IDEA Public Schools

North Mission Academy

2023-2024 Campus Improvement Plan

Accountability Rating: A

Board Approval Date: July 14, 2023
Public Presentation Date: August 23, 2023

Mission Statement

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

Vision

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

Core Values

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

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

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Demographics Summary

Open enrollment charter school

Bilingual/ESL, Special Education, Fine Arts, PE\

All student groups by race/ethnicity

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Opportunities for EB students to speak and discuss to build the English language.   **Root Cause:** 1) Lack of speaking domain planning in their lesson plans 2)TELPAS/SIOP trainings for teachers on how to embed and teach students how to improve their speaking skills.

Problem Statement 2: Diversity in ethnicities in staff and students.   **Root Cause:** 1) Increase community-based events that focus on other cultures. 2)Promote the teaching of other cultures through morning announcements, bulletin boards, parades and student/parent events. 3) Recruit in other areas to bring students from other ethnicities.

Problem Statement 3 (Prioritized): Celebrations for students not absent, tardy, or leaving early.   **Root Cause:** No weekly celebrations for better attendance and punctuality. Promote the ADA trophy since BOY.

Student Learning

Student Learning Summary

1) There has been a lot of progress by students in 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 STAAR ratings to this last 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 receibed 5/6 achievement distinctions.

5) 100 of graduating seniors enrolled in college.

Student Learning Strengths

Student showed growth in reading and writing with new STAAR format.

Students ranked on the top with likely passed in all areas. Not as many students in the zone of uncertainity.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percent of meets and masters for STAAR math & ELA needs to be higher.   **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): Improve academic vocabulary across the campus all contents.   **Root Cause:** Teachers are not teaching the academic vocabulary in the lower grades. Teachers do not know what academic vocabulary or how to do since there is a heavy focus on Reading fluence only.

Problem Statement 4: Focus heavily on spelling rules, grammar, and writing instruction all throughout the school.   **Root Cause:** 1. We do not have a set curriculum across the school. 2. Teachers do not know how to teach TEKS in the lower grades. 3. Teachers are not making connections between all components of RLA.

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 reatins 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): SPED and 504 folders and accommodations need to be organized more efficiently to promote quick access.   **Root Cause:** 1. IEP folders and accommodations given at BOY but never again addressed throughout the year on changes. 2. NO clear communication after ARDs for all parties to hear besides those present at ARD.

Problem Statement 2 (Prioritized): More clear RTI training on interventions on Tier 1..   **Root Cause:** 1. No flow chart with steps of RTI process. 2. No training or follow up on RTI to assist teacher on the how to intervene.

Problem Statement 3 (Prioritized): TELPAS training since the beginning with clear strategies on how to support students.   **Root Cause:** 1. TELPAS refresher training for teachers started at second semester. 2. Folders have not been created for teachers to use to support EB students.

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 differentianted 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 late 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 teahers 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.

Perceptions Strengths

We went up 6 points from parent surveys from last year. It was beneficial to host all parent meeting online with teachers to help fill out the surveys so that questions would be answered.

The school received the highest staff survey results at the district level.

Persistence benchmark data was met throughout the whole year.

Student attendance remained top 3 all year at the academy level.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent involvement on school holidays all across grade levels. **Root Cause:** 1. PreK and K have more parents events because they are self-contained. 2. Events need to be planned out early in the year so holidays do not creep up with no planning.

Problem Statement 2 (Prioritized): Student weekly incentives being promoted and consistently implemented all year. **Root Cause:** 1. Student store did not open often or did it have variety in prizes. 2. In-person celebrations for students. Student assemblies in person. 3. Culture rubric has not been revamped.

Priority Problem Statements

Problem Statement 1: Opportunities for EB students to speak and discuss to build the English language.

Root Cause 1: 1) Lack of speaking domain planning in their lesson plans 2)TELPAS/SIOP trainings for teachers on how to embed and teach students how to improve their speaking skills.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The percent of meets and masters for STAAR math & ELA needs to be higher.

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: SPED and 504 folders and accommodations need to be organized more efficiently to promote quick access.

Root Cause 4: 1. IEP folders and accommodations given at BOY but never again addressed throughout the year on changes. 2. NO clear communication after ARDs for all parties to hear besides those present at ARD.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Parent involvement on school holidays all across grade levels.

Root Cause 5: 1. PreK and K have more parents events because they are self-contained. 2. Events need to be planned out early in the year so holidays do not creep up with no planning.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Student weekly incentives being promoted and consistently implemented all year.

Root Cause 6: 1. Student store did not open often or did it have variety in prizes. 2. In-person celebrations for students. Student assemblies in person. 3. Culture rubric has not been revamped.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Improve academic vocabulary across the campus all contents.

Root Cause 7: Teachers are not teaching the academic vocabulary in the lower grades. Teachers do not know what academic vocabulary or how to do since there is a heavy focus on Reading fluency only.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Celebrations for students not absent, tardy, or leaving early.

Root Cause 8: No weekly celebrations for better attendance and punctuality. Promote the ADA trophy since BOY.

Problem Statement 8 Areas: Demographics

Problem Statement 9: More clear RTI training on interventions on Tier 1..

Root Cause 9: 1. No flow chart with steps of RTI process. 2. No training or follow up on RTI to assist teacher on the how to intervene.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: TELPAS training since the beginning with clear strategies on how to support students.

Root Cause 10: 1. TELPAS refresher training for teachers started at second semester. 2. Folders have not been created for teachers to use to support EB students.

Problem Statement 10 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

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

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
- Local diagnostic reading assessment data
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

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
- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Discipline records
- Class size averages by grade and subject
- School safety data

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Campus leadership 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

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% of North Mission staff will persist by July 2024

HB3 Goal

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

Summative Evaluation: Exceeded 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 2023 until the end of school year.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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 2: Strategic Staffing, Lever 3: Positive School Culture	80%	75%	85%	

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 2023- May 2024	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: increase Team % Family exemplifying core values **Staff Responsible for Monitoring:** Principal **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	60%	50%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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 2023

    High Priority

    HB3 Goal

    Evaluation Data Sources: December GPTW survey

    Summative Evaluation: Met 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.	**Formative**			**Summative**
	Oct	Jan	Mar	June
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	50%	85%	100%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of seniors at IDEA North Mission will matriculate to college by May 2024

    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 2023	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

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
	10%	50%	100%	

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

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 2024

HB3 Goal

Evaluation Data Sources: Benchmark reports
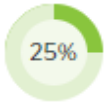
Summative Evaluation: Some progress made toward meeting Objective
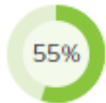
Strategy 1 Details	Reviews			
Strategy 1: North Mission will team up with CP lead team to celebrate seniors and partner up CP students and Academy students by Sept 2023	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: increase college awareness **Staff Responsible for 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	10%	50%	100%	
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 3: IDEA achieves an A rating

Performance Objective 1: Third grade-5th grade students performing at or above grade level in Math as measured by the Meets grade level standard on STAAR will increase from 57 to 59% in Spring 2024 (HB3

    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 2023	**Formative**			**Summative**
	Oct	Jan	Mar	June

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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
	25%	85%	70%	

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 2023.				**Formative**			**Summative**
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				**Oct**	**Jan**	**Mar**	**June**
				55%	90%	100%	

Strategy 3 Details				**Reviews**			
Strategy 3: Use interventionist to improve 3-5th math performance				**Formative**			**Summative**
Title I: 2.4 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Math Interventionist - Federal Grant				**Oct**	**Jan**	**Mar**	**June**
				60%	80%	85%	

Strategy 4 Details				**Reviews**			
Strategy 4: Use Hotspot Facilitator to increase math results in 3-5				**Formative**			**Summative**
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Hotspot Facilitator - Federal Grant				**Oct**	**Jan**	**Mar**	**June**
				50%	90%	100%	

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

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 2024 administration

High Priority

HB3 Goal

Evaluation Data Sources: Weekly tests
Mid Modules
Interim assessments
District Benchmarks

Summative Evaluation: Some 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 2023.		**Formative**			**Summative**
		Oct	Jan	Mar	June
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		5%	85%	100%	

Strategy 2 Details		Reviews			
Strategy 2: Weekly data calls with 5th grade Science teacher to support in outcomes, causes, and solutions starting Sept 2023		**Formative**			**Summative**
		Oct	Jan	Mar	June
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		N/A	75%	80%	

Strategy 3 Details	Reviews			
Strategy 3: Use AR zone facilitator to help increase reading in Science content	Formative			Summative
Strategy's Expected Result/Impact: increase Science academic vocabulary	Oct	Jan	Mar	June
Staff Responsible for Monitoring: API **Title I:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** AR Zone Facilitator - Federal Grant	15%	75%	80%	

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

Goal 3: IDEA achieves an A rating

Performance Objective 3: Third grade students performing at or above grade level in reading as measured by the Meets grade level standard on STAAR will increase from 57 to 59% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Weekly tests
Mid modules
Interim assessments
District Benchmark

Summative Evaluation: Some 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	Formative			Summative
Strategy's Expected Result/Impact: increase online reading and writing practice	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Principal & API **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	5%	80%	80%	

Strategy 2 Details	Reviews			
Strategy 2: Instructional rounds every week will be based on the new reading/writing requirements	Formative			Summative
Strategy's Expected Result/Impact: increase RLA student achievement results	Oct	Jan	Mar	June
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	55%	80%	100%	

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

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	**Formative**			**Summative**
Strategy's Expected Result/Impact: SPED student achievement Domain 3 results	**Oct**	**Jan**	**Mar**	**June**
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	30%	70%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Monthly sped and general ed teacher collaboration meetings	**Formative**			**Summative**
Strategy's Expected Result/Impact: collaboration of strategies to support sped students	**Oct**	**Jan**	**Mar**	**June**
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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	N/A	50%	75%	

Goal 4: Increase student daily attendance

Performance Objective 1: 97% of North Mission students will come to school every day of the 2023-2024 school year

    High Priority

    HB3 Goal

    Evaluation Data Sources: daily ada reports

    Summative Evaluation: Some 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. 2023	**Formative**			**Summative**
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	Oct	Jan	Mar	June
	60%	80%	90%	

Strategy 2 Details	Reviews			
Strategy 2: Daily teacher calls and monthly teacher-parent conferences regarding attendance with critical students by Aug 2023	**Formative**			**Summative**
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, Couselors **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	Oct	Jan	Mar	June
	20%	80%	90%	

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

Goal 4: Increase student daily attendance

Performance Objective 2: Increase of Kinder and 4th 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 2023.	**Formative**			**Summative**
Strategy's Expected Result/Impact: decrease the amount of Prek and Kinder students absent	**Oct**	**Jan**	**Mar**	**June**
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	✗	55%	85%	

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 2023	**Formative**			**Summative**
Strategy's Expected Result/Impact: increase ADA in Prek and Kinder (tends to have the lowest ADA every year)	**Oct**	**Jan**	**Mar**	**June**
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	35%	75%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Use Teachers to help increase student achievement one year early to close achievement gaps	Formative			Summative
Strategy's Expected Result/Impact: increase student attendance increase students reading to Kinder	Oct	Jan	Mar	June
Staff Responsible for Monitoring: API **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Prek Teachers - Federal Grant	30%	80%	85%	
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Weekly data calls with PE teacher to talk about on track status	**Formative**			**Summative**
Strategy's Expected Result/Impact: increase the minutes keep track of students off track Exemplar campus by EOY	**Oct**	**Jan**	**Mar**	**June**
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	15%	70%	90%	
Strategy 2 Details	Reviews			
Strategy 2: Weekly PE newsletter on the parent weekly to invest parents on health and fitness	**Formative**			**Summative**
Strategy's Expected Result/Impact: promote wellness to parents and community	**Oct**	**Jan**	**Mar**	**June**
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	20%	90%	100%	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue
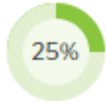
Goal 5: Increase student persistence

Performance Objective 1: 90% of ALL students will stay enrolled at IDEA North Mission for the 2023-2024 school year.

    High Priority

    HB3 Goal

    Evaluation Data Sources: persistence benchmarks

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Strong parent-student-teacher relationships by offering consistent parent conferences and Open Houses for parents to come meet with teachers starting Sept 2023.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

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
	20%	70%	90%	

Strategy 2 Details	Reviews			
Strategy 2: Partner up with CP to see what can be done to support school with leavers not persisting issues by Sept. 2023	**Formative**			**Summative**
Strategy's Expected Result/Impact: decrease the amount of student leaving due to door to door transportation	**Oct**	**Jan**	**Mar**	**June**
Title I: 2.5, 2.6	25%	50%	90%	

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

Goal 5: Increase student persistence

Performance Objective 2: 90% of NEW students will stay enrolled at IDEA North Mission for the 2023-2024 school year

High Priority

HB3 Goal

Evaluation Data Sources: persistence benchmark
IDEA dashboard

Summative Evaluation: No progress made toward meeting 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 2024	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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	N/A	60%	90%	
	0% No Progress	100% 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: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Monthly calendar implementation to practice all drills equally throughout the entire year.	**Oct**	**Jan**	**Mar**	**June**
	100%	100%	90%	
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

State Compensatory

Budget for North Mission Academy

Total SCE Funds: $3,952.43
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Our goal is to use money for small group instruction after school and Saturday to work with strugglers.

Title I

1.1: Comprehensive Needs Assessment

Supplies for Parent Workshops- entire money will be used for bi-monthly parent workshops.

$3,952.43

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

2.2: Regular monitoring and revision

Please see Title1Crate for the following documentation.

2.3: Available to parents and community in an understandable format and language

Please see Title1Crate for the following documentation.

2.4: Opportunities for all children to meet State standards

Please see Title1Crate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see Title1Crate for the following documentation.

2.6: Address needs of all students, particularly at-risk

Please see Title1Crate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
Alexis Barrios	INTERVENTIONIST		1
Leticia Becerra	AR Zone Facilitator	Title 1	1
Victor Guajardo	Interventionist	Title 1	1
Yadira Alvarez	Hotspot FACILITATOR		1

Campus Funding Summary

					Title I, Part A (4120)	

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,952.43
				+/- Difference	$3,952.43
				Grand Total Budgeted	$3,952.43
				Grand Total Spent	$0.00
				+/- Difference	$3,952.43