9th- 4% 10th- 9%	6th- 39% 7th- 50% 8th- 25% 9th- 36% 10th- 51%	6th- 18% 7th- 38% 8th- 33% 9th- 15% 10th- 51%	

Reflection

Areas of Strength	Areas of Need
teachers supporting in native language	Long term plans for EL support and tracking of effectiveness of those plans
Peer tutors and support	Additional tech and strategies to use with struggling students
Visual and word walls in all classrooms	Programs so student can practice

Tres Lagos CP

Comprehensive Needs Assessment

COLLEGE PREP

100% College Matriculation

Matriculation %	Matricuation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
Tier 1 % Matriculation	Tier 2 % Matriculation	Tier 3 % Matriculation	Tier 4 % Matriculation	Senior Class CCMR %	Senior Class TSI Completion %
NA	NA	NA	NA	NA	NA

Campus Data

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

Reflections

Areas of Strength	Areas of Need
1NA	1NA
2	2
3	3

Tres Lagos CP

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	66%
% Instructional Support Retention	100%
% Teacher Retention	85%
% Campus Support Retention	100%
% SPED Certified Teachers	15%
% State/National Certified Teachers	10%
% State Certified Leaders	10%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	

Reflections	
Areas of Strength	Areas of Need
supporting of staff with consistent coaching	Keeping science teachers in the classroom
bringing the joy by having teacher committees run many activities	providing even more support for staff struggling with work life balance
surveys of staff to help lead team adjust to their needs	keeping staff in same teaching position, since we are still growing many teachers moving to different roles

Campus Name

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	90.38
% Overall Persistence	88
% New Student Persistence	88
# of Admin Withdrawals/ Level 3 Offenses	3
% SPED	4%
% ELL	52
% Eco Dis	89
% Migrant	NA
% Race: American-Indian- Alaska-Native	Na
% Asian	1
% White-Hispanic	96
% Multi	0
% Black-African-American	1
% Native-Hawaiian-Pacific- Islander	0
% White	3
% Male	
% Female	

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
Collaboaration between student council and leadership on	Need more programs to challenge top students
support of all students	More oportunities for student leadership
adjusting to bring more activities for students	more activities for students that excel in arts

Tres Lagos CP

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	94%
% Families Attended Curriculum Night	None completed
% Families Who Attended EOY Ceremonies	50%
% Families who attended Fall Festival	None completed
% Families who attended Winter Festival	None completed
% Families who attended Spring Festival	None completed

Reflections	
Areas of Strength	Areas of Need
Teachers communicate to families	1 More of an advance notice to parents
Beatiful decorations, great notifications to families	Better tracking system
3 WTI great team participation	Communication to parents, call parents to remind and get a better count of those that will show up.