

Dallas Independent School District
387 North Lake Collegiate Academy
2021-2022 Campus 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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Goal 3: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above shall increase from 42.3% to 56.0% by June 2025. CAMPUS GOAL FOR MATH: 80% of North Lake ECHS students will achieve at the Meets performance levels, and 50% of students achieve Mastery performance levels on Algebra I EOC exams by May 2022.	20
Goal 4: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 54.0% by June 2025. (This is lagged 1 year) CAMPUS GOAL FOR CCMR: 85% of North Lake ECHS students will meet college readiness standards on SAT/ACT by graduation.	21
Goal 5: DISTRICT GOAL: Middle grade (grades 6-8) student achievement on state assessments in all subjects in Domain 1 will increase from 40 to 50 by June 2024. CAMPUS GOAL FOR DOMAIN 1, ALL SUBJECTS ON TRACK: All students will exhibit approaches or above on performance on State assessments. Students below approaches level performance will demonstrate more than one year of academic growth by May 2021	26
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Goal 7: DISTRICT GOAL: Student participation in extracurricular or co-curricular activities will increase from 59.0 percent to 78.0 percent by 2023. CAMPUS GOAL: 100% of North Lake ECHS Students will participate in at least one extracurricular or co-curricular activity by May 2022.	30
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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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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%
Subtotal	0	139	0	6	133	20989	0	560	314.0000	20115.0000	133.2119	98.4630%
Grand Total	0	139	0	6	133	20989	0	560	314.0000	20115.0000	133.2119	98.4630%

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.

Priority Problem Statements

Problem Statement 1: Failure rates for both HS and DC were higher in 20-21 than they were in 19-20.

Root Cause 1: Gaps with progress monitoring and freshmen enrolled in multiple college classes their first semester. Teaching/learning in an online/hybrid setting.

Problem Statement 1 Areas: Student Learning

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 2: COVID-19 safety procedures would not allow on campus visits, which is one of our program's highest leverage recruiting tools.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Teachers are having to develop MAPS curriculum on top of planning for their normal teacher preps.

Root Cause 3: We do not have an established, research-based, differentiated MAPS curriculum for our different grade levels.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: PTSA has made little progress (fundraising, membership, etc) since it was formed in April 2019.

Root Cause 4: 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 4 Areas: School Processes & Programs

Problem Statement 5: We do not offer a wide variety of extracurricular activities.

Root Cause 5: Was not a point of emphasis during the COVID-19 pandemic.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Goals

Revised/Approved: June 1, 2021





Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46 to 58 by June 2025.

CAMPUS GOAL FOR DOMAIN 1, GROWTH IN ALL SUBJECTS: North Lake ECHS will use acceleration strategies and rigorous instruction in all courses to support continuous growth increases of 5% on average in student achievement at both Meets and Mastery performance levels by May 2022

Performance Objective 1: End of Course combined average passing rates will increase from 88% in May 2021 to 96% at the Meets level by May 2022.

End of Course combined average passing rates will increase from 30% in May 2021 to 45% at the Masters level by May 2022.

Evaluation Data Sources: EOC STAAR Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will provide on going tutoring and mentoring to all student groups to ensure all students have an opportunity to excel through a rigorous curriculum and dropout prevention programming including SPED, CTE, GT, and ESL. Teachers will use All In Learning to analyze and track student data.</p> <p>Strategy's Expected Result/Impact: Double-digit increases on Meets and Masters scores across English I, English II, and Algebra I.</p> <p>Staff Responsible for Monitoring: AP, Counselor, and teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will participate in Summer Planning Academy to design research-based, rigorous and aligned lessons for diverse populations.</p> <p>Strategy's Expected Result/Impact: Stronger alignment between EOC/ACP/AP, common assessments, and lesson activities. All teachers scoring at least proficient on indicators 1.1, 1.2, 1.3, 1.4, and 1.5 or Teacher Performance Rubric.</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46 to 58 by June 2025.

CAMPUS GOAL FOR DOMAIN 1, GROWTH IN ALL SUBJECTS: North Lake ECHS will use acceleration strategies and rigorous instruction in all courses to support continuous growth increases of 5% on average in student achievement at both Meets and Mastery performance levels by May 2022

Performance Objective 2: Average ACP passing rate for all contents combined will achieve a minimum of 95% by October 2021 and 97% by March 2022.

Evaluation Data Sources: ACP Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use DOL and common assessment data to evaluate student progress toward mastery. Under performing students will receive RTI supports with targeted interventions until mastery is documented.</p> <p>Strategy's Expected Result/Impact: At risk students performance will improve before state or national assessments</p> <p>District STAAR projection to projected 100% passing</p> <p>Staff Responsible for Monitoring: AP/Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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Performance Objective 3: 100% of North Lake ECHS teachers will score at least proficient on Summative Evaluation indicator 2.4 by April-May 2022.

Evaluation Data Sources: Classroom strategies and TEI Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Use strategies from professional development to increase student academic achievement across all grade-levels, including at-risk student groups including all ELL, SPED, and recent immigrants</p> <p>Strategy's Expected Result/Impact: -Close academic gaps with highly visible data walls</p> <ul style="list-style-type: none"> -Book Study's -PD Action Plans <p>Staff Responsible for Monitoring: All staff members</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of teachers will engage in professional development on Marzano's "Understanding Rigor in the Classroom" and implementation will be monitored through formal and informal classroom observations, walkthroughs, etc.</p> <p>Strategy's Expected Result/Impact: -Challenging, rigorous, standards-aligned lessons/activities</p> <ul style="list-style-type: none"> -Increases in scores on Domain 2.4 <p>Staff Responsible for Monitoring: Principal and AP</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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Performance Objective 4: 100% of staff members will implement the ECHS Common Instructional Framework

Evaluation Data Sources: Classroom Strategies and TEI Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will practice implementing the ECHS common instructional framework throughout the year in every classroom and enrich the framework practices uniformly during PLC time.</p> <p>Strategy's Expected Result/Impact: Visible instructional coherence across all classrooms</p> <p>Staff Responsible for Monitoring: Principal, AP, Teacher Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above shall increase from 40.0% to 56.0% by June 2025.

CAMPUS GOAL FOR READING: 96% of North Lake ECHS students will achieve at the Meets performance levels, and 40% of students achieve Mastery performance levels on English I and English II EOC exams by May 2022.

Performance Objective 1: 96% of North Lake ECHS students will achieve at the Meets performance levels, and 40% of students achieve Mastery performance levels on English I and English II EOC exams by May 2022.

Evaluation Data Sources: STAAR/EOC Data





Strategy 1 Details	Reviews			
<p>Strategy 1: North Lake ECHS will fully implement the common instructional framework model with rigorous cross-curricular instruction.</p> <p>Strategy's Expected Result/Impact: TEI, STAAR/EOC</p> <p>Staff Responsible for Monitoring: AP, Math Teachers</p> <p>Title I Schoolwide Elements: 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use small group instruction to provide targeted, differentiated instruction based on student performance levels.</p> <p>Strategy's Expected Result/Impact: Improvement in Meets/Masters</p> <p>Staff Responsible for Monitoring: AP, Math Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above shall increase from 42.3% to 56.0% by June 2025.

CAMPUS GOAL FOR MATH: 80% of North Lake ECHS students will achieve at the Meets performance levels, and 50% of students achieve Mastery performance levels on Algebra I EOC exams by May 2022.

Performance Objective 1: 100% of teachers will use the common instructional framework model and small group instruction.

Evaluation Data Sources: Use targeted differentiation and rigor to increase achievement levels

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will examine student work to identify standard-specific misconceptions and errors in student thinking. Instruction will then be targeted/differentiated by small groups to ensure that student groups are receiving support that is appropriate based on their performance level.</p> <p>Strategy's Expected Result/Impact: Student work samples</p> <p>Staff Responsible for Monitoring: Math Teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Educators adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, 504, Homeless, and English learners.</p> <p>Strategy's Expected Result/Impact: Curriculum adaptations through cultural relevance or other means will lead to increase engagement and interest levels</p> <p>Staff Responsible for Monitoring: AP/PLC Teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 54.0% by June 2025. (This is lagged 1 year)

CAMPUS GOAL FOR CCMR: 85% of North Lake ECHS students will meet college readiness standards on SAT/ACT by graduation.

Performance Objective 1: 100% of freshmen (Class of 2025) will pass TSIA2 Reading/Writing with a qualifying score by May 2022 and 75% of will pass TSIA2 Math with a qualifying score by May 2022.

Evaluation Data Sources: TSIA2 Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will receive focused support from their mentor teacher during MAPS and independent work time with College Board ACCUPLACER, EdReady, and/or Princeton Review materials throughout the year with celebrations for all students achieving TSI met status</p> <p>Strategy's Expected Result/Impact: TSIA College Readiness Standards</p> <p>Staff Responsible for Monitoring: MAPS teacher, AP, and Office Staff</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Clerk, Counselor, and AP will provide host monthly events at various times throughout the year to provide parents with training and direct support on helping their child prepare for college readiness assessment like TSI and PSAT and critical organize/time management skills necessary success at an ECHS campus. Parents will learn that success levels related to all of these factors and others will impact college scholarships and acceptance.</p> <p>Strategy's Expected Result/Impact: Parents will learn to support students from home and accelerate skills development.</p> <p>Staff Responsible for Monitoring: Clerk, AP, and Counselor</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: G/T Parent orientation and periodic updates are provided for students who are identified as gifted/talented and provided gifted/talented services. Products and achievements of gifted/talented students are shared with the community at least twice a year through gifted showcase events according to the 2019 TEXAS STATE PLAN FOR</p>	Formative			Summative
	Nov	Jan	Mar	June

THE EDUCATION OF GIFTED/TALENTED STUDENTS (ACCOUNTABILITY INDICATOR 6.6 & 6.7)


Strategy's Expected Result/Impact: Increase Title I G/T parent involvement and awareness while creating a school culture around celebrating high-quality work and high expectations.


Staff Responsible for Monitoring: Counselor/MAPS teachers

Title I Schoolwide Elements: 2.6, 3.2 - **TEA Priorities:** Connect high school to career and college - **ESF**

Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 4: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 54.0% by June 2025. (This is lagged 1 year)

CAMPUS GOAL FOR CCMR: 85% of North Lake ECHS students will meet college readiness standards on SAT/ACT by graduation.

Performance Objective 2: 100% of sophomores (Class of 2024) will pass TSIA2 Math and TSIA2 R/W with a qualifying score by May 2022.

Evaluation Data Sources: TSIA2 Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Students will receive focused support from their mentor teacher during MAPS and independent work time with College Board ACCUPLACER, EdReady, and/or Princeton Review materials throughout the year with celebrations for all students achieving TSI met status</p> <p>Strategy's Expected Result/Impact: TSIA College Readiness Standards</p> <p>Staff Responsible for Monitoring: MAPS teacher, AP, and Office Staff</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 54.0% by June 2025. (This is lagged 1 year)

CAMPUS GOAL FOR CCMR: 85% of North Lake ECHS students will meet college readiness standards on SAT/ACT by graduation.

Performance Objective 3: 97% success rate for for college courses during the 2021-2022 school year.

Evaluation Data Sources: Dual Credit Course Grades





Strategy 1 Details	Reviews			
<p>Strategy 1: Dual-credit facilitators will provide progress monitoring and support to students to ensure continued support in college courses</p> <p>Strategy's Expected Result/Impact: 100% of students passed their college courses and received credit during Fall 2019 with this support system.</p> <p>Staff Responsible for Monitoring: MAPS teachers and counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will plan wrap-around services and supports for students while developing high-quality MAPS curriculum for students during PLCs</p> <p>Strategy's Expected Result/Impact: Students will learn the skills to become independent and college ready learners</p> <p>Staff Responsible for Monitoring: MAPS/AP</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 54.0% by June 2025. (This is lagged 1 year)

CAMPUS GOAL FOR CCMR: 85% of North Lake ECHS students will meet college readiness standards on SAT/ACT by graduation.

Performance Objective 4: 100% of juniors will be enrolled in an ACT/SAT credit yielding course.

Evaluation Data Sources: Master Schedule, Advanced Academic Services Longitudinal Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers and students will use tools and strategies taught in this course to improve student outcomes on ACT/SAT. Strategy's Expected Result/Impact: Improved ACT/SAT scores. Staff Responsible for Monitoring: ACT/SAT Teachers, AP, Counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 5: DISTRICT GOAL: Middle grade (grades 6-8) student achievement on state assessments in all subjects in Domain 1 will increase from 40 to 50 by June 2024.

CAMPUS GOAL FOR DOMAIN 1, ALL SUBJECTS ON TRACK: All students will exhibit approaches or above on performance on State assessments. Students below approaches level performance will demonstrate more than one year of academic growth by May 2021

Performance Objective 1: 90% of the students enrolled in each MAPS teacher's course will have overall passing grades in all of their courses.

Evaluation Data Sources: Report cards audits and honor roll

Strategy 1 Details	Reviews			
<p>Strategy 1: MAPS teachers will actively monitor student's grades to ensure students are developing the college readiness and organization skills to keep on track or get back on track with their work. Parent contact will be made for all failing or missing assignments.</p> <p>Strategy's Expected Result/Impact: Students will develop college readiness and organization skills to improve course performance.</p> <p>Staff Responsible for Monitoring: MAPS teachers</p> <p>Title I Schoolwide Elements: 3.1 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: MAPS teachers will provide ongoing direct and spiraled instruction into their core content lessons on the 7 Habits of Highly Effective Teens to help support the SEL needs of students.</p> <p>Strategy's Expected Result/Impact: Students have better SEL supports to help them mature quickly in a college environment.</p> <p>Staff Responsible for Monitoring: MAPS teachers/Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will learn to use standard paper calendars with time management strategies and set ways to calendar out all high school/college assignments.</p> <p>Strategy's Expected Result/Impact: Decrease the number of late and miss assignments</p> <p>Staff Responsible for Monitoring: MAPS/ Counselor</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: "Develop and implement services to address the social and emotional needs of gifted/talented students and their impact on student learning while ensuring opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research. Students who have been served in a gifted program for one or more years are provided the opportunity, through gifted/talented curricula, to develop sophisticated products and/or performances assessed by external evaluators who are knowledgeable in the field that is the focus of the product." in accordance with the 2019 TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS (ACCOUNTABILITY INDICATORS 3.11, 4.2, & 4.3.1)</p> <p>Strategy's Expected Result/Impact: TEC SS11.251- 11.253 requires provisions to improve services to gifted/talented students are included in district and campus improvement plans</p> <p>Staff Responsible for Monitoring: Principal/AP/Counselor/Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

CAMPUS GOAL FOR CAMPUS CULTURE: Ensure active stakeholder engagement strategies are in place to foster meaningful participation, feedback, and collaboration with all stakeholders at all levels with 100% of stakeholder participating in at least one school activity and respond positively to surveys

Performance Objective 1: North Lake ECHS PTSA membership will increase from 25 members in May 2021 to 175 members by May 2022.

Evaluation Data Sources: PTSA Membership Data





Strategy 1 Details	Reviews			
<p>Strategy 1: PTSA led fundraisers, events, and campus presence will increase awareness and help with marketing. Strategy's Expected Result/Impact: Increase parent/student engagement and involvement in school. Staff Responsible for Monitoring: AP/UIIL Coordinator Title I Schoolwide Elements: 2.6, 3.1, 3.2 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

CAMPUS GOAL FOR CAMPUS CULTURE: Ensure active stakeholder engagement strategies are in place to foster meaningful participation, feedback, and collaboration with all stakeholders at all levels with 100% of stakeholder participating in at least one school activity and respond positively to surveys

Performance Objective 2: 100% completion rate and positive responses on Fall and Spring Dallas ISD Surveys (Climate, Parent, Students).

Evaluation Data Sources: DISD Survey Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct mock parent, student, and staff perception surveys every 9 weeks and use data to create data charts to inform action plans or make strategic adjustments needed to create a culture of excellence.</p> <p>Strategy's Expected Result/Impact: Create a culture of feedback and continuous improvement</p> <p>Staff Responsible for Monitoring: Principal, AP, Office Manager, Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The counselor and staff will address violence prevention/interventions. [TEC 11.253(d)(8)], support a parental involvement programs [TEC 11.253(d)(9)], and promote attendance [TEC 11.253(d)(10)(c)]. Counselor and support staff (TA's and office) will assist students in recruitment for in coming freshmen each year.</p> <p>Strategy's Expected Result/Impact: To establish an elite student experience.</p> <p>Staff Responsible for Monitoring: Counselor & AP</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 7: DISTRICT GOAL: Student participation in extracurricular or co-curricular activities will increase from 59.0 percent to 78.0 percent by 2023.

CAMPUS GOAL: 100% of North Lake ECHS Students will participate in at least one extracurricular or co-curricular activity by May 2022.

Performance Objective 1: 100% of North Lake ECHS Students will participate in at least one extracurricular or co-curricular activity by May 2022.

Evaluation Data Sources: District Dashboard Data, Campus Tracker

Strategy 1 Details	Reviews			
Strategy 1: All campus educators will sponsor at least one extracurricular or co-curricular activity on campus. Strategy's Expected Result/Impact: Increase student engagement and involvement in school Staff Responsible for Monitoring: AP/UIIL Coordinator Title I Schoolwide Elements: 3.1 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Student input will be used to determine extracurricular offerings. Strategy's Expected Result/Impact: Increased level of ownership and engagement Staff Responsible for Monitoring: UIL Activities Coordinator, Coaches/Sponsors Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: College off-periods (Friday morning) will be used as an extracurricular meeting period for all teachers and students. Strategy's Expected Result/Impact: Consistent meeting times will lead to greater levels of participation and engagement Staff Responsible for Monitoring: UIL Activities Coordinator, Coaches/Sponsors, AP Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Plan Notes

Addendums