

IDEA Public Schools
Lake Houston Academy
2023-2024 Campus Improvement Plan



Public Presentation Date: August 24, 2023

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Lake Houston Academy was founded in 2021-22 and is a public charter school located in Houston, TX. The population of students that we served for the 2022-23 school year is below:

- Enrollment: 473
- 91% Economically Disadvantaged
- 65% ELL
- 28% African-American
- 70% Hispanic
- 2% White
- 6% Special Education
- 37% Male
- 53% Female

Demographics Strengths

- IDEA offers a competitive salary for teachers with experience.
- IDEA is achieving its mission of college for all in serving a majority of economically disadvantaged students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase student persistence specifically for new to IDEA students because it has declined over the past year. **Root Cause:** Lack of consistent and clear communication around school culture and expectations to parents and students during the onboarding process (Welcome to IDEA).

Problem Statement 2 (Prioritized): There is a need to expand the mile radius for transportation to get scholars to and from campus daily. **Root Cause:** Currently, there is an eight-mile radius and our stops are at a public business location. We are also located on a feeder road which makes it unsafe for scholars to arrive on foot or by bicycle.

Student Learning

Student Learning Summary

We are pending the final results for the 2023 STAAR exam; preliminary results are below:

Key:

LDNP = Likely Did Not Pass

ZOU: Zone of Uncertainty

LP: Likely Passed

See PDF in Addendum for more information.

Student Learning Strengths

- Increase in all subjects all subjects compared to STAAR mock exam data versus semester exam data
- 100% of scholars tested for both subjects (ELA and Math)
- SpEd and EB scholars tracking growth in both subjects

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percent of SpEd scholars was 0% for the mock STAAR exam. **Root Cause:** Instruction was lacking adequate time for independent practice with accommodations the majority of the time. We did not prioritize training our teachers on what that looks like, sounds like, and feels like.

Problem Statement 2 (Prioritized): To get an A on the STAAR exam, our scholars must meet our goal of 60% Meets on the STAAR exam. **Root Cause:** Although our scores are pending, we must ensure that our Domain 1 and Domain 3 scores are high to meet our goal of an A. Data had been tracked throughout the spring semester to ensure targeted support was being provided to scholars.

School Processes & Programs

School Processes & Programs Summary

IA Lake Houston develops instructional leaders through real-time coaching (RTC) during instructional walks, tactical and check-in meetings, huddles, and during coaching academies. Leaders are clear with what is expected of them because they receive feedback that is aligned with the School Leader Levers (SLLs).

Professional development is provided when patterns of behavior are trended due to a lack of knowledge or skill in specific areas that are aligned with the most pressing need at the time.

To support powerful teaching and learning our teachers and leaders are recognized for their leadership moves and best practices.

We ensure scholars have multiple opportunities to engage in extracurricular opportunities such as robotics, cheer/dance.

School Processes & Programs Strengths

- IDEA retains 90% of students year over year.
- IDEA parents rate IDEA as 4.3/5 on the statement "My school is preparing my child for college."

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our family engagement survey has not been cohesive or comprehensive across schools. **Root Cause:** Our district has not worked cross-functionally to define the family experience from recruitment to graduation, which has produced a disjointed approach to family engagement work, and a lack of prioritized time for training with principals.

Problem Statement 2 (Prioritized): Our staff retention is an area of improvement for the region and campus. **Root Cause:** Staff onboarding has been inconsistent and clear expectations have not been set for all staff members.

Perceptions

Perceptions Summary

Staff Retention as of 5/26/23:

- 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

Perceptions Strengths

Results are still pending from IDEA's pulse check given to staff although our employees find great purpose in their work serving students and communities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 16/54 leavers cited a lack of communication from the school. **Root Cause:** Lack of communication from teachers and leaders regarding student progress, discipline, and engagement activities.

Problem Statement 2 (Prioritized): Low engagement for family surveys that were sent to families for feedback. **Root Cause:** Lack of knowledge of the platform used by the national team to administer the survey in the absence of a School Counselor.

Priority Problem Statements

Problem Statement 1: There is a need to increase student persistence specifically for new to IDEA students because it has declined over the past year.

Root Cause 1: Lack of consistent and clear communication around school culture and expectations to parents and students during the onboarding process (Welcome to IDEA).

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our family engagement survey has not been cohesive or comprehensive across schools.

Root Cause 2: Our district has not worked cross-functionally to define the family experience from recruitment to graduation, which has produced a disjointed approach to family engagement work, and a lack of prioritized time for training with principals.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: 16/54 leavers cited a lack of communication from the school.

Root Cause 3: Lack of communication from teachers and leaders regarding student progress, discipline, and engagement activities.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: To get an A on the STAAR exam, our scholars must meet our goal of 60% Meets on the STAAR exam.

Root Cause 4: Although our scores are pending, we must ensure that our Domain 1 and Domain 3 scores are high to meet our goal of an A. Data had been tracked throughout the spring semester to ensure targeted support was being provided to scholars.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a need to expand the mile radius for transportation to get scholars to and from campus daily.

Root Cause 5: Currently, there is an eight-mile radius and our stops are at a public business location. We are also located on a feeder road which makes it unsafe for scholars to arrive on foot or by bicycle.

Problem Statement 5 Areas: Demographics

Problem Statement 6: The percent of SpEd scholars was 0% for the mock STAAR exam.

Root Cause 6: Instruction was lacking adequate time for independent practice with accommodations the majority of the time. We did not prioritize training our teachers on what that looks like, sounds like, and feels like.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Our staff retention is an area of improvement for the region and campus.

Root Cause 7: Staff onboarding has been inconsistent and clear expectations have not been set for all staff members.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Low engagement for family surveys that were sent to families for feedback.

Root Cause 8: Lack of knowledge of the platform used by the national team to administer the survey in the absence of a School Counselor.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: IDEA achieves an A Rating








Performance Objective 1: IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 39% to 41% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Exam

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Who: APIs and Principal What: Progress monitoring using exit ticket data, IA, and summative assessments When: Daily, weekly, quarterly</p> <p>Strategy's Expected Result/Impact: At least 46% of students achieve Meets Grade level on STAAR exam. Staff Responsible for Monitoring: Principal and API</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
	 40%	 50%	 35%	
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Goal 1: IDEA achieves an A Rating








Performance Objective 2: IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 21% to 23% in Spring 2024. (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Exam

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Who: APIs and Principal What: Progress monitoring using exit ticket data, IA, and summative assessments When: Daily, weekly, quarterly Strategy's Expected Result/Impact: At least 46% of students achieve Meets Grade level on STAAR exam. Staff Responsible for Monitoring: Principal and APIs</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 1: IDEA achieves an A Rating








Performance Objective 3: IA & CP: 42% of EB students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

HB3 Goal

Evaluation Data Sources: TELPAS

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Who: API, Principal, TELPAS PP, Testing Coordinator What: Progress monitoring of EB scholars, audit of accommodations When: Daily, weekly, quarterly How: 1. Effective lesson plans. 2. Exemplars with plan for struggle, feedback, and assessments. Strategy's Expected Result/Impact: 42% of EB scholars maintain or increase their proficiency level. Staff Responsible for Monitoring: API, Principal, Testing Coordinator</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 1: IDEA achieves an A Rating








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

High Priority

HB3 Goal

Evaluation Data Sources: PowerSchool logging and tracking.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Who: Teachers What: Create effective lesson plans. How: 1. Scaffold questions. 2. Priority seating and opportunities for writing, speaking, listening, and reading. 3. Accommodations are planned for and executed with fidelity and consistency. Strategy's Expected Result/Impact: 100% of identified scholars meet the required House Bill 4545 minutes. Staff Responsible for Monitoring: API, HB4545 PPs</p> <p>Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 1: IDEA achieves an A Rating








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

High Priority

HB3 Goal

Evaluation Data Sources: STAAR exam

Summative Evaluation: Some progress made toward meeting Objective




Strategy 1 Details	Reviews			
<p>Strategy 1: Who: Teachers What: Create effective lesson plans. How: 1. Scaffold questions. 2. Priority seating and writing, speaking, listening, and reading opportunities. 3. Accommodations are planned for and executed with fidelity and consistency. Strategy's Expected Result/Impact: 60% of SpEd scholars earn approaches on STAAR exam. Staff Responsible for Monitoring: Principal, API, SpEd PP</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 1: IDEA achieves an A Rating

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

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Who: Principal, API, teachers What: Progress monitor for all students (3rd-5th) How: Track each student's performance in domains 1-3 by using the Locus dashboard and respond to data appropriately When: Daily and weekly</p> <p>Strategy's Expected Result/Impact: 90% of students earn approaches, 60% earn meets, and 30% earn masters on the STAAR exam. Staff Responsible for Monitoring: Teachers, APIs, principal, GTLs.</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				








Strategy 2 Details	Reviews			
<p>Strategy 2: What: STAAR Night When: September and January</p> <p>Strategy's Expected Result/Impact: Parents will know their scholars' growth goal for each STAAR tested subject, number of questions, and what will be assessed.</p> <p>Staff Responsible for Monitoring: Principal, APIs, Teachers, SC</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Folders, trackers, markers, chart paper, instructional resources, copies (paper) - Title I, Part A (4120) - \$2,240.86</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Student Learning
<p>Problem Statement 1: The percent of SpEd scholars was 0% for the mock STAAR exam. Root Cause: Instruction was lacking adequate time for independent practice with accommodations the majority of the time. We did not prioritize training our teachers on what that looks like, sounds like, and feels like.</p> <p>Problem Statement 2: To get an A on the STAAR exam, our scholars must meet our goal of 60% Meets on the STAAR exam. Root Cause: Although our scores are pending, we must ensure that our Domain 1 and Domain 3 scores are high to meet our goal of an A. Data had been tracked throughout the spring semester to ensure targeted support was being provided to scholars.</p>

Goal 2: Increase student persistence








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

Strategy 1 Details	Reviews			
<p>Strategy 1: Who: APO, Principal, CCT members What: Receive proficiency or higher score on the campus safety scorecard. How: 1. Daily security checks. 2. Weekly security audits. 3. Monthly CCT meetings.</p> <p>Strategy's Expected Result/Impact: Campus receives a score of proficient or higher on the campus safety scorecard for the 2023- 24 school year Staff Responsible for Monitoring: APO, CCT members, principals</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Increase student persistence








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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Who: APO, Principal, API, teachers What: Attend and participate in family engagement events on and off campus. How: 1. Communicate family engagement calendar. 2. Communicate and evaluate Guidepost 5 (for teachers - Beyond the Lesson). Strategy's Expected Result/Impact: Attendance of 80-100% of staff at family engagement events. Staff Responsible for Monitoring: API, APO, Principal</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








Goal 2: Increase student persistence

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Who: SC What: School Counselor (SC) facilitates professional learning for staff and students. How: 1. Identify dates/deadlines outlined by the district for compliance. 2. Monitor and track student behavior (prevention and consequences of actions/inactions). Strategy's Expected Result/Impact: 100% of staff and students receive social-emotional (SEL) training and ongoing learning. Staff Responsible for Monitoring: School Cpunselor</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p>	Formative			Summative
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Goal 3: Increase student daily attendance








Performance Objective 1: IA: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200 minutes. (TEC 11.253(d)(10))

Strategy 1 Details	Reviews			
<p>Strategy 1: Who: Teachers, GTLs, API What: 2nd - 5th grade meet 1200 MVPA minutes within 36 weeks How: 1. Use of fitness monitors from FWOS during PE class. 2. Create plan for the use of fitness monitors during recess. 3. Weekly data tracking and report out. Strategy's Expected Result/Impact: 100% of students in 2nd - 5th grade meet their MVPA minutes goal Staff Responsible for Monitoring: PE teachers, GTLs, API, principal.</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 3: Increase student daily attendance

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








High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Who: APO, Principal, API, teachers What: Take daily homeroom and OATT attendance. How: 1. Follow minute by minute for the ADA process (including compliance). 2. Communicate with families regarding the importance of daily attendance. 3. Adhere to the ADA Escalation Matrix process.</p> <p>Strategy's Expected Result/Impact: Each grade level will achieve 97% ADA daily. Staff Responsible for Monitoring: APO, SIS/Registrar, and principal</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Increase staff retention

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








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

Strategy 1 Details	Reviews			
<p>Strategy 1: Who: Performance managers What: Complete goal-setting meeting, 2x2, and APRs by EOY. How: 1. Calendar time to have direct reports complete their tasks. 2. Performance manager conduct conversations with 100% of direct reports.</p> <p>Strategy's Expected Result/Impact: 100% of full-time staff members complete all tasks within IDEA's staff development cycle. Staff Responsible for Monitoring: Performance managers (principal, APIs, APO, TM, CM, FM).</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Increase staff retention

Performance Objective 2: IA & CP: IDEA Lake Houston Academy is 100% staffed for all teacher positions throughout the 2023-24 school year.

Required Strategy: recruit and hire high-quality candidates per role by using high quality resume criteria








Strategy 1 Details	Reviews			
<p>Strategy 1: Who: Performance managers What: Retain 85% of staff How: 1. Weekly or biweekly check-ins with direct reports. 2. Pulse checks with staff (Moments with May). 3. Create a Principal Advisory Board (made of instructional and operations teams). Strategy's Expected Result/Impact: 100% staffed for all teacher positions throughout the 2023-24 school year. Staff Responsible for Monitoring: Principal, APIs</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 5: Increase student enrollment

Performance Objective 1: IA Lake Houston will meet 100% Enrollment by the 11th day of school for the 2024-25 SY.

High Priority








Evaluation Data Sources: Power BI

Strategy 1 Details	Reviews			
<p>Strategy 1: Who: APO, Principal, Enrollment Coordinator What: Recruit scholars for a 2:1 application goal. How: 1. Daily recruitment targets per grade level. 2. Strategic recruitment plan. 3. Super Recruitment Saturdays. Strategy's Expected Result/Impact: 100% of grade levels are 2:1 application-ready for lottery. Staff Responsible for Monitoring: APO and Enrollment Coordinator</p> <p>Title I: 4.1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Increase student enrollment

Performance Objective 2: IA Lake Houston will continue to over-enroll grade levels by 8 seats for each grade level.

Evaluation Data Sources: Power BI

Strategy 1 Details	Reviews			
<p>Strategy 1: Who: APO, Principal, Enrollment Coordinator What: Recruit scholars for a 2:1 application goal. How: 1. Daily recruitment targets per grade level. 2. Strategic recruitment plan. 3. Super Recruitment Saturdays. Strategy's Expected Result/Impact: Each grade level will have at least 120 students. Staff Responsible for Monitoring: APO and Enrollment Coordinator</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Campus Funding Summary

Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	Folders, trackers, markers, chart paper, instructional resources, copies (paper)		\$2,240.86
Sub-Total					\$2,240.86
Budgeted Fund Source Amount					\$2,240.86
+/- Difference					\$0.00
Grand Total Budgeted					\$2,240.86
Grand Total Spent					\$2,240.86
+/- Difference					\$0.00