

IDEA Public Schools

North Mission Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

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 12, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 14, 2022

Demographics

Demographics Summary

Open enrollment charter school

Bilingual/ESL, Special Education, Fine Arts, PE

See PDF in Addendum for more information

See the demographics Section

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase student enrollment with students other than just Hispanic students. **Root Cause:** 1) Lack of consistent and clear communication around recruiting to promote students from all demographics other than Hispanic. 2) Lack of annual surveys to see what will attract students/families of other demographics to IDEA North Mission and what programs to offer.

Problem Statement 2: There is a need to ensure equitable training to teachers and parents for students in the special populations. **Root Cause:** 1) There has not been enough training for teachers on how to support students with Autism or severe behavior. 2) Lack of staff and parent surveys to see what kind of training they need to better support their students.

Problem Statement 3 (Prioritized): There is a need to train parents and follow up on the mission to and through college. **Root Cause:** Parents of this area/demographics are not invested on the road to college and tend to be more tardy and absent.

Student Learning

Student Learning Summary

- 1) There has been a lot of progress by students going from F ratings on semester and IA exams to achieving an A rating at the end of the year. Student Achievement was an 83, School Progress a 96, and Closing the Gaps at 89. Our overall scaled score was a 94.
- 2) Student scores have gone up from an 86 from last STAAR ratings to this year at a 94.
- 3) Prek-3rd grade students ended the year on track in reading and math assessments. 100% of Prek and K on track in reading; 1st grade at 92%, and 2nd grade at 96%. 81% of student in Critical student intervention met the 2-0 years growth in Reading and 81% in Math.
- 4) We outperformed group of schools of similar type, size. We performed better than the 5 elementary schools on the same street as us in Mission iSd. We received 5/6 achievement distinctions.
- 5) 100 of graduating seniors enrolled in college.

Student Learning Strengths

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percent of approaches, meets, and masters for STAAR math in 3rd-5th has increased minimally over the past several years. **Root Cause:** Instruction is often lacking staar alignment.

Problem Statement 2 (Prioritized): We did not earn a distinction in Science and did not meet the 90/60/30 in 5th grade. **Root Cause:** 1)There is a lack of vertical alignment and collaboration meetings with all Prek-5th grade Science teachers to see how the test looks in 5th grade to see what we can add to our curriculum. 2)Not enough staar aligned student practice resources. 3)We do not have interactive Science Journals across all grade levels.

Problem Statement 3 (Prioritized): We need to improve student expectations and accountability. **Root Cause:** Teachers are doing all the heavy lifting with expectations and are guiding too much.

School Processes & Programs

School Processes & Programs Summary

1. Instructional leaders are developed in their roles. I have provided API time with them weekly where we work on current campus trends based on instructional rounds. Instructional rounds are all around campus priorities. Every systems and operating mechanism has a gripi with clear roles, expectations, and responsibilities.
2. We have yearly PD calendar for all staff meetings on Thursdays and during their conference once a week to address any teacher misconceptions based on observations.
3. During instructional rounds and check in, I coach leaders to coach teachers on the spot based on most pressing problem in their Teachboost. We used this program to document all action steps given to teachers. Leaders are trained every year on SIOP refreshers and Leap4ward for content they lead.
4. We have RMT and DI in the lower grades, Amplify for Science, Witt and Wisdom for reading, Being a Writer for writing, and Eureka math. All these programs are aligned to the national standards and used to help student get higher scores on AP exams. The programs are rigorous and we do have to supplement the programs with more staar aligned practice. They are aligned to our mission and vision to prepare all students for college. We do not just focus on passing a STAAR but on success in college and life beyond high school graduation.

See PDF in Addendum for more information

School Processes & Programs Strengths

Curriculum & Instruction:

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

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.

- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA 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): Our staff retention in operations is not as strong as our instructional retention. **Root Cause:** 1. We do not have a system for celebrating and acknowledging the operations team like the cafeteria staff, bus drivers, and custodians. 2. As a school, we tend to do more for teachers in all areas and forget to also include operations.

Problem Statement 2: There are more co-teacher leavers than teachers in the instructional retention. **Root Cause:** 1. The goal given from the district focuses on teachers only so co-teachers are set aside. 2. It is hard to compete with the co-teachers not leaving when they are not getting paid enough for the work that they do.

Perceptions

Perceptions Summary

1. This was our first year with seniors and 100% of the students graduated from 12th grade.
2. We have not had conflict escalate to high level. If there is an issue, we make sure address right away and bring in staff to talk. We assign new teachers a teacher mentor and our assistant principal have differentiated side by side planning for anyone that is new.
3. We do not have a big staff turnaround. We average 2-3 teachers a year and have between 94-97% teacher retention in the last 3 years. An average of teacher absences is from 3-5 absences. This does not include maternity leaves. We average 8-10 teachers on maternity leaves in a year.
4. We measure parent and community participation by having sign in sheets at parent meetings, teacher/parent conferences, and school events.
5. Barriers that could be preventing them from joining is transportation to the school and we have families that work late hours.

See PDF in Addendum for more information

Perceptions Strengths

See PDF in Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent attendance to academic events are less compared to more fun events like fall festival. **Root Cause:** 1. In past years we have not been consistent with aligning academic event tied to a fun activity to bring in parents. 2. Family events were limited due to covid safety.

Problem Statement 2 (Prioritized): There has been an increase in mental health issues with our students. **Root Cause:** 1. There has been a lack of training, curriculum, and programming to build social emotional skills. 2. Our campus has not been consistent with a qualified school counselor to support students social and emotional needs.

Priority Problem Statements

Problem Statement 1: There is a need to increase student enrollment with students other than just Hispanic students.

Root Cause 1: 1) Lack of consistent and clear communication around recruiting to promote students from all demographics other than Hispanic. 2) Lack of annual surveys to see what will attract students/families of other demographics to IDEA North Mission and what programs to offer.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The percent of approaches, meets, and masters for STAAR math in 3rd-5th has increased minimally over the past several years.

Root Cause 2: Instruction is often lacking staar alignment.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: We did not earn a distinction in Science and did not meet the 90/60/30 in 5th grade.

Root Cause 3: 1) There is a lack of vertical alignment and collaboration meetings with all Prek-5th grade Science teachers to see how the test looks in 5th grade to see what we can add to our curriculum. 2) Not enough staar aligned student practice resources. 3) We do not have interactive Science Journals across all grade levels.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Our staff retention in operations is not as strong as our instructional retention.

Root Cause 4: 1. We do not have a system for celebrating and acknowledging the operations team like the cafeteria staff, bus drivers, and custodians. 2. As a school, we tend to do more for teachers in all areas and forget to also include operations.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Parent attendance to academic events are less compared to more fun events like fall festival.

Root Cause 5: 1. In past years we have not been consistent with aligning academic event tied to a fun activity to bring in parents. 2. Family events were limited due to covid safety.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: There has been an increase in mental health issues with our students.

Root Cause 6: 1. There has been a lack of training, curriculum, and programming to build social emotional skills. 2. Our campus has not been consistent with a qualified school counselor to support students social and emotional needs.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: We need to improve student expectations and accountability.

Root Cause 7: Teachers are doing all the heavy lifting with expectations and are guiding too much.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: There is a need to train parents and follow up on the mission to and through college.

Root Cause 8: Parents of this area/demographics are not invested on the road to college and tend to be more tardy and absent.

Problem Statement 8 Areas: Demographics

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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- 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
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Study of best practices

Goals

Goal 1: Increase staff retention





Performance Objective 1: 85% of North Mission staff will persist by July 2023

HB3 Goal

Evaluation Data Sources: Staff retentions reports
Great place to work surveys at MOY and EOY

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: North Mission lead team will create a yearly plan to build appreciation for teachers and OPS starting on Aug 2022 until the end of school year. Strategy's Expected Result/Impact: Increase staff retentions numbers in OPS and co-teachers Staff Responsible for Monitoring: Strategy will be monitored by API. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: North Mission will have a monthly Warrior Night to celebrate staff accomplishments, special celebrations, and team build starting Aug 2022- May 2023 Strategy's Expected Result/Impact: increase Team % Family	Formative			Summative
	Oct	Jan	Mar	June

<p>exemplifying core values</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 1: Increase staff retention

Performance Objective 2: 90% of North Mission staff rate the school as a great place to work in our MOY survey results in December 2022

High Priority

HB3 Goal

Evaluation Data Sources: December GPTW survey

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: North Mission lead team will focus on the lowest question on last year's GPTW survey "At North Mission there is work life balance." by August 2022. Strategy's Expected Result/Impact: increase the percentage of this question Staff Responsible for Monitoring: API, APO, Admin Assistant, and Principal Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
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Goal 2: All IDEA students matriculate to college





Performance Objective 1: 100% of seniors at IDEA North Mission will matriculate to college by May 2023

High Priority

HB3 Goal

Evaluation Data Sources: Matriculation reports
Persistence reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: North Mission Academy will promote college with all students in Prek-5th by assigning grade levels a college house by Sept 2022 Strategy's Expected Result/Impact: increase college awareness in students Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture		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 2: All IDEA students matriculate to college

Performance Objective 2: Increase in number of seniors meeting matriculation benchmarks during the school year to be on track for EOY goal in May 2023

HB3 Goal

Evaluation Data Sources: Benchmark reports

Summative Evaluation: Met Objective

Strategy 1 Details		Reviews			
Strategy 1: North Mission will team up with CP lead team to celebrate seniors and partner up CP students and Academy students by Sept 2022 Strategy's Expected Result/Impact: increase college awareness Staff Responsible for Monitoring: Campus Lead Team, Counselors Title I: 2.4 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Goal 3: IDEA achieves an A rating

Performance Objective 1: 90% approaches 60% meets 30% masters of 3rd-5th grade students will pass STAAR Math in May 2023 administration

High Priority

HB3 Goal

Evaluation Data Sources: Weekly tests





Mid Modules

Interim assessments

District Benchmarks

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Weekly Side by side planning sessions with all Math teachers in 3rd-5th to look at Staar alignment in student practice and exit tickets by Aug 2022 Strategy's Expected Result/Impact: increase meets and masters Staff Responsible for Monitoring: Teachers, Assistant Principal of Math Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Instructional Rounds with instructional leaders to coach teachers on the spot on pressing problems and school priorities every Tuesday starting Aug 2022. Strategy's Expected Result/Impact: 90/60/30 results in 3,4,5 Math STAAR Staff Responsible for Monitoring: API Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Use interventionist to improve 3-5th math performance Title I: 2.4 - TEA Priorities: Build a foundation of reading and math Funding Sources: Math Interventionist - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Use Hotspot Facilitator to increase math results in 3-5 Strategy's Expected Result/Impact: 90/60/30 Increase math masters and math geniuses in 1st-5th grade Staff Responsible for Monitoring: API Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Hotspot Facilitator - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: IDEA achieves an A rating

Performance Objective 2: 90% approaches 60% meets 30% masters of 5th grade students will pass STAAR Science in May 2023 administration

High Priority

HB3 Goal

Evaluation Data Sources: Weekly tests





Mid Modules

Interim assessments

District Benchmarks

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Monthly Collaboration meeting with teachers in Prek-5th grade to share ideas on staar alignment, academic vocabulary, and rigor starting September 2022. Strategy's Expected Result/Impact: increase Science scores Increase teacher collaboration in Science Staff Responsible for Monitoring: Teachers, API, Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Weekly data calls with 5th grade Science teacher to support in outcomes, causes, and solutions starting Sept 2022 Strategy's Expected Result/Impact: increase Science scores Staff Responsible for Monitoring: Science Teacher, Co-teacher, and API Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Use AR zone facilitator to help increase reading in Science content Strategy's Expected Result/Impact: increase Science academic vocabulary Staff Responsible for Monitoring: API Title I: 2.4 - TEA Priorities: Improve low-performing schools - Funding Sources: AR Zone Facilitator - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: IDEA achieves an A rating

Performance Objective 3: 90% approaches 60% meets 30% masters of 3rd grade students will pass STAAR Reading in May 2023 administration

High Priority

HB3 Goal







Evaluation Data Sources: Weekly tests

Mid modules

Interim assessments

District Benchmark

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Use online program like Writeable to practice online reading and writing to prepare for STAAR 2.0 Strategy's Expected Result/Impact: increase online reading and writing practice Staff Responsible for Monitoring: Principal & API Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Instructional rounds every week will be based on the new reading/writing requirements Strategy's Expected Result/Impact: increase RLA student achievement results Staff Responsible for Monitoring: Principal & API Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	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 4: 60% of SPED students in 3rd-5th reach approaches in Reading and Math

High Priority

HB3 Goal







Evaluation Data Sources: Weekly tests

Mid modules

Interim assessments

District Benchmark

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Weekly sped accommodations instructional rounds Strategy's Expected Result/Impact: SPED student achievement Domain 3 results Staff Responsible for Monitoring: SPED teacher & Principal Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Monthly sped and general ed teacher collaboration meetings Strategy's Expected Result/Impact: collaboration of strategies to support sped students Staff Responsible for Monitoring: Teachers & API Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Increase student daily attendance





Performance Objective 1: 97% of North Mission students will come to school every day of the 2022-2023 school year

High Priority

HB3 Goal

Evaluation Data Sources: daily ada reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Daily leader support with ADA calls with one administrator per grade level by Aug. 2022 Strategy's Expected Result/Impact: increase parent awareness on importance of student attendance Staff Responsible for Monitoring: API, APO, Counselors Title I: 2.5, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Daily teacher calls and monthly teacher-parent conferences regarding attendance with critical students by Aug 2022 Strategy's Expected Result/Impact: increase student attendance increase student achievement with students not passing because of attendance issues Staff Responsible for Monitoring: Teachers, APO, Counselors Title I: 2.5, 4.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Increase student daily attendance

Performance Objective 2: Increase of PreK & Kinder students come to school every day as our daily student report.

High Priority

HB3 Goal

Evaluation Data Sources: daily student attendance report
Powerschool

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Assist teachers with sanitation and cleaning supplies to avoid sickness in the lower grades by Sept 2022. Strategy's Expected Result/Impact: decrease the amount of Prek and Kinder students absent Staff Responsible for Monitoring: Teachers, APO, Administrative Assistant Title I: 2.4, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Daily call from teacher and assigned leader to hold parents accountable to bringing students to school if not sick by Aug 2022 Strategy's Expected Result/Impact: increase ADA in Prek and Kinder (tends to have the lowest ADA every year) Staff Responsible for Monitoring: Teachers, APO Title I: 2.5, 4.1 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Use PreK Teachers to help increase student achievement one year early to close achievement gaps Strategy's Expected Result/Impact: increase student attendance increase students reading to Kinder Staff Responsible for Monitoring: API Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Prek Teachers - Federal Grant	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 3: 90% of students will reach 1,200 MVPA minutes by EOY.

High Priority

Evaluation Data Sources: data trackers

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Weekly data calls with PE teacher to talk about on track status Strategy's Expected Result/Impact: increase the minutes keep track of students off track Exemplar campus by EOY Staff Responsible for Monitoring: Principal Title I: 2.4 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Weekly PE newsletter on the parent weekly to invest parents on health and fitness Strategy's Expected Result/Impact: promote wellness to parents and community Staff Responsible for Monitoring: PE teachers, Counselor and Principal Title I: 4.1, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Increase student persistence





Performance Objective 1: 90% of ALL students will stay enrolled at IDEA North Mission for the 2022-2023 school year.

High Priority

HB3 Goal

Evaluation Data Sources: persistence benchmarks

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Strong parent-teacher relationships by offering consistent parent conferences and Open Houses for parents to come meet with teachers starting Sept 2022. Strategy's Expected Result/Impact: decrease the amount of student leaving Staff Responsible for Monitoring: Counselors Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Partner up with the District's Transportation Department to see what can be done to support school with leavers not persisting because of transportation issues by Sept. 2022 Strategy's Expected Result/Impact: decrease the amount of student leaving due to door to door transportation Title I: 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 5: Increase student persistence





Performance Objective 2: 90% of NEW students will stay enrolled at IDEA North Mission for the 2022-2023 school year

High Priority

HB3 Goal

Evaluation Data Sources: persistence benchmark
IDEA dashboard

Summative Evaluation: Met Objective

Strategy 1 Details		Reviews			
Strategy 1: Adjust parent on-boarding sessions and address current gaps from this year that led to students leaving IDEA North Mission by Feb 2023 Strategy's Expected Result/Impact: decrease amount of students leaving due to transportation and move outs Staff Responsible for Monitoring: Principal, APO, Counselors Title I: 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
				 Discontinue	

Goal 5: Increase student persistence

Performance Objective 3: 100% of Safety drills will be conducted at the campus level.

High Priority

Evaluation Data Sources: scheduled practice drills
monthly safety meetings
reunification meetings

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Monthly calendar implementation to practice all drills equally throughout the entire year.	Formative			Summative
	Oct	Jan	Mar	June
	<div><div></div>0%</div>	<div><div></div>0%</div>		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	AR ZONE FACILITATOR		1
	CO-TEACHER		1
	CO-TEACHER		1
	INTERVENTIONIST		1
	PRE-KINDERGARTEN TEACHER		1
	PRE-KINDERGARTEN TEACHER		1
Kayla Muniz	PreK Teacher	Title 1	1
Lensy Cantu	PreK Co Teacher	Title 1	1
Leticia Becerra	AR Zone Facilitator	Title 1	1
Lorissa Barrera	PreK Co-Teacher	Title 1	1
Mariella Becerra	Prek Teacher	Title 1	1
Victor Guajardo	Interventionist	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Math Interventionist		\$0.00
3	1	4	Hotspot Facilitator		\$0.00
3	2	3	AR Zone Facilitator		\$0.00
4	2	3	Prek Teachers		\$0.00
Sub-Total					\$0.00

Addendums

Master CNA & SAIP Reporting Checklist				PTG	100%	PTG	0%
DEPT	Data Sources	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	<p>This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff.</p> <p>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.</p>	Complete		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	<p>These pages should include the <u>percentage</u> of students who achieved each listed score for the 2021-2022 School Year.</p> <p>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.</p>	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete	Pending CSI passers	Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	<p>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.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	<p>Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff.</p> <p>Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	<p>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>.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete	Pending percentages from SIS	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.	Complete		Action Required	

IDEA North Mission

ACADEMY

[illegible]

[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%

PRIORITY #2: Build a Strong & Sustainable Organization

- 2A. % Teacher Retention | Employee Retention: 85% | 85%
- 2B. 80% composit score on GPTW: 82%
- 2B. % Average Daily Attendance: 97.50%
- 2C. New Student Persistence: 90%
- 2D. Operating Income: \$133M
- 2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2020: 83,894
- 3C. Schools in operation in August 2020: 149
- 3D. Total Funds Raised (millions): \$93M

Needs Assessment

S-STAAR
D-DIBELS
E-EOC
A-ACT
RR-Reading Renaissance
ST-STAR for Math
DR-Discipline Report
AP-AP Tests
O-Other

Special Populations

All
AR-At Risk
ELL-English Language Learners
ED-Economically Disadvantaged
M-Migrant
SE-Special Education

NORTH MISSION STUDENT ACHIEVEMENT

[illegible]

[illegible]

[illegible]

[illegible]

IDEA North Mission

Comprehensive Needs Assessment

ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	100%	100%	95/86/67	92/61/32	82%	Met

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met	
% Approaches	81	73	76	78%	Met	
% Meets	51	36	36			
% Masters	32	21	11			
% Student Achievement Average	55	43	41			
% Meet 2 year growth	NA	92	91			

Data Source: CSI Academy

	Math AC CSI	
% CSI (EOY Ren.)	79%	
% of CSI Passing STAAR	85%	
% of SPED Passing STAAR	80%	

Reflections

Areas of Strength	Areas of Need
1. Teacher support: lesson rehearsals, lesson visions, exit ticket trackers, spiraled review, and spiraled do nows.	1 Online support/resources with new format: online testing expectations, Pear deck, screen protectors boards for laptops for working out problems, online practice questions
2. Resources: Dreambox, IXL, Sirius book, manipulatives	2. Teacher PD on new staar format and online best practices.
3 Tracking at all levels: homeroom exit ticket trackers, student tracking TEKS from Module 1	3 Push for 90% math masters and 60% math genius. This will help with online student practice.

IDEA North Mission Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	100%	100%	88%	96%	17%	88%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5	STAAR Writing Grade 4	
% Approaches	88	93	86	NA	
% Meets	65	64	59	NA	
% Masters	39	31	33	NA	
SAS	64	53	59	NA	
% Student Achievement Average	64%	53%	59%	NA	

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI	
% CSI (EOY Ren.)	82%	
% of CSI Passing STAAR	97%	
% of SPED Passing STAAR	73%	

Reflections

Areas of Strength	Areas of Need
1. Rigor: HOTS questions across all grade levels,	1. Leader and teacher training on new content changes.
2. Teacher PD & support: 80 minute conference, daily OCS, lesson plan visions, leader/manager	2. Online student practice.
3. Extra student intervention: afternoon reading intervention, practice Imagine Learning, IXL.	3. More writing practice across all contents.

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Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	Science Kinder on Grade Level	Science First on Grade Level	Science Second on Grade Level	Science Third on Grade Level	Science Fourth on Grade Level
% Students	100%	100%	100/99/99	97/89/88	100/100/100	92/50/16
Data Source: Science 3-5						
	STAAR Science Grade 5					
% Approaches	72					
% Meets	38					
% Masters	13					
% Student Achievement Average	41%					

Reflections	
Areas of Strength	Areas of Need
1. Student Resources: Sirius, labs, aligning science with art class, and Clever for student to staar prep.	1. Vertical alignment meeting with all Science teachers and alignment in Reading class.
2. Lab equipment	2. Sirius workbooks for all grade levels, order enough material, and provide PPE
3. Experiments and hands on activities, visuals.	3. More writing in Science, interactive science journals across all grade levels,

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Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities Pk-2

	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level	Humanities Fifth on Grade Level
% Students	NA	NA	100/100/100	100/100/100	91/76/58	93/78/51	NA

Reflections

Areas of Strength	Areas of Need
1. Writing and Grammar incorporation in Humanities	1. Vertical alignment and humanities teacher collaboration meeting.
2. Strong leader support	2. Align the content with reading standards
3. Projects to enrich the content.	3. Incorporate U.S history with ancient world.

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Comprehensive Needs Assessment

ACADEMY

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

	Listening	Speaking	Reading	Writing
% Beginning	8.00%	14%	20%	22%
% Intermediate	35%	40%	24%	32%
% Advanced	29%	44%	27%	27%
% Advanced High	47%	20%	32%	19%

Reflections

Areas of Strength	Areas of Concern
1. SIOP teacher & leader training with strategies implementation.	1. More grammar and Spelling instruction
2. Word walls with pictures & telpas writing samples all year.	2. Student resources: journals all across
3. Language objectives & scaffolding questions.	3. More exposure to academic vocabulary

% of ELL Students who grew one or more levels
54%
54%
54%
54%

of Need
action with a textbook.
oss, dictionaries for all students.
bulary.

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Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	90%
% Teacher Retention	97%
% Campus Support Retention	86%
% SPED Teachers	5
% State/National Certified Teachers	3
% State Certified Leaders	1
% State/Board certified Counselors	1
Number of teacher applicants per 2020-21 school year	5

Reflection	
Areas of Strength	Areas of Need
1. Teacher development, support, and coaching.	1. Culture in operations.
2. Staff recognitions and celebrations.	2. There has been a lot of changes at the district level and can affect school climate.
3. Culture of error, feedback, and respect.	3. Focus on hourly employees. Co-teachers and operations staff tend to leave more.

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Comprehensive Needs Assessment ACADEMY
Data Source: School Culture and Climate
% Average Daily Attendance
% Overall Persistence
% New Student Persistence
of Admin Withdrawals/ Level 3 Offenses
% SPED
% ELL
% Eco Dis
% Migrant
% Race: American-Indian-Alaska-Native
% Asian
% White-Hispanic
% Multi
% Black-African-American
% Native-Hawaiian-Pacific-Islander
% White
% Male
% Female

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	
1. Parent satisfaction due to top student attendance and persistence across the district.	1. Follow up train
2. Top performance with EL & SPED students. We have a big population of them on campus.	2. Resources to he
3. Systems and procedures to monitor accommodations and strategies for special populations.	3. New staff mem

Campus %
93.98%
95.79%
95.60%
0
6.55%
54.48%
95.86%
0.34%
0
0.23%
2.07%
0
0.34%
0
2.07%
47.36%
52.64%

Areas of Need
ing refreshers for staff to stay current with special population
elp students in writing, science, and math.
ber overseeing SPED and 504.

North Mission

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	42%
% Families Attended Curriculum Night	50%
% Families Who Attended EOY Ceremonies	95%
% Families who attended Fall Festival	NA
% Families who attended Winter Festival	NA
% Families who attended Spring Festival	NA

Reflection	
Areas of Strength	Areas of Need
1. Parents do attend when the event is fun or there child is receiving an award or performing.	1. More family events. It was limited because of covid.
2. Parent attendance to welcome to idea is very low.	2. Parent training and investment on academic goals.
3. Parents trust the school, teachers, and leaders.	3. Parents do not attend academic events.