

**Dallas Independent School District**  
**387 North Lake Collegiate Academy**  
**2021-2022 Improvement Plan**



# Mission Statement

DISTRICT MISSION: Educating all students for success

CAMPUS MISSION: North Lake Early College High School is committed to the formation of lifelong learners through its academic excellence, global citizenship, empowerment of others, and unity of purpose.

## Vision

DISTRICT VISION: To be a premier urban school district

CAMPUS VISION: North Lake Early College High School will be a nationally recognized, elite early college dedicated to graduating all students with the skills to be creative thinkers and global leaders of tomorrow.

## Core Values

### DISTRICT CORE VALUES:

Trustworthiness

Respect

Responsibility

Caring

Citizenship

Fairness

### CAMPUS CORE VALUES:

Authentic

Bold

Grit

Innovative

Integrity

Leadership

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# Comprehensive Needs Assessment

Revised/Approved: May 20, 2021

## Demographics

### Demographics Summary

North Lake ECHS is a Dallas Independent School District school of choice, North Lake Early College High School (NL ECHS) is housed on the campus of North Lake College, our partner community college. Through a collaborative effort, NLECHS students attend both high school and on-site college classes with the goal of graduating with a high school diploma and at least 60 college credits or an associate degree. Our school motto, "Learners today, Leaders tomorrow," speaks to our vision of becoming a nationally recognized, elite early college dedicated to graduating all students as creative thinkers and global leaders of tomorrow. Dallas Independent School District is a premier urban district that serves a population of about 70% hispanic, 21% african-american, 5% white and 3% multi-ethnic, where as our campus reflects a population of 87% hispanic, 7% african-american, 2% white and 4% Asian.

### North Lake Teachers

Ethnicity/Race	Number	Percentage
African American	4	40%
White	3	30%
Hispanic	2	20%
Other	1	10%

Grade	Ethnicity (%)									
	All	White	African American	Hispanic	American Indian	Asian	Hawaiian	Multi-Race	Not Reported	
<u>9</u>	<u>64</u>	<u>1</u> (1.6)	<u>4</u> (6.2)	<u>56</u> (87.5)	<u>0</u> (0.0)	<u>2</u> (3.1)	<u>0</u> (0.0)	<u>1</u> (1.6)	<u>0</u> (0.0)	
<u>10</u>	<u>69</u>	<u>1</u> (1.4)	<u>5</u> (7.2)	<u>59</u> (85.5)	<u>0</u> (0.0)	<u>3</u> (4.3)	<u>0</u> (0.0)	<u>1</u> (1.4)	<u>0</u> (0.0)	
<u>All</u>	<u>133</u>	<u>2</u> (1.5)	<u>9</u> (6.8)	<u>115</u> (86.5)	<u>0</u> (0.0)	<u>5</u> (3.8)	<u>0</u> (0.0)	<u>2</u> (1.5)	<u>0</u> (0.0)	

Grade	Gender (%)	
	Male	Female
9	30 (46.9)	34 (53.1)
10	29 (42.0)	40 (58.0)

All 59 (44.4) 74 (55.6)

Grade	EL Total	EL (%)					
		BE	ESL	Shelt	Den	Not Serv	EL SPED
9	26	0 (0.0)	25 (96.2)	17 (65.4)	0 (0.0)	0 (0.0)	1 (3.8)
10	19	0 (0.0)	19 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
All	45	0 (0.0)	44 (97.8)	17 (37.8)	0 (0.0)	0 (0.0)	1 (2.2)

Grade	OTHERS (%)				
	BE not EL	EL Exit	Special Education	TAG	Economically Disadvantaged
9	0 (0.0)	13 (20.3)	1 (1.6)	16 (25.0)	58 (90.6)
10	0 (0.0)	13 (18.8)	1 (1.4)	25 (36.2)	56 (81.2)
All	0 (0.0)	26 (19.5)	2 (1.5)	41 (30.8)	114 (85.7)

### Demographics Strengths

- Students from NLECHS represent all quadrants of the Dallas Area, coming from various high school feeder patterns throughout the district. Twenty-three of our incoming freshman students are considered "recaptures," who will be joining Dallas ISD after attending either a private or charter school last year. This unique representation allows students from different backgrounds, neighborhoods, and experiences to collaborate in the learning process and is aided through our culturally diverse faculty and staff.
- Currently, 85.7% of our student body is considered economically disadvantaged. When eligible, this percentage would lead to a "Distinction" for our program's outcome-based-measures (TEA ECHS Blueprint).
- We will be relocating our campus a few miles up the road to the main campus this year and this will provide students and families access to more services along with recreation centers. The new location will also provide easy access to transportation through the DART rail line.
- Diverse and highly qualified staff to match the needs of students with 11% Asian, 44% African American, 11% Caucasian, and 33% Hispanic.
- Enrollment of African American students has doubled in growth from previous year demonstrating a positive trend in encouraging diversity. We have also closed to gap on our male-female split, from 58% female/42% male in 2019-2020 to 55% female/44% male in 2020-2021.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** There is a lack of racial and cultural diversity within our student body. **Root Cause:** Lack of a strategic recruitment strategy to identify all campuses (charter, private ,Dallas ISD, or other ISD) within a 15 mile radius with diverse student bodies to include in recruitment efforts.

**Problem Statement 2:** Recruiting for the 2021-2022 school year was challenging and we had roughly 100 less applicants than the previous year. **Root Cause:** COVID-19 safety

procedures would not allow on campus visits, which is one of our program's highest leverage recruiting tools.

**Problem Statement 3:** Increase the number of PTSA memberships from the minimum required number of 20. **Root Cause:** COVID-19 disrupted the PTSA's ability to visit campus and promote the benefits of a PTSA.

**Problem Statement 4:** There is a lack of understanding from the community of what type of school that we are and what separates us from other P-TECH and Early College High Schools. **Root Cause:** The lack of understanding of the community of what an Early College High School is across the numerous spectrum of potential incoming students from the middle school level.

# Student Learning

## Student Learning Summary

Prior to COVID-19, we were meeting or exceeding the goals the district had set for us. However, we are striving to be nationally recognized and the majority of our students are not currently nationally competitive nor college ready (PSAT and TSI scores confirm this). We have implemented systems such as Progress Monitoring (facilitators), TSI prep tutorial sessions, and MAPS to provide our students with skills and competencies to be academically ready not only on a national level but also on a college level. All students are engaged in a rigorous, accelerated program that consists of AP, honors, and dual-credit courses. The COVID-19 pandemic caused significant disruption to the learning environment in 2020-2021, and there are gaps that will need to be filled in 2021-2022. Dallas College was not able to offer TSI testing to our students and we were not able to test until June 2021. Therefore, we will have many students that will need to attend TSI bootcamps in 21-22 to close any of the gaps that we are able to identify after scores are reported in June.

- No TEA Domain ratings due to COVID-19
- No ACP data from Fall 2020 or Spring 2021

## Student Learning Strengths

### 2020-2021

- Although TEA will not be assigning A-F ratings, North Lake ECHS had an "A" Domain One Letter Grade (based on 2019 scales).
- Dual-credit success rate increased from 77% in Fall 2020 to 89% in Spring 2021.
- English II STAAR--100% passing and 96% scored at "Meets Grade Level"
- Biology STAAR--95% scored at "Meets Grade Level"
- 100% of our LEP students passed the Biology and English II Fall 2020 EOC exams
- TELPAS- 90% of our students scored at the Advance High Level
- 97.2% of all AP Human Geography students and 96.2% of all AP Spanish students took the AP Exam for their respective subjects, Spring 2020.
- 127 "A's" were awarded to students in Fall 2020 dual-credit courses.
- Surpassed the district in three out of five ACP courses, Fall 2020
- Campus-to-campus comparisons are not available due to COVID-19 testing limitations across Texas and Dallas ISD
- No ACP testing in Fall 2020 or Spring 2021.

### 2019-2020

- All of our students met approaches in all STAAR tested courses.
- 71% of our students have been successful on the Reading TSI
- 90% of our students have been successful on the Writing TSI
- Our Biology Mastery score was the top in the district, out performing all other early colleges and the top comprehensive high schools.

- We surpassed the district in all ACP tested courses
- Our Biology students outperformed the district and all other high schools on the district ACPs.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** The systems and procedures for our campus are in a trial and error stage, therefore impacting the academic success of our students and school as a whole.

**Root Cause:** As an early college high school it is important to progress monitor students from day one. Due to the fact that we are a new campus, we are in the process of developing and implementing systems, such as progress monitoring, that enable students to experience academic autonomy successfully.

**Problem Statement 2:** Failure rates for both HS and DC were higher in 20-21 than they were in 19-20. **Root Cause:** Gaps with progress monitoring and freshmen enrolled in multiple college classes their first semester. Teaching/learning in an online/hybrid setting.

**Problem Statement 3:** Our freshman students did not sit for the TSI test until June 2021. Still have almost 90% of our current sophomores that need to pass TSI Math. **Root Cause:** Dallas College was not facilitating TSI testing this year due to COVID. Our staff did not receive Accuplacer proctor training until April 2021.

**Problem Statement 4:** 69% of our Sophomores met the college readiness benchmark on PSAT Reading/Writing. 39% of our Sophomores met the college readiness benchmark on PSAT Math. **Root Cause:** Campus does not provide a comprehensive education or awareness program for PSAT. Students cannot articulate the benefits of higher scores (scholarships, college readiness, etc).

**Problem Statement 5:** English I and Algebra I STAAR/EOC meets/masters scores lag behind comparable standalone ECHS programs in Dallas ISD. **Root Cause:** Instruction lacks the intentional focus of providing instruction beyond skills and concepts to strategic and extended thinking.

# School Processes & Programs

## School Processes & Programs Summary

North Lake Collegiate Academy is a DISD School of Choice located on the North Lake College Main Campus (our partner community college). We had our grand opening at the start of the 2019-2020 school year. Our students are working towards obtaining not only a High School diploma, but at least 60 college credits or an associates degree. We are committed to the formation of lifelong learners through our focus of academic excellence, global citizenship, empowerment of others and unity of purpose. One way we work towards creating a community of lifelong learners is through processes and programs that we have put into place on campus:

- Our program operates on an accelerated bell schedule that allows students to take classes by the "Quarter." The schedule helps to mirror a college student's schedule, ensuring that students take no more than 4-5 classes at a time.
- All students are enrolled in rigorous Pre-AP, AP, and dual-credit courses.
- Moving to North Lake's Main Campus in 21-22 will provide students with a true college atmosphere.
- Students can choose between two Associate degree pathways: Associate of Arts/Science
- Our third cohort of roughly 100 students will be joining the program next year.
- College Presentations/Virtual Tours during MAPS to help increase student motivation and drive a college-going culture
- Wrap-around services and support for both dual-credit and high school courses. All students are assigned a dual-credit "facilitator" who helps support them with their dual-credit courses. In-day tutoring is scheduled during MAPS to help support students in need of tier II interventions.

## School Processes & Programs Strengths

1. 100% of students are enrolled in college courses.
2. 100% of students are enrolled in a support advisory (MAPS)
3. 100% of students are receiving internal and external support in their college classes through their facilitator and morning meeting schedule.
4. Nearly 100% of our juniors will be on track for their Associate's Degree
5. One of only nine high schools in Dallas ISD that offer German as a foreign language.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Teachers are having to develop MAPS curriculum on top of planning for their normal teacher preps. **Root Cause:** We do not have an established, research-based, differentiated MAPS curriculum for our different grade levels.

**Problem Statement 2:** Teachers are not receiving 504/SPED documentation in a timely manner **Root Cause:** We do not provide time during Summer PD week to review accommodations/modifications.

**Problem Statement 3:** We do not offer a wide variety of extracurricular activities. **Root Cause:** Was not a point of emphasis during the COVID-19 pandemic.

**Problem Statement 4:** Students do not have adequate transportation to and from extracurricular activities (before/after school). **Root Cause:** Our campus is located outside of

Dallas, so a lot of students have to take the bus and parents are unable to take students to and from their extracurricular activities.

**Problem Statement 5:** PTSA has made little progress (fundraising, membership, etc) since it was formed in April 2019. **Root Cause:** COVID-19 crisis and we have not been able to show parents and students the value of a PTSA. Lacks a coherent long-term plan/vision.

**Problem Statement 6:** There is not a well developed curriculum for German. Teacher is having to create curriculum from scratch and this sometimes creates alignment challenges. **Root Cause:** Dallas ISD does not provide a German textbook for teaching/learning.

# Perceptions

## Perceptions Summary

A Dallas Independent School District school of choice, North Lake Early College High School (NL ECHS) is housed on the campus of North Lake College, our partner community college. Through a collaborative effort, NLECHS students attend both high school and on-site college classes with the goal of graduating with a high school diploma and at least 60 college credits or an associate degree. Our school motto, "Learners today, Leaders tomorrow," speaks to our vision of becoming a nationally recognized, elite early college dedicated to graduating all students as creative thinkers and global leaders of tomorrow.

Staff recognition is through instructional shout outs, after school socials, and communicating teacher concerns to administration. Sunshine and after school events for teachers such as a planned campus Holiday Party for the school at a local restaurant, are done to build family-style culture. These events were scaled back this year due to safety concerns related to the COVID-19 pandemic. Teachers receive feedback through spot observations and work together to plan and discuss cross-curricular teaching/learning.

## MOTTO

- Learners Today, Leaders Tomorrow.

## VISION

- North Lake Early College High School will be a nationally recognized, elite early college dedicated to graduating all students with the skills to be creative thinkers and global leaders of tomorrow.

## MISSION

- North Lake Early College High School is committed to the formation of lifelong learners through its academic excellence, global citizenship, empowerment of others, and unity of purpose.

## VALUES

- Authenticity
- Boldness
- Grit
- Innovation
- Integrity
- Leadership

## Perceptions Strengths

- 98.4% Average Daily Attendance well exceeds district and state average
- Only one student code of conduct referral
- On-track to retain all teachers from 19-20 to 20-21, while gaining five new teachers, one monitor, and an assistant principal
- DISD Climate survey was not administered in Fall 2020 due to COVID, but Climate Survey in Fall 2019 received 100% positive responses from Faculty/Staff
- Email and Newsletter sent out to parents/guardians/community on a weekly basis

## North Lake Early College High School Attendance Data

09/08/2020 to 05/20/2021 = 151 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
9	0	69	0	5	64	10419	0	491	188.0000	9740.0000	64.5033	98.1064%
10	0	70	0	1	69	10570	0	69	126.0000	10375.0000	68.7086	98.8001%
<b>Subtotal</b>	<b>0</b>	<b>139</b>	<b>0</b>	<b>6</b>	<b>133</b>	<b>20989</b>	<b>0</b>	<b>560</b>	<b>314.0000</b>	<b>20115.0000</b>	<b>133.2119</b>	<b>98.4630%</b>
<b>Grand Total</b>	<b>0</b>	<b>139</b>	<b>0</b>	<b>6</b>	<b>133</b>	<b>20989</b>	<b>0</b>	<b>560</b>	<b>314.0000</b>	<b>20115.0000</b>	<b>133.2119</b>	<b>98.4630%</b>

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parent/guardian/community participation rates are low. **Root Cause:** School has not consulted with employers, business leaders, philanthropic organizations or individuals with expertise in engaging parents and family members in education.

**Problem Statement 2:** Parents are not receiving information in a way that is accessible to them. **Root Cause:** Inaccurate contact information included in PowerSchool.

**Problem Statement 3:** Lack of quantitative data to plan and work from. **Root Cause:** No climate survey or parent survey from Spring 2020 or Fall 2020.