

# **IDEA Public Schools**

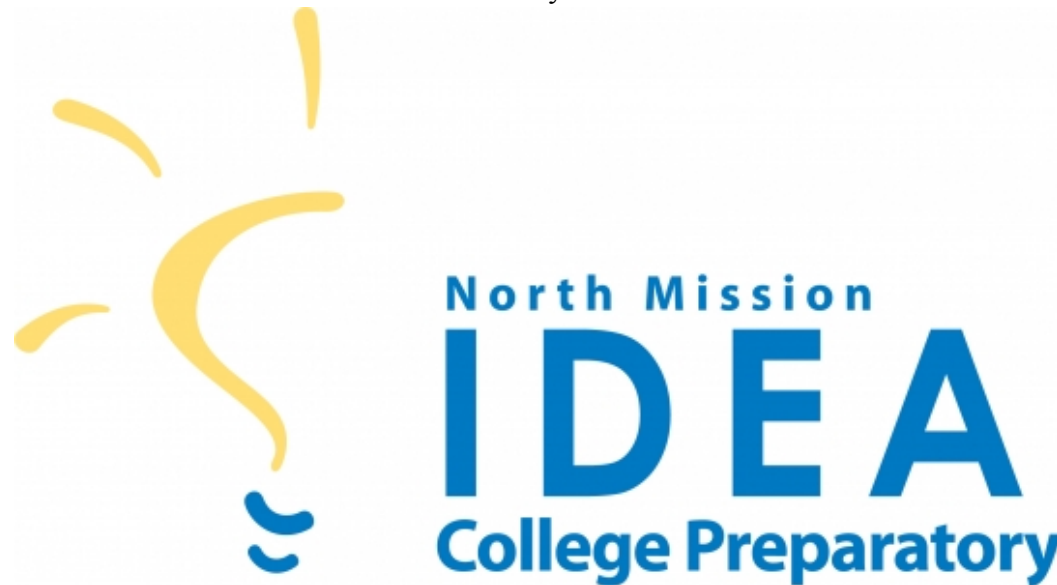
## **North Mission College Prep**

### **2022-2023 Campus Improvement Plan**

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in Social Studies  
Top 25 Percent: Comparative Academic Growth  
Postsecondary Readiness



**Board Approval Date:** October 21, 2022  
**Public Presentation Date:** September 14, 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

ICP North Mission is an open-enrollment public charter school that serves grades 6 - 12. We share a campus with North Mission Academy, too.

The student body consists of:

- 96% Hispanic
- 94.72% of our students are economically disadvantaged and qualify to receive free or reduced meals.
- 91% of the Class 2022 are first generation college students.
- 100% of our class of 2022 graduated from high school and were accepted to college.

See PDF in addendum for more information.

### Demographics Strengths

See PDF in addendum for more information.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Students are not showing up to campus at a rate needed to master content. **Root Cause:** There was a lack of accountability (outside of the COVID reasons) with parents.

**Problem Statement 2 (Prioritized):** Students did not have access to as many AP courses their freshmen year. **Root Cause:** Alignment with Spanish Courses in grades 8 - 12 were not aligned, along with our Computer Science AP courses.

**Problem Statement 3:** Although new student persistence increased, there is still a need to retain students or increase our persistence for students. **Root Cause:** The biggest trend for students leaving, especially new students, is inconsistent onboarding once the school year starts.

# Student Learning

## Student Learning Summary

The last year we were rated by TEA, pre-pandemic, our school rating was an 87 (B), however, in 2022, we received a 90 (A) rating. In the school year 2021-22, we had our first graduating class of seniors. All of the students graduated and were accepted to colleges across the county. Although we service a large population of Emergent Bilingual students, or English Language Learners, we hit every supopulation in TEA's Domain 3 categories for our ELA courses. Our special education population performed at a 23 Student Achievement Score this past year on the state testing, which is an improvement from COVID years.

See PDF in Addendum for more information.

## Student Learning Strengths

See PDF in Addendum for more information.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Percent of AP Scholar rates per class increases less than double digit percentage points per year from Freshmen to Senior year. **Root Cause:** There has been a lack of scheduling AP courses in 9th and 10th grade years for students.

**Problem Statement 2 (Prioritized):** Subpopulations in mathematics struggled with achieving the Meets status on the state exams. **Root Cause:** Mathematics gaps increased tremendously over the COVID pandemic year and acceleration plans were not enough to catch students up on content missed.

**Problem Statement 3:** EL (English Language Learners) students struggle with speaking and writing on the TELPAS exams. **Root Cause:** There is a lack of training for staff to embed more opportunities for speaking and writing in all content areas & a strong enough plan with an online resource to give students multiple opportunities to practice.

**Problem Statement 4 (Prioritized):** Special Education students in general education (mainstream) performed below average on state exams. **Root Cause:** There is a lack of collaboration with core content areas and special education teachers on a weekly basis.

**Problem Statement 5 (Prioritized):** Students are not scoring above a 21 on the ACT as an average for cohorts. **Root Cause:** There is a lack of a strategy for our ACT plan with students.

# School Processes & Programs

## School Processes & Programs Summary

At North Mission College Prep, roles and responsibilities are clearly defined with the administration team each May & June by reflecting on the past year, team members strengths and opportunities for improvement. Leaders name their gaps at the end of each year and sign up for opportunities to develop (Relay, trainings within IDEA like Coaching Academy, or trainings outside of IDEA like NACAC (National Association for College Admission Counseling)). We prioritize areas of concern at the end of the year to designate staff professional development opportunities and have a focus with on-the-spot coaching. We don't look to wait for professional development to be the only source of developing staff and leaders in the school, but have a focus on the administration team coaching in-the-moment to address gaps.

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

See PDF in Addendum for more information.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** There is a lack of an onboarding process for students enrolled once the school year starts in August to ensure there are correct touch points to support with proper onboarding criteria for success. **Root Cause:** There is a lack of a plan in place and tracking system to ensure onboarding is taking place correctly and there is clear and impactful touch point with certain personnel (DCC/API - scheduling, Grade Level Admin. - Culture, SSA/Counselor - Social Emotional Support).

**Problem Statement 2 (Prioritized):** There is a lack of empathy used with all administrators and staff on campus. **Root Cause:** Some staff are very data driven at all costs, but don't consider the other perspective at times.

# Perceptions

## Perceptions Summary

Throughout the year, we send out surveys to staff, students and parents to receive feedback on multiple areas to support our culture and climate. For example, there are Teacher Lunch Bunches where teachers reflect on areas of strength, areas of need, or any area that they suggest a change to support with work-life balance. We have had over 85% staff retention for the past 6 years, with this past year being our lowest retention yet. We did implement a clearer picture of our non-negotiables through a book study on The Ideal Team Player, where we implemented humble, hungry and (people) smart as our non-negotiables through the staff hiring process.

We also have Student Lunch Bunches with new students to support with the transition to IDEA when they are coming from campuses outside of IDEA. Although we fell a tad short on New Student Persistence, it has increased from the prior 2 years. At North Mission, we have a process for Peer Mediation Groups with student conflicts as well.

## Perceptions Strengths

See PDF in Addendum for more information.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** There has been a lack of Town Halls with Families and Students to gain their feedback... **Root Cause:** There was a lack of planning for monthly parent meetings and student space for feedback throughout the year.

**Problem Statement 2 (Prioritized):** Attendance has declined over the past year from prior years. **Root Cause:** There is a lack of accountability tracking with phone calls home for students, along with follow through on dropping students.



# Priority Problem Statements

**Problem Statement 1:** Students are not showing up to campus at a rate needed to master content.

**Root Cause 1:** There was a lack of accountability (outside of the COVID reasons) with parents.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Subpopulations in mathematics struggled with achieving the Meets status on the state exams.

**Root Cause 2:** Mathematics gaps increased tremendously over the COVID pandemic year and acceleration plans were not enough to catch students up on content missed.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Special Education students in general education (mainstream) performed below average on state exams.

**Root Cause 3:** There is a lack of collaboration with core content areas and special education teachers on a weekly basis.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Attendance has declined over the past year from prior years.

**Root Cause 4:** There is a lack of accountability tracking with phone calls home for students, along with follow through on dropping students.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** There is a lack of empathy used with all administrators and staff on campus.

**Root Cause 5:** Some staff are very data driven at all costs, but don't consider the other perspective at times.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Students are not scoring above a 21 on the ACT as an average for cohorts.

**Root Cause 6:** There is a lack of a strategy for our ACT plan with students.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Students did not have access to as many AP courses their freshmen year.

**Root Cause 7:** Alignment with Spanish Courses in grades 8 - 12 were not aligned, along with our Computer Science AP courses.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** There has been a lack of Town Halls with Families and Students to gain their feedback...

**Root Cause 8:** There was a lack of planning for monthly parent meetings and student space for feedback throughout the year.

**Problem Statement 8 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- 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

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

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## Student Data: Student 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
- 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.

## Student Data: Behavior and Other Indicators

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

## Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data

- Campus department and/or faculty meeting discussions and data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Budgets/entitlements and expenditures data





# Goals







## Goal 1: Increase staff retention

**Performance Objective 1:** Staff (teachers, co-teachers, administrators and operations team) retention will increase 5 % from 2021-2022 school year to 2022-2023.

**High Priority**

**Evaluation Data Sources:** Locus Tracking

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Empathy Interviews <b>Strategy's Expected Result/Impact:</b> Through continued empathy interviews with staff throughout the year, direct managers will have a sense of understanding when giving new directives/initiatives and staff will be heard or validated in their concerns. <b>Staff Responsible for Monitoring:</b> Direct Managers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Throughout the year, staff will gather each Tuesday whole group and in-person to celebrate each other & increase comradery amongst the team. <b>Strategy's Expected Result/Impact:</b> Staff retention will increase by 5% & staff will refer 1 high quality candidate for the upcoming year. <b>Staff Responsible for Monitoring:</b> All administrators and all teachers/co-teachers.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Staff Professional development days will rotate to address the 4 priority areas on campus (Content Teams for vertical alignment, Grade Team for horizontal planning and culture, whole group training on effective teaching strategies, and then family connections). <b>Strategy's Expected Result/Impact:</b> Staff will have differentiated professional development, along with more of a work-life balance. <b>Staff Responsible for Monitoring:</b> Administrators  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June
					
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### Performance Objective 1 Problem Statements:

School Processes & Programs
<b>Problem Statement 2:</b> There is a lack of empathy used with all administrators and staff on campus. <b>Root Cause:</b> Some staff are very data driven at all costs, but don't consider the other perspective at times.





**Goal 2:** All IDEA students matriculate to college








**Performance Objective 1:** Increasing ACT average to a 21 average for the class of 2023.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** ACT testing dates

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Prior to each ACT testing date (Oct. 4th) for our juniors and seniors, all students will have aligned practice toward ACT exams and a boot camp to support content rigor and testing skills. <b>Strategy's Expected Result/Impact:</b> Through Boot Camps, students will increase ACT Composite from prior exam. <b>Staff Responsible for Monitoring:</b> RTTC 3/ACT Teacher and College Counselors  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>Problem Statements:</b> Student Learning 5 <b>Funding Sources:</b> ACT Teacher - Federal Grant - \$59,300, College Counselor - Federal Grant - \$74,361.44, College Counselor - Federal Grant - \$62,894	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use College Counselor to improve ACT scores for junior class, class of 2024, throughout the 2022-23 school year. <b>Strategy's Expected Result/Impact:</b> The class of 24 will meet their ACT goal of a 20 as a class average <b>Staff Responsible for Monitoring:</b> College Counselor  <b>Problem Statements:</b> Student Learning 5 <b>Funding Sources:</b> College Counselor - Federal Grant - \$74,361.44, College Counselor - Federal Grant - \$62,894, Teacher - Federal Grant - \$59,300	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Use College Counselor to improve ACT scores for the senior class, class of 2023, throughout the 2022-23 school year. <b>Strategy's Expected Result/Impact:</b> The class of 2023 will hit a 21 ACT average throughout testing for ACT in 2022-23 school year. <b>Staff Responsible for Monitoring:</b> College Counselor  <b>Problem Statements:</b> Student Learning 5 <b>Funding Sources:</b> Teacher - Federal Grant - \$59,300, College Counselor - Federal Grant - \$74,361.44, College Counselor - Federal Grant - \$62,894		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 5:</b> Students are not scoring above a 21 on the ACT as an average for cohorts. <b>Root Cause:</b> There is a lack of a strategy for our ACT plan with students.







### Goal 3: IDEA achieves an A rating

**Performance Objective 1:** Subpopulations in Mathematics will hit at least 80% of cut scores in Academic Achievement for state testing in 2023.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TEA Accountability Report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Exit Ticket Tracking and Huddles for subpopulation students (including SPED & EL) throughout the entire year will happen weekly. <b>Strategy's Expected Result/Impact:</b> Students will achieve 80% of subpopulation scores in Domain 3 from TEA Accountability Report under Academic Achievement <b>Staff Responsible for Monitoring:</b> Assistant Principals and Math Teachers for grades 6 - 8 and Algebra 1 interventionist.  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> Subpopulations in mathematics struggled with achieving the Meets status on the state exams. <b>Root Cause:</b> Mathematics gaps increased tremendously over the COVID pandemic year and acceleration plans were not enough to catch students up on content missed.









### Goal 3: IDEA achieves an A rating

**Performance Objective 2:** All student scores will be tracked for each district exam, with an emphasis on subpopulations, throughout the 2022-23 school year.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Campus STAAR/EOC tracing

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Each check-in, teachers will bring a tracking document to their direct manager with data for each student from the most recent district exam.  <b>Strategy's Expected Result/Impact:</b> Teachers will know which students to prioritize and there will be a quick way to identify trends over time with students of concern.  <b>Staff Responsible for Monitoring:</b> All STAAR/EOC teachers and managers.  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2, 4		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

### Performance Objective 2 Problem Statements:







Student Learning
<b>Problem Statement 2:</b> Subpopulations in mathematics struggled with achieving the Meets status on the state exams. <b>Root Cause:</b> Mathematics gaps increased tremendously over the COVID pandemic year and acceleration plans were not enough to catch students up on content missed.
<b>Problem Statement 4:</b> Special Education students in general education (mainstream) performed below average on state exams. <b>Root Cause:</b> There is a lack of collaboration with core content areas and special education teachers on a weekly basis.

#### Goal 4: Increase student daily attendance

**Performance Objective 1:** Throughout the 2022-23 school year, Attendance will increase 4 percentage points from the 2021-22 school year, therefore ending above 97% attendance rate.

##### High Priority

**Evaluation Data Sources:** Locus Dashboard and PEIMS daily emails

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Incorporate strategies with homeroom teachers, grade level administrators and operations team for accountability measures with attendance and family follow up. <b>Strategy's Expected Result/Impact:</b> By the end of 2022-23 school year, grades 6th - 12th grade will be above a 97% attendance rate. <b>Staff Responsible for Monitoring:</b> Homeroom Teachers, Grade Level Administrators and Operations Team (Irma & Ginna)  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

#### Performance Objective 1 Problem Statements:







Demographics
<b>Problem Statement 1:</b> Students are not showing up to campus at a rate needed to master content. <b>Root Cause:</b> There was a lack of accountability (outside of the COVID reasons) with parents.

#### Goal 4: Increase student daily attendance

**Performance Objective 2:** Each month there will be either a principal meeting or a counselor meeting with parents to increase parental involvement.

##### High Priority

**Evaluation Data Sources:** Students will be showing up to school at a 97% rate throughout the school year as a result.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Add in an operating mechanism for parent meetings on a monthly basis in person. <b>Strategy's Expected Result/Impact:</b> Both student attendance and student persistence will increase (Persistence to above 90% and ADA to over 97%). <b>Staff Responsible for Monitoring:</b> Principal, Counselors and Student Success Advisors  <b>Title I:</b> 4.1 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> College Counselor - Federal Grant - \$62,894, College Counselor - Federal Grant - \$74,361.44	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

#### Performance Objective 2 Problem Statements:







Demographics
<b>Problem Statement 1:</b> Students are not showing up to campus at a rate needed to master content. <b>Root Cause:</b> There was a lack of accountability (outside of the COVID reasons) with parents.

## Goal 5: Increase student persistence

**Performance Objective 1:** By the start of 2023-24 school year, over 90% of our new students and overall students will continue their educational pursuit with North Mission College Prep.

**High Priority**

**Evaluation Data Sources:** Locus Dashboard

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> By the end of Quarter 1, all homerooms will Implement Circles daily throughout North Mission College Prep in grades 6th - 12th grade. <b>Strategy's Expected Result/Impact:</b> Cultivate strong relationships that will keep students wanting to stay at North Mission College Prep. <b>Staff Responsible for Monitoring:</b> All Homeroom Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				







### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Students are not showing up to campus at a rate needed to master content. <b>Root Cause:</b> There was a lack of accountability (outside of the COVID reasons) with parents.

## Goal 5: Increase student persistence

**Performance Objective 2:** Decrease the amount of expulsions for the 2022-23 school year by 2 students (4 students in 2021-22 school year).

**Evaluation Data Sources:** PEIMS data reporting/Internal Tracking

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All staff will implement restorative circles with discipline approach towards students rather than simply punitive measures for discipline. <b>Strategy's Expected Result/Impact:</b> Student behavior will change and there will be less Level 2 and 3 offenses on campus from students. <b>Staff Responsible for Monitoring:</b> All staff, but grade level administrators will be responsible for the follow through.  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







### Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Students are not showing up to campus at a rate needed to master content. <b>Root Cause:</b> There was a lack of accountability (outside of the COVID reasons) with parents.
School Processes & Programs
<b>Problem Statement 2:</b> There is a lack of empathy used with all administrators and staff on campus. <b>Root Cause:</b> Some staff are very data driven at all costs, but don't consider the other perspective at times.

## Goal 5: Increase student persistence

**Performance Objective 3:** After-school program participation will increase for both athletics and extra-curriculars by 10% for the 2022-23 school year.

**Evaluation Data Sources:** Attendance data from Athletics and After-School Programs.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> The After-Schools Program Coordinator and the Athletic Coordinator will post weekly flyers and actively recruit students during lunch on a weekly basis. <b>Strategy's Expected Result/Impact:</b> There will be an increase of 10% with student participation for after-school programs. <b>Staff Responsible for Monitoring:</b> Athletic Coordinator and After-Schools Program Coordinator  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 2		Formative			Summative
		Oct	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

### Performance Objective 3 Problem Statements:









Perceptions
<b>Problem Statement 2:</b> Attendance has declined over the past year from prior years. <b>Root Cause:</b> There is a lack of accountability tracking with phone calls home for students, along with follow through on dropping students.

## Goal 5: Increase student persistence

**Performance Objective 4:** Increase measures for violence prevention and intervention for the 2022-23 school year by incorporating monthly drills and safety checks.

### High Priority

**Evaluation Data Sources:** Monthly Drill Checks (Hold, Evacuation, Secure, Lockdown, Shelter) with feedback to incorporate next drill check.  
Monthly K-9 searches

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Set plan for increased frequency with all Drills (Hold, Evacuation, Secure, Lockdown, Shelter) during Quarter 1, then lessen the frequency of drills. <b>Strategy's Expected Result/Impact:</b> 100% of staff implementing key steps for each drill <b>Staff Responsible for Monitoring:</b> APO, Facilities Manager, All Administrators	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Execute clear follow up with feedback system in place on Teams <b>Strategy's Expected Result/Impact:</b> There will be accountability mechanisms set in place to follow up on prior gaps to ensure they are being addressed for each drill. <b>Staff Responsible for Monitoring:</b> APO, All Administrators	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arianna Diaz	College Counselor	Title I	1
Lorraine Lara	Teacher	Title I	1
Michelle Gallegos	College Counselor	Title I	1



# Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	College Counselor		\$62,894.00
2	1	1	ACT Teacher		\$59,300.00
2	1	1	College Counselor		\$74,361.44
2	1	2	College Counselor		\$74,361.44
2	1	2	College Counselor		\$62,894.00
2	1	2	Teacher		\$59,300.00
2	1	3	College Counselor		\$74,361.44
2	1	3	Teacher		\$59,300.00
2	1	3	College Counselor		\$62,894.00
4	2	1	College Counselor		\$74,361.44
4	2	1	College Counselor		\$62,894.00
Sub-Total					\$726,921.76

# Addendums

## Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG		90%	PTG		0%
DEPT	Data Source	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps		
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	<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>	Pending	Initiatives are documented, but pending tracking throughout the year.	Action Required			
	Locus Dashboards: CIS STARR, AP Campus IB 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	Input all data we have access and that is finalized - pending AP	Action Required			
		Comprehensive Needs Assessment 2022 Math		Complete	Completed all data points up to date - p	Action Required			
		Comprehensive Needs Assessment 2022 Science		Complete	Completed all data points up to date - pending AP	Action Required			
		Comprehensive Needs Assessment 2022 Humanities		Complete	Completed all data points up to date - pending AP	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 Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	<p>This page will only be applicable to campuses that had graduating classes in the Spring of 2022.</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	1st year - YAY!	Action Required			
	Locus Dashboard: Staff Rentention	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	<p>6 SPED teachers - All are certified, therefore it's 100% - I think this is what the percentage should be on this tab.</p> <p>Interviewed 21 teachers out of 49 that applied.</p>	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		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

### 2021-22 Student Achievement Improvement Plan - College Prep

#### COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation
1D	Adding AP Physics Course	AP	ALL	Richard Hernandez & Rita Caltabiano-Carrillo	Aug. 8 - May 26, 2023	Human and Material	Tracking of Exam Data Training Documentation of Course
1L	Including an OnRamps Course (College Credit Option), Rhetoric, within AP English Literature	O	ALL	Haley Needham & Lisa Salinas	Aug. 8 - May 26, 2023	Human and Material	Course Grades online Teacher training documentation
1D	Embedding an Artificial Intelligence Course within AP Computer Science Principles	AP	ALL	Alexander Hernandez & Rita Caltabiano-Carrillo	Aug. 8 - May 26, 2023	Human	Training of materials Tracking of Exam Data
1E/1G	Additional RISE teacher added to RISE Unit	S	SE	Dave Wagner	Aug. 8 and on	Human	IEP Compliance IEP errors in paperwork
1E/1L	Beginning a clearer path for CTE (Career and Technical Education) courses - Engineering and Computer Software & Design	O	ALL	Dave Wagner, Alexander Hernandez & Rita Caltabiano-Carrillo	Aug. 8 - May 2027	Human and Material	Participation Tracking
1D	Adding AP Art History course	AP	ALL	Celso Medrano & Lisa Salinas	Aug. 8 - May 26, 2023	Human	Training of Course
1D	Changing Spanish Pathway: Transitioning 8th Grade to take Spanish 2 - AP Spanish Language to 9th Grade and AP Spanish Lit. to 10th Grade	AP	ALL	Aleida Barrios, Nick Saldana and Javier Lopez	Aug. 8 - May 26, 2023	Human	AP Passing Rates AP Tracking of Data
1E/1G	Stronger Collaboration with SPED and ELA department (bi-weekly meetings)	S	SE	Jessica Valdez & Javier Lopez	Aug. 8 on	Human	Domain 3 STAAR Tracking
All	Circles incorporated into Homeroom to increase Social and Emotional Support	O	ALL	Sylvia Camacho	Aug. 8 on	Human	Persistence Tracking % of students leaving for Culture
All	Adding more clubs to After School Program	O	ALL	Nelissa Flores	Sept. 1st - May 2023	Human and Material	Persistence Tracking % of students involved in after school program
1D	Moving AP Computer Science P to Freshmen Pathway	AP	ALL	Dave Wagner & Alexander Hernandez	Aug. 8 - May 26, 2023	Human	Participation Tracking CTE Pathway
1E/1G	Embedding English 1 & 2 Intervention into regular schedule	E	AR	Blanca Leal & Lisa Salinas	Aug. 8 - May 26, 2023	Human	Semester Exam Mock Data Aligned Exam Tracking
1E/1G	Embedding Algebra 1 Intervention into regular schedule	E	AR	Martha Mares Garza and Rita Caltabiano-Carrillo	Aug. 8 - May 26, 2023	Human	Semester Exam Mock Data Aligned Exam Tracking
1A/1B	Field Lessons In Person to Colleges/Universities	O	ALL	Estefania Abrego, Arianna Diaz, Michelle Gallegos	Aug. 8 - May 26, 2023	Material	Participation Tracking

## IDEA North Mission

## 2021-22 Student Achievement Improvement Plan - College Prep

## COLLEGE PREP


	Title I Qualifying Programs			Initiatives Status			
	Internal Use Only			Mid Year		End of Year	
	Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Formative Evaluation	Budget Allocations only need to be entered for programs that are <u>BOTH</u> Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
Semester, Mock and AP Exams							
% Passing Course							
4 year college graduation rate							
AP CSP Scores							
AI evaluation							
STAAR Alt.							
IEP Progress %							
STAAR Scores							
Certification in future fields of study							
% Participating in CTE							
AP Scholar Goal							
AP Scholar Goal							
Domain 3 Rating							
TEA Rating							
Persistence Goal (New and Overall)							
Persistence Goal (New and Overall)							
AP Scholar Goal							
EOC Goal							
A-Rating							
EOC Goal							
A-Rating							
College Matriculation							
T1/T2 Goal							

[illegible]

## Annual Performance Objectives (APO)

### PRIORITY #1: Students Graduate College-Ready

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

### Needs Assessment

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

### Special Populations

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



## IDEA North Mission

### Comprehensive Needs Assessment

#### COLLEGE PREP

##### Data Source: CSI

% Meeting CSI Goal	Reading CP CSI					
% CSI (EOY Ren.)	34/84= 40%					
% of CSI Passing STAAR	50/84= 60%					
% of SPED Passing STAAR	12/44 = 27%					

##### Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	81	83	84		67	72
% Meets	48	56	61		53	58
% Masters	27	31	32		9	8
% Student Achievement Average	52	57	59		43%	46%

##### Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	49.40%	67%	% Score 1-3	NA	36/225=16%	61/225=72%
% Score 2	21.80%	24%	% Score 4-5	NA		
% Score 3+	28.70%	10%	% Score 6-7	NA		
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

### Reflections

Areas of Strength	Areas of Need
1 ELA department has become stronger in conceptual knowledge.	1 We need to increase vocabulary across the board.
2 Students in High school are strong with informational texts and looking at objectives from different perspectives	2 We need help with ELL instruction and intervention, specifically with speaking
3. Anchor charts were a strong point this past year, along with dictionary use in classrooms (although not consistently reinforced for	3 We need to improve critical thinking skills.
	4 Tighter collaboration between SpEd., CSI & ELA team.

## IDEA North Mission

Comprehensive Needs Assessment - College Prep					
COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	STAAR Math 7th	STAAR Alg I	STAAR 8th Math	
% Approaches	73	71	68	100	
% Meets	48	29	39	72	
% Masters	21	9	24	26	
% Student Achievement Average	47	36	44	66	
Data Source: AP/IB					
AP Scores	Pass AP Calculus AB	Pass AP Calculus BC	Pass AP Prob. & Stats.	IB Scores	IB Group 5
% Score 1	52.90%	NA	93%	% Score 1-3	NA
% Score 2	23.50%	NA	3.30%	% Score 4-5	NA
% Score 3+	23.50%	NA	3.30%	% Score 6-7	NA

Reflections	
Areas of Strength	Areas of Need
Math team is strong in content knowledge.	Students struggled with Critical Thinking Skills.
Most of math content has IDEA curriculum, which helps teachers in planning and creating resources.	Teachers would benefit from more resources like easel pads to show an exemplar of work.
Anchor Charts are an area of strength with clear access points for students to reference.	Building habits of checking work and verifying processes needs to be reinforced throughout the year.

## IDEA North Mission

### Comprehensive Needs Assessment

#### COLLEGE PREP

Data Source: AP/IB

AP Scores	Pass AP Principles	Pass AP A	IB Scores	IB Group 4
% Score 1	41%	68.75%	% Score 1-3	NA
% Score 2	28%	18.75%	% Score 4-5	NA
% Score 3+	31%	12.50%	% Score 6-7	NA

### Reflections

Areas of Strength	Areas of Need
1. IDEA pilot programs and their help in guiding the scope and sequence throughout the courses.	1. Lack of curriculum for AP CSA and there is a need for support from the district level.
2. AP CSP content manager was great support for pedagogy practices in the course.	2 The Snap curriculum was not always flushed out.
3	3

Potential Solutions/Suggestions
1.May need to purchase one or adopt another program
1
1

## IDEA North Mission

### Comprehensive Needs Assessment

#### COLLEGE PREP

#### Data Source: Internal Assessments

	<b>6th Grade EOY Assessment</b>	<b>7th Grade EOY Assessment</b>	
<b>% Passing</b>	<b>75%</b>	<b>96%</b>	

#### Data Source: STAAR

	<b>STAAR 8th Science</b>	<b>STAAR Biology</b>	
<b>% Approaches</b>	NA	71%	
<b>% Meets</b>	NA	47%	
<b>% Masters</b>	NA	13%	
<b>% Student Achievement Average</b>	NA	43.70%	

#### Data Source: AP/IB

<b>AP Scores</b>	<b>Pass AP Biology</b>	<b>Pass AP Chemistry</b>	<b>Pass AP Physics (1, 2, &amp; C)</b>	<b>Pass AP Env. Science</b>	<b>IB Scores</b>	<b>IB Group 4</b>
<b>% Score 1</b>	51.70%	NA	NA	68.30%	<b>% Score 1-3</b>	NA
<b>% Score 2</b>	31%	NA	NA	19.50%	<b>% Score 4-5</b>	NA
<b>% Score 3+</b>	17.20%	NA	NA	12.20%	<b>% Score 6-7</b>	NA

#### Reflections

<b>Areas of Strength</b>	<b>Areas of Need</b>
Exit Ticket Tracking helped identify areas of growth and areas of need on a daily basis.	Word wall with visuals were not consistent across all science classes and the need to include a vocabulary wall with visuals/spanish names for every unit
Anchor Charts & Word Walls were used to reinforce vocabulary and content information.	Options for students to articulate observations and learning from experiments needs to be reinforced daily.
There was consistent reteach based off the exit ticket data analysis.	Vertical Alignment of important Science Skills & lab work needs to be a focal point to help keep teaching consistent throughout different grade levels.

## IDEA North Mission

### Comprehensive Needs Assessment

#### COLLEGE PREP

#### Data Source: Internal Assessments

	<b>6th Grade EOY Assessment</b>	<b>7th Grade EOY Assessment</b>	
<b>% Passing</b>	<b>96</b>	<b>98</b>	

#### Data Source: STAAR

	<b>STAAR 8th US History</b>	<b>EOC US History</b>	
<b>% Approaches</b>	66	96	
<b>% Meets</b>	20	76	
<b>% Masters</b>	9	57	
<b>% Student Achievement Average</b>	31.6	76.3	

#### Data Source: AP/IB

	<b>Pass AP Human Geography</b>	<b>Pass AP World History</b>	<b>Pass AP US History</b>	<b>Pass AP Government</b>	<b>Pass AP Economics</b>	<b>IB Scores</b>	<b>IB Group 3</b>
<b>AP Scores</b>							
<b>% Score 1</b>	86.2745098	54	76.923077	83.90804598	93.33333333	<b>% Score 1-3</b>	NA
<b>% Score 2</b>	7.843137255	21	14.285714	12.64367816	6.666666667	<b>% Score 4-5</b>	NA
<b>% Score 3+</b>	5.882352941	26	8.7912088	3.448275862	0	<b>% Score 6-7</b>	NA

#### Reflections

<b>Areas of Strength</b>	<b>Areas of Need</b>
1. Humanities department creates and submits strong lesson plans weekly.	1. Identify priority scholars earlier in the school year and a create a tracking mechanism and be consistent with it.
2. 11th Grade US History hit the 90/60/30.	2. Provide more "at bat" opportunities for scholars to master objectives or TEKs/Skills.
3. 95% of scholars in 6th and 7th Grade passed 6th/7th Grade History.	3. More SWAMs and make tracking part of weekly check ins.
4	4. Some of the courses over aligned the content and critical
5	

## IDEA North Mission

### Comprehensive Needs Assessment

### COLLEGE PREP

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

	Listening	Speaking	Reading	Writing
% Beginning	3.30%	12.29%	7.82%	3.91%
% Intermediate	18.43%	34.07%	29.97%	26.53%
% Advanced	37.43%	49.16%	33.51%	41.62%
% Advanced High	40.78%	4.46%	32.68%	27.93%

#### Reflection

Areas of Strength	Areas for Improvement
1. Teacher support for testing in gym and classrooms was evident throughout testing.	1. Tracking system in place for individual student
2. Almost all students tested (1 absent) for the TELPAS exam.	2. Teacher training for EL strategies and resources
3. Growth in Listening, Reading and Writing over the past year with increased practice with the 3 areas in the classrooms.	3. Speaking Out Loud opportunities for students addressed through staff professional development

g, Writing)
% of ELL Students who grew one or more levels
41%

as of Need
lents was not evident in all subjects.
ources for each content area, not only in ELA.
its in each classroom is much needed, which should be nent on pedagogy.



## IDEA North Mission

Comprehensive Needs Assessment					
COLLEGE PREP					
100% College Matriculation					
Matriculation %	Matricuation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
Projected: 100%	NA	NA	65/90 (75%)	30/90 (33.3%)	
Tier 1 % Matriculation	Tier 2 % Matriculation	Tier 3 % Matriculation	Tier 4 % Matriculation	Senior Class CCMR %	Senior Class TSI Completion %
18/90 (20%)	12/90 (13.3%)	1/90 (1%)	59/90 (65.6%)	100%	100%
Campus Data					
Senior Class ACT Average	Junior Class ACT Average	Overall AP Scholars (3+ or more tests)	IB Medallion Scholars (Passing 3+ exams)	Overall % IB Diploma	Campus End of Year OTG
17.52	17.91	16	NA	NA	99%

Reflections	
Areas of Strength	Areas of Need
1 Great College Lists were rated a 3	1. The College Counseling Team needs better operating mechanisms for planning and tracking.
2 % of students that applied Early Decision/Early Action was high.	2 Better training/use of personnel supporting such as Lozano, Lara, tutors, etc
3 strong personal statements were a direct result of coaching from the college counseling team and strong	3 Trainings on Personal Statements for students could be leveraged upfront.

## IDEA North Mission

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	86%
% Teacher Retention	90%
% Campus Support Retention	80%
% SPED Certified Teachers	100%
% State/National Certified Teachers	0%
% State Certified Leaders	44%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	21

Reflections	
Areas of Strength	Areas of Need
1. Quality Applicants for English Language Arts with experience/certification applying.	1. Timeliness of jobs being posted online from vacancy start date (CTE, RISE, Special Education, Algebra 2)
2. Retention has been above 85% for the past 6 years in a row with administration retention being above 90%.	2. Number of quality applicants has been low for mathematics (Algebra 2) and CTE (Engineering)
3. Creation of SPED pipeline internally with our RISE unit and the co-teachers becoming certified.	3. Need to do a better job having references and content exams prior to interviewing candidates. Too many times we were rushing to interview and didn't have all the items to properly evaluate the candidate for

## IDEA North Mission

Comprehensive Needs Assessment <b>CP</b>	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.93
% Overall Persistence	95%
% New Student Persistence	92.73%
# of Admin Withdrawals/ Level 3 Offenses	3 Level 3 offenses and 2 Admin Withdrawals
% SPED	8.12%
% ELL	49.93%
% Eco Dis	94.72%
% Migrant	0%
% Race: American-Indian- Alaska-Native	0%
% Asian	0.9%
% White-Hispanic	96%
% Multi	0%
% Black-African-American	0.1%
% Native-Hawaiian-Pacific- Islander	0%
% White	3%
% Male	51%
% Female	49%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1 - More extracurricular programs were added this year. Students had several options to choose from for afterschool activities (71% of students were in an after-	1 - Consistency with uniforms and uniform checks was not staff members.
2 - With the first graduating class, there was improvements in 6th-11th grade students' college awareness.	2 - Transitions - students arriving late to classes and not making level 0 or straight line for Middle School.

3 - Decrease in overall infractions compared to previous years and considering the social-emotional gaps we anticipated returning from virtual learning

3 - Student cell phone usage - need to uphold cell phone p expectations in MS and HS.

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## IDEA North Mission

Comprehensive Needs Assessment <b>COLLEGE PREP</b>	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	57%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	85%
% Families who attended Fall Festival	30%
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	20%

Reflections	
Areas of Strength	Areas of Need
1. More community events happened this past year in person (Spring and Fall Festivals)	1 Staff support/engagement was not evident at every event. The percentage of staff supporting was low at times.
2. Student organizations took initiative to coordinate events.	2. More event advertisement of school events and functions needs to be posted on Facebook.
3. We had more parent involvement.	3. Create and stick to the yearlong calendar. Make it a priority to plan backwards to the event and operationalize
4. Parents were able to donate for events.	4. Have a list of vendors easily available for staff to plan the events so that the business office does not slow down the
5. More students were able to attend this year to the events.	5. Incentive to motivate new families to attend WTI
6. Folders with flyers with information to new families.	

