IDEA Public Schools

Tres Lagos Academy

2023-2024 Campus Improvement Plan

Public Presentation Date: August 29, 2023

Mission Statement

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

Vision

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

Core Values

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

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

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: May 11, 2023

Demographics

Demographics Summary

IDEA Tres Lagos was founded in 2017 and is located in North McAllen/Edinburg area in the Tres Lagos land development. When our doors opened in 2017, we served Pre-K to 1st grade students. Now heading into year 7 since inception, academy is serving scholars in grades kinder to 5th. Students enrolled range from 5 to 12 years of age and over 86% of our population is considered economically disadvantaged. We are a Title 1 school and offer all federal and state programs. We serve 7 different school districts including: McAllen, Edinburg, Mission, Sharyland, La Joya, PSJA, & Elsa. Our school focus' on the entire needs form academic to social emotional. Our academic principals support the academic growth and progress for all scholars, while our Social Worker and Counselor ensure Social Emotional Lessons are being viewed, implemented and that our students understand their role in the world and become contributing members of society. We offer physical education services in grades 1-5. Our 3 RISE classrooms which offer the best self-contained special education courses to our students with various cognitive and physical needs. Our entire TLA team works together to ensure we create lasting bonds with our scholars and their families while instilling them with our core values and strong foundational course work that will prepare them for years to come.

Tres Lagos Academy

Data Sources: Demographics

22-23   Kinder   1st   2nd   3rd   4th   5th   % Male   % Female

# of Students 119 113 127 119 117 125 373 418

Data Source: Ethnic Distribution

22-23	Hispanic	White	Asian	African American
% of Students	91.60%	5.31%	1.73%	NA

Data Source: SocioEconomic Status

22-23	Kinder	1st	2nd	3rd	4th	5th
86.54% Eco Dis.						

Data Source: EB Students

22-23	Kinder	1st	2nd	3rd	4th	5th
53.95% of Students						

Data Source: Other PS Coding

22-23	504	Dyslexia	Foster Care	Homeless	Immigrants	Migrant	Title I	Military
# of Students	2.35%	0.99%	0%	0%	0.62%	0.12%	100%	0%

Data Source: GPTW Survey

20-21 Overall Statements	21-22 Overall Statements	22-23 Overall Statements
83	77%	66%

Data Source: Staff Retention

	20-21	21-22	22-23
Instructional	95%	76%	89%

Data Source: Student Persistence

	20-21	21-22	22-23
Prek-5th	89.70%	82.50%	94.96%

Data Source: Staff Attendance

	20-21	21-22	22-23
# of days	439	855	927

Data Source: Student Attendance

	20-21	21-22	22-23
Instructional	97.60%	90.81%	94.55%

Data Source: Parent Survey

	20-21	21-22	22-23
Parent Survey (School)	4.5/5.0	4.5/5.0	4.6/5.0

Demographics Strengths

- RISE classrooms showcased to other campuses
- Checklist in progress for onboarding
- Daily social emotional lessons
- Events that support different ethnic backgrounds
- TELPAS practice throughout the year for EB support

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): During the onboarding process, students are not coded in PowerSchool accurately.   **Root Cause:** There is no processes or checklist in place when onboarding students year round with communication to all stakeholders.

Problem Statement 2 (Prioritized): Teachers are not properly trained to support at risk students.   **Root Cause:** Processes (RTI) are needed in place to support special pops students both for academics and behavior.

Student Learning

Student Learning Summary

Tres Lagos Academy earned an A rating for the 2021-2022 school year. However, according to current district mock accountability, we are trending to receive an F rating with scale score of a 55. While final accountability ratings will be released in September, it is evident we have to address a number of gaps around student learning. Below is a breakdown by Domain with our most current STAAR Mock data for all tested subjects in 3rd-5th grade.

        Domain 1 Student Achievement (40%): 57
        Domain 2a School Progress-Relative Performance 59
        Domain 2b School Progress-Academic Growth Scale Earned: 42
        Domain 2-Overall 59
        Domain 3 Closing the Gaps: 44
        Overall Score 55-F

Data shows that we are still failing to fully meet the needs of our students in special populations (EB, SPED, 504, RTI). We currently service 54% of EB students across all grade levels, a significant number when it comes to accountability. According to TELPAS Mock data, 40% of 2nd-5th grade students showed growth on their composite score from 21-22 to this school year. As for the 21-21, we did not meet our TELPAS target of 36%, as our overall percentage of students who met TELPAS growth was 32%. According to the latest STAAR data released, we are at 62% of students who "likely passed" in all tested areas.

Kinder-2nd grade RMT goal 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		91	A
Student Achievement		**79**	**C**
School Progress		**96**	**A**
Academic Growth	92	96	A
Relative Performance (Eco Dis:88%)	52	87	B
Closing the Gaps	**81**	**78**	**C**

STAAR Results by grade and subject as of 6.2	Likely Passed	Zone of Uncertainty	Likely Did Not Pass
All Subjects	62%	33%	4%
Reading	71%	25%	2%
Math	54%	41%	5%
Science	59%	36%	4%

Student Learning Strengths

5th Grade Reading & Math has historically shown strong student achievement data.

Path to an A Metrics:

- 100% of **Teachers** will have quality exemplars with CFS. (GET 3C-IV)
- 100% of **Leaders** will train and provide feedback on lesson plans. Every day each leader will do power walk to ensure that teachers have quality exemplars with feedback on TB for 3C & 3D. (SLL 3B)
- 100% of **teachers** will have backwards plan and reteach calendars updated and visible. (GET 3B-II/III)
- 100% of **teachers** will consistently track their data on daily exit ticket tracker by all students and sub pops: EB, SPED, HB. (3.20-Ongoing)
- 100% of **leaders** will attend after 1st rotation exit ticket huddle and have an EOD huddle. (SLL 1A/1B)
- 100% of **teachers** will have data conversations and SWAMS (1C) will include reporting out Domain 2 and Domain 3 (GET 5D-I-IV)
- 100% of **leaders** will train teachers on Domain 2 and Domain 3 and follow up on their weekly check ins. (SLL 1C/1D)
- 100% of **teachers** will rate proficient on academic monitoring. (GET 4C I/II)

100% of **leaders** will train on academic monitoring and provide on the spot feedback daily. (SLL 5E)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Reading curricula is not aligned with each other and do not cover all reading components.   **Root Cause:** Lack of leader and teacher knowledge on embedding foundational reading skills.

Problem Statement 2 (Prioritized): Students lack reading comprehension and explicit writing instruction in K-2.   **Root Cause:** Lack of leaders prioritizing writing within the master schedule.

School Processes & Programs

School Processes & Programs Summary

IDEA Tres Lagos academy provides rigorous core instruction from Kinder through 5th grade. Our students are challenged daily in their coursework and we hold high expectations for staff, students and parents. All stakeholders are aware that all we do in these grades prepares our scholars for their college prep years and beyond. We ensure this by hiring staff that understand that student's have many needs and teaching them skills is part of their daily work along with mastery of content but reaching their hearts and meaningful relationships come first. We can have the greatest curriculum in the world but students need to know that someone cares about them first and then we can motivate and inspire them to learn. We keep parents informed of our testing and event calendars each week through our monthly newsletters. Parents are abreast of the latest happenings and have directl lines of communications to the leadership team and all teachers on campus through the use of Remind. We also provide extra-curricular events such as our afterschool programs that offer a variety of academic, social and sports clubs.

We will focus this year on strong, consistent data analysis that is student centered and focuses on student needs and to provide their academics and social services that they need daily. We will also monitor our data and our student's progress visibly in each classroom and publicly. We provide supports or students that are EL, SPED, 504 or in Critical Student Intervention (CSI), Reaching Independence through Support & Education (RISE) and in social emotional counseling. We also have individualized learning in K-2 grade with a focus in building literacy in all contents. Students are provided software coursework in typing, literacy and math to increase their skills with dedicated staff members that are checking their progress weekly and sharing the reports with the grade level teams to keep motivating students to reach their goals.

Another campus priority is the coaching and developing of our staff to build their capacity in all areas. Our main area of need is ensuring all staff are receiving real time coaching with consistent feedback with a follow up to mastery. We will use our new Guideposts for excellent Teaching (GET) rubrics to guide and coach our teachers into becoming consistent in Guideposts 1-5: Content, Culture, Ownership, Using Data, & Beyond the Lesson. GET #1-4 are structed to be observed during a unit review, lesson review or class observation. GET #5 are cumulative in nature and structured to consider evidence and artifacts collected or observed over time. The goal is to let each staff member know that they can improve and that all student actions lead to student learning. Thus, teacher preparation is key in order to have students master the content they are learning. Staff will also understand & know that their actions to demonstrate what their students are learning must be evident as well as if they learned the intended objective of the day. Each day's work will be measured through exit ticket data where teachers are able to tell after each class period how well students learned what they taught and they can make on the spot decisions to modify their instruction to meet students' needs before it becomes a gap in learning.

We have a PD scope and sequence that provides on-going professional development for all staff on literacy, best practices, classroom management, & content mastery support. Our goal is to use our PD to strengthen our coaching cycle supports as leaders to have the best teachers in front of students delivering engaging yet challenging coursework. Each student will have access to a device in each classroom so the integration of technology and adapting services to meet our students' needs in online testing formats for all local, state and national assessments.

School Processes & Programs Strengths

Our strengths are an experienced leadership team that is ready to coach and develop our new and veteran teachers to meet their individual growth needs in pedagogy and classroom management.

We have maintained the same teachers in our upper grades and their experience in the classroom benefits our students due to the consistency and mastery of content.

Students in K-2 grade do complete their programs reading at grade level or beyond.

3-5 grade students score above the district average and state average in Reading & Math.

We provide (as needed) mental health supports as well as weekly social emotional lessons.

We have consistent family engagement events each month.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We did not have all teachers at the level of mastery in their pedagogy/content.   **Root Cause:** Teachers did not receive consistent coaching from their manager with timely feedback.

Problem Statement 2: Staff felt that PD was not tailored to meet their needs in order to grow.   **Root Cause:** PD time was dedicated to testing or upcoming events. We did not place a major focus on developing the team and providing instructional specific needs until after mock exams.

Problem Statement 3: Staff not understanding the process for RtI & SPED referrals and how to monitor for academic/behavior need.   **Root Cause:** There was not consistent training/maintaining of our staff's needs in this area and the lack of consistency and follow up impacted students.

Perceptions

Perceptions Summary

The campus consistently scores between 4.3 and 4.6 on scale of 0 to 5. This indicates a high level of satisfaction among parents regarding their engagement with the campus. The regular communication with parents on a daily and weekly basis to address their concerns further showcases a commitment to effective parent school communication.

Student survey yield a slightly lower score of 4.0 out of 5, indicating a positive but slightly less favorable perception indicating a positive but slightly less favorable perception compared to parents. Student attendance stands at 94.55%, which falls short of the goal of 97%. Improving attendance rates could be an area of focus to enhance student engagement and academic outcomes.

The GPTW survey, measuring teachers' perception of the school climate and culture, resulted in a score of 66%. This score indicates room for improvement in creating a positive and supportive work environment for teachers.

Teacher retention stands at 89%, which suggests that although the campus experiences some turnover, a significant portion of the teaching staff remains in place. However, the provided context explains that the transition back to full-time in-person teaching after a year of hybrid and virtual learning (during the 2020-2021 academic year) posed challenges. These challenges likely contributed to the high absence rates among teachers. The increased absences, totaling 927 in 2023, impacted both student learning and the workload of the remaining staff.

Community events have had excellent turnout, indicating successful engagement with parents and the broader community. However, the campus acknowledges that academic event turnouts have not been as strong. Measuring attendance by parents signing in and checking in for each event helps monitor participation levels.

In summary, the campus demonstrates strengths in parent satisfaction, student persistence (as of 5.10.23), and community engagement. However, areas for improvement include student attendance, teacher retention, and addressing the impact of high teacher absences on student learning. It is essential to continue efforts to improve the work environment, strengthen academic event turnouts, and address the challenges faced during the transition to full-time, in-person teaching.

2022-2023 Corresponding Data:

- Parent Survey 4.6/5
- Student Survey: 4.0/5
- Student Persistence: 94.96%
- Student Attendance: 94.55%
- GPTW Survey: 66%
- Teacher Retention: 89% (as of 5.10.23)
- Instructional Staff Attendance   2023:927 absences   2022: 855 absences   2021:439 absences

Perceptions Strengths

Strengths as a campus include the following statements from the Great Places to Work Survey, which employees affirmed:

- IDEA operates physically safe campus and offices 93%
- I have at least one close friendship with another team member at IDEA 93%
- My work is meaningful 91%
- IDEA treats employees fairly no matter how they identify. 91%

- I am proud of what we accomplish here at IDEA. 78%
- I would recommend my manager to other IDEA employees 77%

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Tres Lagos staffs' attendance and persistence have decreased due to feelings of stress and being overwhelmed by deliverables and workload. **Root Cause:** The lack of leader professional development opportunities and the resulting stress among our teachers is negatively impacting their well-being, effectiveness, attendance, and persistence.

Problem Statement 2 (Prioritized): Tres Lagos Academy is facing poor student retention and attendance, which is primarily attributed to the lack of student engagement and enjoyment in school.   **Root Cause:** Students have expressed dissatisfaction, stating that they do not find school enjoyable. Furthermore, there is a lack of incentives or celebrations within the school environment. Additionally, the problem is compounded by a high rate of teacher resignations, resulting in a lack of consistent teachers.

Priority Problem Statements

Problem Statement 1: Reading curricula is not aligned with each other and do not cover all reading components.

Root Cause 1: Lack of leader and teacher knowledge on embedding foundational reading skills.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students lack reading comprehension and explicit writing instruction in K-2.

Root Cause 2: Lack of leaders prioritizing writing within the master schedule.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Tres Lagos staffs' attendance and persistence have decreased due to feelings of stress and being overwhelmed by deliverables and workload.

Root Cause 3: The lack of leader professional development opportunities and the resulting stress among our teachers is negatively impacting their well-being, effectiveness, attendance, and persistence.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Tres Lagos Academy is facing poor student retention and attendance, which is primarily attributed to the lack of student engagement and enjoyment in school.

Root Cause 4: Students have expressed dissatisfaction, stating that they do not find school enjoyable. Furthermore, there is a lack of incentives or celebrations within the school environment. Additionally, the problem is compounded by a high rate of teacher resignations, resulting in a lack of consistent teachers.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: During the onboarding process, students are not coded in PowerSchool accurately.

Root Cause 5: There is no processes or checklist in place when onboarding students year round with communication to all stakeholders.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Teachers are not properly trained to support at risk students.

Root Cause 6: Processes (RTI) are needed in place to support special pops students both for academics and behavior.

Problem Statement 6 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- 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
- Other additional data

Goals

Goal 1: All IDEA students matriculate to college

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

Strategy 1 Details	Reviews			
Strategy 1: Incorporate a love of reading in all K-5 students through modeling, read alouds and book clubs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students that read 30 minutes a day and have high interest in reading score higher academically than students that do not read daily.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All Stakeholders **TEA Priorities:** Build a foundation of reading and math	50%	50%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: All IDEA students matriculate to college

Performance Objective 2: Students are follow IDEA #22 Rule to read 30 minutes a day daily for students in 3-5 grade.

    High Priority

    Evaluation Data Sources: AR Data Report for Word Masters and Royal Readers for students in 3-5 grade

Strategy 1 Details	Reviews			
Strategy 1: Independent reading time- Students are reading during homeroom during breakfast time from arrival to breakfast and 30 minutes at evening	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	50%	50%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: IDEA achieves an A Rating

Performance Objective 1: Tres Lagos Academy third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 53% to 55% in Spring 2024 (HB3)

 Evaluation Data Sources: 2023-2024 RLA 3rd STAAR Assessment
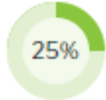
Strategy 1 Details			Reviews			
Strategy 1: Build a solid K-2 foundation in RMT by reaching our K-2 Reading goal of 90%.			**Formative**			**Summative**
Strategy's Expected Result/Impact: 90% of students in K-2 will meet EOY goals in RMT. **Staff Responsible for Monitoring:** Benigna Carcano/Diana Ayala			**Oct**	**Jan**	**Mar**	**June**
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction			40%	55%		

Strategy 2 Details			Reviews			
Strategy 2: Invest into a K-2 writing curriculum and train teachers around incorporating explicit writing instruction daily.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Build a writing foundation in K-2 for all students **Staff Responsible for Monitoring:** Benigna Carcano/Diana Ayala			**Oct**	**Jan**	**Mar**	**June**
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction			20%	50%		

Strategy 3 Details			Reviews			
Strategy 3: Identify priority groups in K-2 and ensure respective teachers are coached consistently to mastery.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure priority students are making adequate academic progress **Staff Responsible for Monitoring:** Benigna Carcano/Diana Ayala			**Oct**	**Jan**	**Mar**	**June**
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction			15%	50%		

Strategy 4 Details	Reviews			
Strategy 4: Track and monitor 3rd grade "bubble" student data and engage in strong action plans to remediate and reteach.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase percentage of students who reach Meets on STAAR Reading.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Benigna Carcano/Lizet Cortez **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	35%	55%		

Strategy 5 Details	Reviews			
Strategy 5: Coach and develop teachers around high quality instruction and data driven decisions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Build knowledge and capacity with all staff and increase student achievement data.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Benigna Carcano & Instructional Lead Team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	20%	50%		

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

Goal 2: IDEA achieves an A Rating

Performance Objective 2: Tres Lagos Academy third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 42% to 44% in Spring 2024. (HB3)

    Evaluation Data Sources: 3rd grade 2023-2024 Math STAAR Assessment

Strategy 1 Details	Reviews			
Strategy 1: Track and monitor 3rd grade "bubble" student data and engage in strong action plans to remediate and reteach.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase percentage of students who reach Meets on STAAR Math **Staff Responsible for Monitoring:** Principal & APIs **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	Oct	Jan	Mar	June
	20%	45%		

Strategy 2 Details	Reviews			
Strategy 2: Coach and develop teachers around high-quality instruction and data driven decisions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Build knowledge and capacity with all staff and increase student achievement data. **Staff Responsible for Monitoring:** Benigna Carcano and Graciela Suarez **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	Oct	Jan	Mar	June
	25%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Build a solid K-2 foundation in Math by reaching our K-2 Math goal of 90/60/30	**Formative**			**Summative**
Strategy's Expected Result/Impact: K-2 students will meet 90/60/30 on Math Final Exam **Staff Responsible for Monitoring:** Benigna Carcano, Diana Ayala, and Graciela Suare **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	Oct	Jan	Mar	June
	20%	30%		

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

Goal 2: IDEA achieves an A Rating

Performance Objective 3: 36% of Tres Lagos Academy students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

    Evaluation Data Sources: 2023-2024 TELPAS Assessment

Strategy 1 Details	Reviews			
Strategy 1: Train and build knowledge for staff and leaders around EB strategies and TELPAS assessment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Build staff knowledge and increase EB student academic performance	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Instructional Lead Team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	10%	40%		

Strategy 2 Details	Reviews			
Strategy 2: Analyze 22-23 TELPAS and 23-24 TELPAS Mock results and create an action plan around meeting accountability targets.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Identify TELPAS data glows, grows, & priority students	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Benigna Carcano/Instructional Lead Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	N/A	35%	N/A	

Strategy 3 Details	Reviews			
Strategy 3: Assign a TELPAS goal to all Science/Social Studies teachers and track progress quarterly.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase TELPAS data	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Benigna Carcano/Instructional Lead Team **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	N/A	35%		
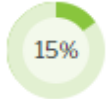
Goal 2: IDEA achieves an A Rating

Performance Objective 4: 100% of identified Tres Lagos Academy scholars meet required minutes per House Bill 4545 (HB4545)

    High Priority

    Evaluation Data Sources: House Bill 4545 Power School tracking system

Strategy 1 Details		Reviews			
Strategy 1: Implement tutorials for all HB students beginning in September 2023.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of HB students meet all required minutes in Reading & Mathematics. **Staff Responsible for Monitoring:** Principal APIs **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		**Oct**	**Jan**	**Mar**	**June**
		20%	35%		

Strategy 2 Details		Reviews			
Strategy 2: Meet and share accelerated learning plan with 100% of families of students who failed the 3rd & 4th grade 2022-2023 Reading and/or Math STAAR assessment by September 1st.		**Formative**			**Summative**
Strategy's Expected Result/Impact: House bill 4545 students will reach on level proficiency on the 2023-2024 math and reading STAAR **Staff Responsible for Monitoring:** Benigna Carcano, Graciela Suarez, and Lizet Cortez **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction		**Oct**	**Jan**	**Mar**	**June**
		15%	45%		

Strategy 3 Details	Reviews			
Strategy 3: Track HB4545 minutes quarterly with follow up meetings with staff and families	Formative			Summative
Strategy's Expected Result/Impact: House bill 4545 students will reach on level proficiency on the 2023-2024 math and reading STAAR	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Benigna Carcano, Lizet Cortez, Graciela Suarez **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	N/A	15%		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 5: 75% of Tres Lagos Academy SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

    Evaluation Data Sources: 2023-2024 STAAR Assessment

Strategy 1 Details	Reviews			
Strategy 1: Create and roll out a bi-weekly SPED PD Scope & Sequence that is targets best practices in teaching students with disabilities in the general education classroom.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: 75% of SPED students attain Approaches in all tested STAAR exams. **Staff Responsible for Monitoring:** Leadership Team **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	20%	40%		

Strategy 2 Details	Reviews			
Strategy 2: Conduct bi-weekly SPED/Gen Ed collaboration meetings consistently.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase SPED student STAAR data	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	30%	45%		

Strategy 3 Details	Reviews			
Strategy 3: Collect and track SPED assessment data from all staff members.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase SPED student STAAR data	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Benigna Carcano/Lizet Cortez/Graciela Suarez **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	20%	40%		

Strategy 4 Details	Reviews			
Strategy 4: Coach and develop teachers around high quality instruction and data driven decisions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Benigna Carcano/Lizet Cortez/Graciela Suarez **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	15%	45%		
	0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Goal 2: IDEA achieves an A Rating

Performance Objective 6: Tres Lagos Academy achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing.

Evaluation Data Sources: 2023-2024 STAAR Assessment

Strategy 1 Details	Reviews			
Strategy 1: Utilize live campus profile sheets with demographic data that track each students' progress on assessments & benchmarks.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Achieve an A rating by hitting 90/60/30 on each STAAR exam. **Staff Responsible for Monitoring:** Benigna Carcano/Lizet Cortez/Graciela Suarez **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	20%	30%		

Strategy 2 Details	Reviews			
Strategy 2: Track each students' performance in domains 1-3 by using the Locus dashboard and respond to data appropriately. (TEC 11.253(d)(3))	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Achieve an A rating by hitting 90/60/30 on each STAAR exam. **Staff Responsible for Monitoring:** Leadership Team	25%	35%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 3: Increase student persistence

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

High Priority

Evaluation Data Sources: Safety and security audits
Monthly drill
Campus Crisis team meetings
CCT member trainings

Strategy 1 Details		Reviews			
Strategy 1: Provide consistent training of safety & security measures on campus for students and staff.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff & students will know what do in any emergency situation that may arise on campus. **Staff Responsible for Monitoring:** APO Campus Crisis Team		**Oct**	**Jan**	**Mar**	**June**
		25%	40%		
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Increase student persistence

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

Strategy 1 Details	Reviews			
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Build relationship with families and the community. Invest all to persist at IDEA. **Staff Responsible for Monitoring:** Vacancy (School Counselor), Benigna Carcano(School Principal), Ingedia Cantu(APO)	25%	50%		

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

Goal 3: Increase student persistence

Performance Objective 3: IA & CP: 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))
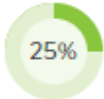
Strategy 1 Details	Reviews			
Strategy 1: Staff and students will know how to report any incident of bullying and learn to address behaviors through consistent use of our positive behavior plan with incentives for great behavior.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Will build a campus culture of belonging and pride when students are rewarded for their positive behavior. **Staff Responsible for Monitoring:** Teachers Leaders **ESF Levers:** Lever 3: Positive School Culture	25%	35%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: Increase student daily attendance

Performance Objective 1: 100% of Tres Lagos Academy students from 2nd thru 5th Grade meet their MVPA minutes goal of 75%. (TEC 11.253(d)(10))
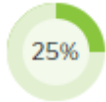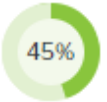
High Priority

Evaluation Data Sources: Weekly & Quarterly reports of progress towards goal by campus, district & region.

Strategy 1 Details	Reviews			
Strategy 1: All teachers in 2nd-5th will track their homeroom student's goals in their check in for their progress with their campus manager.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: This will ensure that all students meet or exceed their MVPA goals by month and quarter. **Staff Responsible for Monitoring:** PE team Teachers Leaders	25%	60%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: IDEA Tres Lagos Academy will achieve a 97.5% annual attendance rate for the 23-24 school year
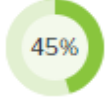
Strategy 1 Details	Reviews			

Strategy 1: Providing attendance tags for students to collect each month of the school year that they have perfect attendance.
    Strategy's Expected Result/Impact: Students' attendance will increase due to wanting to earn the incentive monthy.
    Staff Responsible for Monitoring: APO, SIS & Registrar
Homeroom teachers
 	
    ESF Levers:
Lever 3: Positive School Culture
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**
	25%	45%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: Increase staff retention

Performance Objective 1: 100% of full-time Tres Lagos Academy 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.
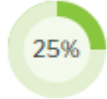
High Priority

Evaluation Data Sources: Cornerstone Dashboard
Retention % at BOY, MOY, & EOY

Strategy 1 Details			Reviews			
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.			**Formative**			**Summative**
			Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers improve ratings on Guideposts and increase in student scores. **Staff Responsible for Monitoring:** Instructional Lead Team: Benigna Carcano, Graciela Suarez, Lizet Cortez, and Diana Ayala **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			20%	30%		

Strategy 2 Details			Reviews			
Strategy 2: Leaders norm on teacher and leader expectations for the completion of all Staff Development Cycle components (Goal Setting, 2X2, & APR) .			**Formative**			**Summative**
			Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Leaders have a clear criteria for each SDC cycle and teacher receive equal feedback/ratings. **Staff Responsible for Monitoring:** Benigna Carcano/All Lead Team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing			20%	45%		

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

Goal 5: Increase staff retention

Performance Objective 2: IDEA Tres Lagos Academy is 100% staffed for all teacher positions throughout the 2023-24 school year.

Evaluation Data Sources: Retention goal and TLA staffing roster

Strategy 1 Details	Reviews			
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Select highly qualified staff	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Talent Partners Administrative Assistant APIs **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	25%	40%		
Strategy 2 Details	Reviews			
Strategy 2: Coach and develop teachers around high quality instruction and data driven decisions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Stronger support system for teachers and coaching to mastery to ensure an increase in student achievement.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Benigna Carcano/All Lead Team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing	20%	50%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Title I Personnel

Name	Position	Program	FTE
Amanda Maldonado	Social Worker	Title I	1