

**International Leadership of Texas**  
**Arlington Elementary**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

The mission of International Leadership of Texas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish and Chinese languages, and strengthening the body, mind and character.

## Vision

The vision of Arlington K-8 is to become the premier K-8 campus in ILTexas. While focusing on the district's mission and core values, Arlington K-8 will continue to excel academically while earning campus distinctions based off the state of Texas requirements.

Others Before Self

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

International Leadership of Texas Arlington K-5 is a charter school rated as a D campus for the 2018-2019 accountability rating. There was no accountability rating in 2019-2020 or 2020-2021. In its 8th year open, the enrollment has decreased to 810 from 816 in the previous year. The grade level totals were K-116, 1st-116, 2nd- 132, 3rd 145, 4th- 145, and 5th 156. The ethnicity groups represented in K-5 are 51.85% Hispanic, 33.95% African- American, 7.04% White, 4.94% two or more races, 1.85% Asian, 0.37 % American Indian. Comparing the percentage from this year to last year there was an increase in African-American of 2% and a decrease of 4% in Hispanic in K-5. The percentage of economically disadvantaged decreased from last year. Currently, it is at 72.35% for grades K-5. The At-Risk student group is 48.52%. The LEP student group is 33.58%.

### Demographics Strengths

The campus is very ethnically diverse (students and staff). The enrollment has remained steady with minimal decreases. The city of Arlington has implemented an enrollment limitation on the campus, which allows for us to retain a select number of students while remaining close to the 1,206 cap for elementary and middle school.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Problem Statement 1: Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Root Cause: Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

**Problem Statement 2 (Prioritized):** Fragmented implementation of district and campus initiatives creates a lack of consistency for students and staff. **Root Cause:** Campus and district initiatives are not established in a clear, concise manner and are implemented all year long, instead of being established at the beginning of the year and allowing the initiatives to grow and develop.

**Problem Statement 3 (Prioritized):** Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

**Problem Statement 4 (Prioritized):** Students need additional personnel to support their learning and to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

**Problem Statement 5 (Prioritized):** Struggles to keep SPED teachers when the support from the district-level is limited. **Root Cause:** No mentor program for SPED teachers. Turnover is high due to hiring teachers with limited or no experience.

**Problem Statement 6 (Prioritized):** The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom

management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

**Problem Statement 7 (Prioritized):** Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement.

**Root Cause:** Parent engagement opportunities are limited.

**Problem Statement 8 (Prioritized):** Lack of parental involvement on campus and in the classrooms. **Root Cause:** Lack of communication of needs and planned parent's events

**Problem Statement 9 (Prioritized):** Low morale among faculty and staff **Root Cause:** Lack of positive team building opportunities and lack of accountability systems for faculty and staff.

# Student Learning

## Student Learning Summary

The ILTexas Arlington campus earned a D rating for performance that needs improvement by serving too few students well in 2018-2019. There was not a STAAR test to determine ratings for students in the 2019-2020 school year. According to 2018-2019 data, not enough students made adequate academic progress for eventual success in college, a career, or the military. The Overall rating for the school was a 63. The Student Achievement rating was a 69/D, the School Progress rating was a 70/C, and the Closing the Gaps rating was a 48/F. The campus did not receive any distinctions. For the 2018-2019 STAAR assessment, the AA student population, 2 or more races, and Econ. Disadvantaged population scored the least amongst student groups at 63% in the All Subjects category. AA student population scored the least at 21% in the Meets performance for the All Subjects Category. The 2 or more races student population scored the least at 39% in the Academic Growth Category, followed by the AA student population scoring 52% for the Both Subjects Category. There was no accountability data reported 2020-2021 school year.

Since there was no end of year state data for 2020-2021, the campus reviewed local data and preliminary STAAR data determine campus needs. The data which will be reviewed includes school wide ECAs (Eduphoria: AWARE), Benchmarks, MAP test results, monthly I-Station results, Imagine Math Assessments and preliminary STAAR. The data received will indicate which areas our students have learning gaps in core subjects.

There is inconsistent growth for students in ISIP reading, Imagine Math, MAP, and STAAR preliminary results. Preliminary STAAR results for students scoring meets/masters for reading were 3rd Grade- 22.22; 4th Grade- 12.22; and 5th Grade 22.81. The math preliminary results for students scoring meets/masters were 9.52; 13.10; 9.82. Sciece scores were 12.96.

	May 2021 STAAR Mathematics, Grade 3				May 2021 STAAR Mathematics Spanish, Grade 3				Summarized I	
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approache
All Students	1289	39.88%	13.03%	5.20%	13	23.08%	7.69%	0%	1302	39.71
ILTexas Arlington Elem	105	36.19%	9.52%	1.90%-	-	-	-	-	105	36.19

	May 2021 STAAR Mathematics, Grade 4				May 2021 STAAR Mathematics Spanish, Grade 4				Summarized Results	
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches
All Students	1295	39.23%	17.68%	9.11%	19	10.53%	0%	0%	1314	38.81
ILTexas Arlington Elem	84	27.38%	13.10%	5.95%-	-	-	-	-	84	27.38

	April 2021 STAAR Mathematics, Grade 5				April 2021 STAAR Mathematics Spanish, Grade 5				Summarized Results	
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches
All Students	1405	45.48%	21.28%	10.04%	13	23.08%	7.69%	0%	1418	45.28
ILTexas Arlington Elem	112	37.50%	9.82%	3.57%	1	0%	0%	0%	113	37.17

	May 2021 STAAR Science, Grade 5				May 2021 STAAR Science Spanish, Grade 5				Total Students	Summarized Re Approaches
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters		
All Students	1349	44.33%	18.46%	5.71%	14	7.14%	0%	0%	1363	43.9
ILTexas Arlington Elem	108	33.33%	12.96%	1.85%	3	0%	0%	0%	111	32.4

Resources (School Report Card, TAPR, AWARE, ISIP reports, and Imagine Math Reports)

### Student Learning Strengths

Students transitioned from in person learning and online learning throughout the year. There were students in various grade levels meeting expectations or mastering content.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Fragmented implementation of district and campus initiatives creates a lack of consistency for students and staff. **Root Cause:** Campus and district initiatives are not established in a clear, concise manner and are implemented all year long, instead of being established at the beginning of the year and allowing the initiatives to grow and develop.

**Problem Statement 2 (Prioritized):** Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

**Problem Statement 3 (Prioritized):** Students need additional resources to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

**Problem Statement 4 (Prioritized):** Students need additional personnel to support their learning and to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

**Problem Statement 5 (Prioritized):** Teachers need additional personnel to support their instructional practices for students in order to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

**Problem Statement 6 (Prioritized):** Students need additional time to focus on acquiring language skills in Spanish and Chinese. **Root Cause:** There are several gaps in student achievement

**Problem Statement 7 (Prioritized):** Problem Statement 1: Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Root Cause: Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

**Problem Statement 8 (Prioritized):** Struggles to keep SPED teachers when the support from the district-level is limited. **Root Cause:** No mentor program for SPED teachers. Turnover is high due to hiring teachers with limited or no experience.

**Problem Statement 9 (Prioritized):** Technology is not updated. **Root Cause:** Hard to update technology programs because district has strict rules. Tablets for driveline, Wifi drops, etc.

**Problem Statement 10 (Prioritized):** The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

**Problem Statement 11 (Prioritized):** High number of student behavior referrals. **Root Cause:** Lack of consistent classroom management and campus discipline protocol.

**Problem Statement 12 (Prioritized):** Low morale among faculty and staff **Root Cause:** Lack of positive team building opportunities and lack of accountability systems for faculty and staff.



# School Processes & Programs

## School Processes & Programs Summary

Curriculum, Instruction, and Assessment: Our campus collaborates effectively with instructional coaches and support our new teachers to the campus. There is a need for continuing support with professional development to support instructional practices. Having two instructional coaches has allowed the campus the opportunity to support more teachers with curriculum, instruction, and assessments. There is a need to strengthen the content knowledge with our teachers in order for teachers to learn the depth and complexity of standards and TEKS guidelines. The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Teachers will utilize the TEKS RS Year at a Glance and Instructional Focus Document for all core subject areas, as well as analyze data based on the state, district and local assessments in order to be data driven. Teachers will need to differentiate instruction based on students' needs and learning styles in order to reach a diverse group of students.

Staff Recruitment and Retention: Our goal is to recruit and retain high caliber staff. We use sources such as, campus website, the Teacher Job Network (TJN), District and Region 10 and 11 job fairs, social media, and word of mouth. Our goal is that all teachers are highly qualified. We have teachers in alternative certification programs as well as visiting teachers from other countries to support our district mission of being a trilingual school district. Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers.

Technology: All staff members have been provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, students in grades 4-8 are provided their own Chromebooks. Likewise, students in K-3 classrooms utilize one tablet, or Chromebook creating a 1:1 ratio for technology. Due to virtual learning, all students K-8 had a 1:1 ratio chromebooks. We utilize the following academic resources to assist us in our daily learning and communication: Kahoot, Measuring Up, Dojo, Study Island, IStation, Reading A-Z, Stemsopes, Kuder, MAP, STAAR-AR, Imagine Math, Splash Math, All in Learning, Google Classroom, and Seesaw; and finally, technology pieces that also encourage and engage parents through the use of programs such as Edmodo, Peachjar, Dojo, Smores, Facebook, Call-Messenger and Parent Portal. With the use of this kind of technology we have increased our parent communication, improved behavior, while continuing to make teaching and the delivery more engaging, attainable, and fun. Virtual learning allowed us to provide more technology support to parents through a technology help desk. Resources (Eduphoria, Forethought, Staff Climate Survey)

## School Processes & Programs Strengths

Curriculum, Instruction, and Assessment: Low turnover among staff allows for consistency in content areas which ultimately results in stronger content knowledge and effective use of instructional practices. With the addition of two Campus Instructional Coaches, teachers are able to get more support in areas of lesson design, curriculum alignment, data analysis, and data-driven instruction.

Staff Recruitment and Retention: Very low turnover among staff in comparison to the overall district. This allows for the campus to maintain a consistent culture/climate, while increasing student achievement.

Technology: Each student in grades K-8 has access to technology via chromebooks. Students in grades 4th-8th receive their own personal chromebook for academic usage.

School Processes & Program Strengths: The campus does a great job of adhering to the many cultural and international festivities that are mandated by the district. Strong systems are in place to ensure organizational and academic strengths.

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

**Problem Statement 1 (Prioritized):** Struggles to keep SPED teachers when the support from the district-level is limited. **Root Cause:** No mentor program for SPED teachers. Turnover is high due to hiring teachers with limited or no experience.

**Problem Statement 2 (Prioritized):** Technology is not updated. **Root Cause:** Hard to update technology programs because district has strict rules. Tablets for driveline, Wifi drops, etc.

**Problem Statement 3 (Prioritized):** The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

**Problem Statement 4 (Prioritized):** Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement. **Root Cause:** Parent engagement opportunities are limited.

**Problem Statement 5 (Prioritized):** Problem Statement 1: Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Root Cause: Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

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**Problem Statement 11 (Prioritized):** Students need additional time to focus on acquiring language skills in Spanish and Chinese. **Root Cause:** There are several gaps in student achievement

**Problem Statement 12 (Prioritized):** Lack of parental involvement on campus and in the classrooms. **Root Cause:** Lack of communication of needs and planned parent's events

**Problem Statement 13 (Prioritized):** High number of student behavior referrals. **Root Cause:** Lack of consistent classroom management and campus discipline protocol.

**Problem Statement 14 (Prioritized):** Low morale among faculty and staff **Root Cause:** Lack of positive team building opportunities and lack of accountability systems for faculty and staff.

# Perceptions

## Perceptions Summary

As a campus, our climate and culture survey indicates that majority of our campus staff feel as if our campus' environment is positive and encouraging. Our staff does a great job of collaborating and working together for the greater good. The campus does a great job of reinforcing the district's vision and mission. For the upcoming school year, the campus will work on streamlining systems related to student discipline and strengthening staff morale overall.

## Perceptions Strengths

Campus strengths are the positive culture and climate and which staff feels as if they are a "family" with a "family-oriented" environment.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Lack of parental involvement on campus and in the classrooms. **Root Cause:** Lack of communication of needs and planned parent's events

**Problem Statement 2 (Prioritized):** High number of student behavior referrals. **Root Cause:** Lack of consistent classroom management and campus discipline protocol.

**Problem Statement 3 (Prioritized):** Low morale among faculty and staff **Root Cause:** Lack of positive team building opportunities and lack of accountability systems for faculty and staff.

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**Problem Statement 10 (Prioritized):** Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement.

**Root Cause:** Parent engagement opportunities are limited.

# Priority Problem Statements

**Problem Statement 1:** Problem Statement 1: Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps.

**Root Cause 1:** Root Cause: Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

**Problem Statement 1 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 2:** Fragmented implementation of district and campus initiatives creates a lack of consistency for students and staff.

**Root Cause 2:** Campus and district initiatives are not established in a clear, concise manner and are implemented all year long, instead of being established at the beginning of the year and allowing the initiatives to grow and develop.

**Problem Statement 2 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 3:** Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development.

**Root Cause 3:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

**Problem Statement 3 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 4:** Students need additional resources to increase student achievement.

**Root Cause 4:** There are several gaps in student achievement and additional resources are needed to close the gaps.

**Problem Statement 4 Areas:** Student Learning - School Processes & Programs - Perceptions

**Problem Statement 5:** Students need additional personnel to support their learning and to increase student achievement.

**Root Cause 5:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

**Problem Statement 5 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 6:** Teachers need additional personnel to support their instructional practices for students in order to increase student achievement.

**Root Cause 6:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

**Problem Statement 6 Areas:** Student Learning - School Processes & Programs - Perceptions

**Problem Statement 7:** Students need additional time to focus on acquiring language skills in Spanish and Chinese.

**Root Cause 7:** There are several gaps in student achievement

**Problem Statement 7 Areas:** Student Learning - School Processes & Programs - Perceptions

**Problem Statement 8:** Struggles to keep SPED teachers when the support from the district-level is limited.

**Root Cause 8:** No mentor program for SPED teachers. Turnover is high due to hiring teachers with limited or no experience.

**Problem Statement 8 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 9:** Technology is not updated.

**Root Cause 9:** Hard to update technology programs because district has strict rules. Tablets for driveline, Wifi drops, etc.

**Problem Statement 9 Areas:** Student Learning - School Processes & Programs - Perceptions

**Problem Statement 10:** The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management.

**Root Cause 10:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

**Problem Statement 10 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 11:** Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement.

**Root Cause 11:** Parent engagement opportunities are limited.

**Problem Statement 11 Areas:** Demographics - School Processes & Programs - Perceptions

**Problem Statement 12:** Lack of parental involvement on campus and in the classrooms.

**Root Cause 12:** Lack of communication of needs and planned parent's events

**Problem Statement 12 Areas:** Demographics - School Processes & Programs - Perceptions

**Problem Statement 13:** High number of student behavior referrals.

**Root Cause 13:** Lack of consistent classroom management and campus discipline protocol.

**Problem Statement 13 Areas:** Student Learning - School Processes & Programs - Perceptions

**Problem Statement 14:** Low morale among faculty and staff

**Root Cause 14:** Lack of positive team building opportunities and lack of accountability systems for faculty and staff.

**Problem Statement 14 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data

## 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

**Employee Data**

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

**Parent/Community Data**

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



# Goals

**Goal 1:** The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

**Performance Objective 1:** By the end of the 2021-2022 school year, all Special Populations (to include AA student group, EC Disadv student group, 2 or more races student group, SPED, Bilingual, and ESL students) will increase in their performance at the Meets Performance Level on State Assessments by 15-20%.

**Targeted or ESF High Priority**

**HB3 Goal**





**Evaluation Data Sources:** ECAs, Benchmarks, MAP, STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor implementation of curriculum and Scope of Sequence.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement  <b>Staff Responsible for Monitoring:</b> Dean, IC, Administrators, and GLAs  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>  <b>Problem Statements:</b> Demographics 1, 2, 3, 6, 9 - Student Learning 1, 2, 5, 7, 10, 12 - School Processes &amp; Programs 3, 5, 6, 7, 10, 14 - Perceptions 3, 6, 9</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use data driven instruction based on teacher and district assessment to drive instructional needs of students and have teachers monitor using All in Learning.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement  <b>Staff Responsible for Monitoring:</b> Dean, IC, Administrators, GLAs  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>  <b>Problem Statements:</b> Demographics 3, 5, 6 - Student Learning 2, 5, 8, 10 - School Processes &amp; Programs 1, 3, 7, 10 - Perceptions 6, 9  <b>Funding Sources:</b> Renew All in Learning License - 211 - Title 1-A - \$8,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Administer DRA/EDL (Kinder-2nd Grade) and MAP and I-Station testing to determine and target reading instructional levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Dean, ICs, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 3, 5, 6 - Student Learning 2, 3, 5, 8, 9, 10 - School Processes &amp; Programs 1, 2, 3, 7, 8, 10 - Perceptions 4, 6, 8, 9</p> <p><b>Funding Sources:</b> MAP - 211 - Title 1-A - \$10,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Conduct tutorials before/during/after the school day and for Saturday School for those students not demonstrating mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, GLAs, Dean</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3, 5 - Student Learning 2, 3, 5, 8, 9 - School Processes &amp; Programs 1, 2, 7, 8, 10 - Perceptions 4, 6, 8</p> <p><b>Funding Sources:</b> Supplemental Pay for tutoring and Sat. School - 211 - Title 1-A - \$15,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide online programs to include RAZ kids, Study Island, Brain Pop, MAP, Measuring Up, and other online resources to enhance instruction and increase student academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Dean, ICs, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 6 - Student Learning 3, 5, 6, 10 - School Processes &amp; Programs 3, 8, 10, 11 - Perceptions 4, 6, 7, 9</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide instructional materials for students in Reading/LA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessments (including Kamico, STAAR Master, Measuring Up, MAP, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Dean, ICs, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 3, 4, 5, 6 - Student Learning 2, 3, 4, 6, 8, 10 - School Processes &amp; Programs 1, 3, 7, 8, 9, 11 - Perceptions 4, 5, 7, 9</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide parent resources to support our Dual Language Program</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parental involvement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, GLAs, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3, 5, 8 - Student Learning 2, 5, 8 - School Processes &amp; Programs 1, 7, 10, 12 - Perceptions 1, 6</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Provide teachers with Professional Development Opportunities that are Campus- Based via Super Saturday Sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, ICs, GLAs, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2, 3, 4, 6, 9 - Student Learning 1, 2, 3, 4, 5, 10, 12 - School Processes &amp; Programs 3, 6, 7, 8, 9, 10, 14 - Perceptions 3, 4, 5, 6, 9</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Bring in subject matter experts and consultants to help ILTexas Teachers, Administrators, and District Support Staff strengthen their ability to support our ESL, DLI, and other programs that will increase student achievement, with particular attention to ELL's.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and teacher growth</p> <p><b>Staff Responsible for Monitoring:</b> Dean, ICs, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 6, 9 - Student Learning 3, 6, 10, 12 - School Processes &amp; Programs 3, 8, 11, 14 - Perceptions 3, 4, 7, 9</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Send campus and district staff to conferences (e.g. La Cosecha, TESOL) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, DLI, and other programs that will increase student achievement, with particular attention to ELLs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance in Dual Language program and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and ICs</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 6 - Student Learning 3, 6, 10 - School Processes &amp; Programs 3, 8, 11 - Perceptions 4, 7, 9</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Hire additional personnel such as instructional coach and instructional aides to support teacher instruction in reading, math, science, and social studies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher performance and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Dean, Administrators, GLAs</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3, 4, 6 - Student Learning 2, 4, 10, 11 - School Processes &amp; Programs 3, 7, 9, 13 - Perceptions 2, 5, 9</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Purchase technology such as laptops, tablets, chromebooks to support instruction <b>Strategy's Expected Result/Impact:</b> Increase student achievement <b>Staff Responsible for Monitoring:</b> Admin, GLAs, Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 3 - Student Learning 2, 9 - School Processes & Programs 2, 7 - Perceptions 8	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

### Performance Objective 1 Problem Statements:

Demographics
<p><b>Problem Statement 1:</b> Problem Statement 1: Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. <b>Root Cause:</b> Root Cause: Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.</p>
<p><b>Problem Statement 2:</b> Fragmented implementation of district and campus initiatives creates a lack of consistency for students and staff. <b>Root Cause:</b> Campus and district initiatives are not established in a clear, concise manner and are implemented all year long, instead of being established at the beginning of the year and allowing the initiatives to grow and develop.</p>
<p><b>Problem Statement 3:</b> Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. <b>Root Cause:</b> Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.</p>
<p><b>Problem Statement 4:</b> Students need additional personnel to support their learning and to increase student achievement. <b>Root Cause:</b> There are several gaps in student achievement and additional personnel are needed to close the gaps.</p>
<p><b>Problem Statement 5:</b> Struggles to keep SPED teachers when the support from the district-level is limited. <b>Root Cause:</b> No mentor program for SPED teachers. Turnover is high due to hiring teachers with limited or no experience.</p>
<p><b>Problem Statement 6:</b> The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. <b>Root Cause:</b> The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.</p>
<p><b>Problem Statement 8:</b> Lack of parental involvement on campus and in the classrooms. <b>Root Cause:</b> Lack of communication of needs and planned parent's events</p>
<p><b>Problem Statement 9:</b> Low morale among faculty and staff <b>Root Cause:</b> Lack of positive team building opportunities and lack of accountability systems for faculty and staff.</p>
Student Learning
<p><b>Problem Statement 1:</b> Fragmented implementation of district and campus initiatives creates a lack of consistency for students and staff. <b>Root Cause:</b> Campus and district initiatives are not established in a clear, concise manner and are implemented all year long, instead of being established at the beginning of the year and allowing the initiatives to grow and develop.</p>

## Student Learning

**Problem Statement 2:** Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

**Problem Statement 3:** Students need additional resources to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

**Problem Statement 4:** Students need additional personnel to support their learning and to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

**Problem Statement 5:** Teachers need additional personnel to support their instructional practices for students in order to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

**Problem Statement 6:** Students need additional time to focus on acquiring language skills in Spanish and Chinese. **Root Cause:** There are several gaps in student achievement

**Problem Statement 7:** Problem Statement 1: Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Root Cause: Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

**Problem Statement 8:** Struggles to keep SPED teachers when the support from the district-level is limited. **Root Cause:** No mentor program for SPED teachers. Turnover is high due to hiring teachers with limited or no experience.

**Problem Statement 9:** Technology is not updated. **Root Cause:** Hard to update technology programs because district has strict rules. Tablets for driveline, Wifi drops, etc.

**Problem Statement 10:** The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

**Problem Statement 11:** High number of student behavior referrals. **Root Cause:** Lack of consistent classroom management and campus discipline protocol.

**Problem Statement 12:** Low morale among faculty and staff **Root Cause:** Lack of positive team building opportunities and lack of accountability systems for faculty and staff.

## School Processes & Programs

**Problem Statement 1:** Struggles to keep SPED teachers when the support from the district-level is limited. **Root Cause:** No mentor program for SPED teachers. Turnover is high due to hiring teachers with limited or no experience.

**Problem Statement 2:** Technology is not updated. **Root Cause:** Hard to update technology programs because district has strict rules. Tablets for driveline, Wifi drops, etc.

**Problem Statement 3:** The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

**Problem Statement 5:** Problem Statement 1: Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Root Cause: Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

**Problem Statement 6:** Fragmented implementation of district and campus initiatives creates a lack of consistency for students and staff. **Root Cause:** Campus and district initiatives are not established in a clear, concise manner and are implemented all year long, instead of being established at the beginning of the year and allowing the initiatives to grow and develop.

## School Processes & Programs

- Problem Statement 7:** Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.
- Problem Statement 8:** Students need additional resources to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.
- Problem Statement 9:** Students need additional personnel to support their learning and to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.
- Problem Statement 10:** Teachers need additional personnel to support their instructional practices for students in order to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.
- Problem Statement 11:** Students need additional time to focus on acquiring language skills in Spanish and Chinese. **Root Cause:** There are several gaps in student achievement
- Problem Statement 12:** Lack of parental involvement on campus and in the classrooms. **Root Cause:** Lack of communication of needs and planned parent's events
- Problem Statement 13:** High number of student behavior referrals. **Root Cause:** Lack of consistent classroom management and campus discipline protocol.
- Problem Statement 14:** Low morale among faculty and staff **Root Cause:** Lack of positive team building opportunities and lack of accountability systems for faculty and staff.

## Perceptions

- Problem Statement 1:** Lack of parental involvement on campus and in the classrooms. **Root Cause:** Lack of communication of needs and planned parent's events
- Problem Statement 2:** High number of student behavior referrals. **Root Cause:** Lack of consistent classroom management and campus discipline protocol.
- Problem Statement 3:** Low morale among faculty and staff **Root Cause:** Lack of positive team building opportunities and lack of accountability systems for faculty and staff.
- Problem Statement 4:** Students need additional resources to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.
- Problem Statement 5:** Students need additional personnel to support their learning and to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.
- Problem Statement 6:** Teachers need additional personnel to support their instructional practices for students in order to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.
- Problem Statement 7:** Students need additional time to focus on acquiring language skills in Spanish and Chinese. **Root Cause:** There are several gaps in student achievement
- Problem Statement 8:** Technology is not updated. **Root Cause:** Hard to update technology programs because district has strict rules. Tablets for driveline, Wifi drops, etc.
- Problem Statement 9:** The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

**Goal 1:** The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

**Performance Objective 2:** By the end of the 2021-2022 school year, we will improve parental involvement on our campus by increasing the communication between the school and the stakeholders.





**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** District Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Be more intentional with using social media to display positive achievements.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement and parental involvement. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents  <b>Staff Responsible for Monitoring:</b> GLAs, Admin  <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>  <b>Problem Statements:</b> Demographics 7, 8 - School Processes &amp; Programs 4, 12 - Perceptions 1, 10</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide a Principal's newsletter so that stakeholders are current with events by using SMORE  <b>Strategy's Expected Result/Impact:</b> Increased parental involvement  <b>Staff Responsible for Monitoring:</b> Admin and GLAs  <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>  <b>Problem Statements:</b> Demographics 7, 8 - School Processes &amp; Programs 4, 12 - Perceptions 1, 10</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Promote and host more events such as STEM nights or Family fun nights.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement  <b>Staff Responsible for Monitoring:</b> Admin, GLAs, Teachers  <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>  <b>Problem Statements:</b> Demographics 7, 8 - School Processes &amp; Programs 4, 12 - Perceptions 1, 10  <b>Funding Sources:</b> Supplies for Family Nights - 211 - Title 1-A - \$5,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Purchase technology to support parental involvement <b>Strategy's Expected Result/Impact:</b> Increased parent involvement <b>Staff Responsible for Monitoring:</b> Admin, GLAs <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 7, 8 - School Processes & Programs 4, 12 - Perceptions 1, 10	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Purchase food and snacks for meetings to increase parental involvement <b>Strategy's Expected Result/Impact:</b> Increased parent involvement <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 7, 8 - School Processes & Programs 4, 12 - Perceptions 1, 10	Formative			Summative
	Nov	Jan	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 7:</b> Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement. <b>Root Cause:</b> Parent engagement opportunities are limited.
<b>Problem Statement 8:</b> Lack of parental involvement on campus and in the classrooms. <b>Root Cause:</b> Lack of communication of needs and planned parent's events
School Processes & Programs
<b>Problem Statement 4:</b> Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement. <b>Root Cause:</b> Parent engagement opportunities are limited.
<b>Problem Statement 12:</b> Lack of parental involvement on campus and in the classrooms. <b>Root Cause:</b> Lack of communication of needs and planned parent's events
Perceptions
<b>Problem Statement 1:</b> Lack of parental involvement on campus and in the classrooms. <b>Root Cause:</b> Lack of communication of needs and planned parent's events
<b>Problem Statement 10:</b> Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement. <b>Root Cause:</b> Parent engagement opportunities are limited.

**Goal 2:** The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022.

**Performance Objective 1:** By the end of the 2021-2022 school year, all Special Populations (to include AA student group, EC Disadv student group, 2 or more races student group, SPED, Bilingual, and ESL students) will increase in their performance at the Meets Performance Level on State Assessments by 18-20%.

**Targeted or ESF High Priority**





**HB3 Goal**

**Evaluation Data Sources:** ECAs, Benchmarks, MAP, STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor implementation of curriculum and Scope of Sequence while using Lead4ward Resources such as Field Guides.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Dean, IC, Administrators, and GLAs</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1, 2, 3, 6, 9 - Student Learning 1, 2, 5, 7, 10, 12 - School Processes &amp; Programs 3, 5, 6, 7, 10, 14 - Perceptions 3, 6, 9</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use data driven instruction based on teacher and district assessment to drive instructional needs of students and have teachers monitor using All in Learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Dean, IC, Administrators, GLAs</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3, 5, 6 - Student Learning 2, 5, 8, 10 - School Processes &amp; Programs 1, 3, 7, 10 - Perceptions 6, 9</p> <p><b>Funding Sources:</b> Renew All in Learning License - 211 - Title 1-A - \$8,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Administer Imagine Math assessments and MAP testing to determine and target math instructional levels.  <b>Strategy's Expected Result/Impact:</b> Increase student achievement  <b>Staff Responsible for Monitoring:</b> Dean, ICs, Admin  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6  <b>Problem Statements:</b> Demographics 3, 5, 6 - Student Learning 2, 3, 5, 8, 9, 10 - School Processes &amp; Programs 1, 2, 3, 7, 8, 10 - Perceptions 4, 6, 8, 9  <b>Funding Sources:</b> MAP - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Conduct tutorials before/during/after the school day and for Saturday School for those students not demonstrating mastery.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement  <b>Staff Responsible for Monitoring:</b> Administrators, GLAs, Dean  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>  <b>Problem Statements:</b> Demographics 3, 5 - Student Learning 2, 3, 5, 8, 9 - School Processes &amp; Programs 1, 2, 7, 8, 10 - Perceptions 4, 6, 8  <b>Funding Sources:</b> Supplemental Pay for tutoring and Sat. School - 211 - Title 1-A - \$15,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide online programs to include RAZ kids, Study Island, Brain Pop, MAP, Measuring Up, and other online resources to enhance instruction and increase student academic achievement.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement  <b>Staff Responsible for Monitoring:</b> Dean, ICs, Admin  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>  <b>Problem Statements:</b> Demographics 6 - Student Learning 3, 5, 6, 10 - School Processes &amp; Programs 3, 8, 10, 11 - Perceptions 4, 6, 7, 9</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide instructional materials for students in Reading/LA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessments (including Kamico, STAAR Master, Measuring Up, MAP, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Dean, ICs, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 3, 4, 5, 6 - Student Learning 2, 3, 4, 6, 8, 10 - School Processes &amp; Programs 1, 3, 7, 8, 9, 11 - Perceptions 4, 5, 7, 9</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide teachers with Professional Development Opportunities that are Campus- Based via Super Saturday Sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, ICs, GLAs, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2, 3, 4, 6, 9 - Student Learning 1, 2, 3, 4, 5, 10, 12 - School Processes &amp; Programs 3, 6, 7, 8, 9, 10, 14 - Perceptions 3, 4, 5, 6, 9</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Bring in subject matter experts and consultants to help ILTexas Teachers, Administrators, and District Support Staff strengthen their ability to support our ESL, DLI, and other programs that will increase student achievement, with particular attention to ELL's.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and teacher growth</p> <p><b>Staff Responsible for Monitoring:</b> Dean, ICs, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 6, 9 - Student Learning 3, 6, 10, 12 - School Processes &amp; Programs 3, 8, 11, 14 - Perceptions 3, 4, 7, 9</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Send campus and district staff to conferences (e.g. La Cosecha, TESOL, Ron Clark) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, DLI, and other programs that will increase student achievement, with particular attention to ELLs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance in Dual Language program and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and ICs</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 6 - Student Learning 3, 6, 10 - School Processes &amp; Programs 3, 8, 11 - Perceptions 4, 7, 9</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Hire additional personnel such as instructional coach and instructional aides to support teacher instruction in reading, math, science, and social studies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher performance and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Dean, Administrators, GLAs</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3, 4, 6 - Student Learning 2, 4, 10, 11 - School Processes &amp; Programs 3, 7, 9, 13 - Perceptions 2, 5, 9</p>	Formative			Summative
	Nov	Jan	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Problem Statement 1: Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. <b>Root Cause:</b> Root Cause: Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.</p> <p><b>Problem Statement 2:</b> Fragmented implementation of district and campus initiatives creates a lack of consistency for students and staff. <b>Root Cause:</b> Campus and district initiatives are not established in a clear, concise manner and are implemented all year long, instead of being established at the beginning of the year and allowing the initiatives to grow and develop.</p>

## Demographics

**Problem Statement 3:** Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

**Problem Statement 4:** Students need additional personnel to support their learning and to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

**Problem Statement 5:** Struggles to keep SPED teachers when the support from the district-level is limited. **Root Cause:** No mentor program for SPED teachers. Turnover is high due to hiring teachers with limited or no experience.

**Problem Statement 6:** The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

**Problem Statement 9:** Low morale among faculty and staff **Root Cause:** Lack of positive team building opportunities and lack of accountability systems for faculty and staff.

## Student Learning

**Problem Statement 1:** Fragmented implementation of district and campus initiatives creates a lack of consistency for students and staff. **Root Cause:** Campus and district initiatives are not established in a clear, concise manner and are implemented all year long, instead of being established at the beginning of the year and allowing the initiatives to grow and develop.

**Problem Statement 2:** Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

**Problem Statement 3:** Students need additional resources to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

**Problem Statement 4:** Students need additional personnel to support their learning and to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

**Problem Statement 5:** Teachers need additional personnel to support their instructional practices for students in order to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

**Problem Statement 6:** Students need additional time to focus on acquiring language skills in Spanish and Chinese. **Root Cause:** There are several gaps in student achievement

**Problem Statement 7:** Problem Statement 1: Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Root Cause: Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

**Problem Statement 8:** Struggles to keep SPED teachers when the support from the district-level is limited. **Root Cause:** No mentor program for SPED teachers. Turnover is high due to hiring teachers with limited or no experience.

**Problem Statement 9:** Technology is not updated. **Root Cause:** Hard to update technology programs because district has strict rules. Tablets for driveline, Wifi drops, etc.

**Problem Statement 10:** The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

**Problem Statement 11:** High number of student behavior referrals. **Root Cause:** Lack of consistent classroom management and campus discipline protocol.

## Student Learning

**Problem Statement 12:** Low morale among faculty and staff **Root Cause:** Lack of positive team building opportunities and lack of accountability systems for faculty and staff.

## School Processes & Programs

**Problem Statement 1:** Struggles to keep SPED teachers when the support from the district-level is limited. **Root Cause:** No mentor program for SPED teachers. Turnover is high due to hiring teachers with limited or no experience.

**Problem Statement 2:** Technology is not updated. **Root Cause:** Hard to update technology programs because district has strict rules. Tablets for driveline, Wifi drops, etc.

**Problem Statement 3:** The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

**Problem Statement 5:** Problem Statement 1: Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Root Cause: Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

**Problem Statement 6:** Fragmented implementation of district and campus initiatives creates a lack of consistency for students and staff. **Root Cause:** Campus and district initiatives are not established in a clear, concise manner and are implemented all year long, instead of being established at the beginning of the year and allowing the initiatives to grow and develop.

**Problem Statement 7:** Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

**Problem Statement 8:** Students need additional resources to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

**Problem Statement 9:** Students need additional personnel to support their learning and to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

**Problem Statement 10:** Teachers need additional personnel to support their instructional practices for students in order to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

**Problem Statement 11:** Students need additional time to focus on acquiring language skills in Spanish and Chinese. **Root Cause:** There are several gaps in student achievement

**Problem Statement 13:** High number of student behavior referrals. **Root Cause:** Lack of consistent classroom management and campus discipline protocol.

**Problem Statement 14:** Low morale among faculty and staff **Root Cause:** Lack of positive team building opportunities and lack of accountability systems for faculty and staff.

## Perceptions

**Problem Statement 2:** High number of student behavior referrals. **Root Cause:** Lack of consistent classroom management and campus discipline protocol.

**Problem Statement 3:** Low morale among faculty and staff **Root Cause:** Lack of positive team building opportunities and lack of accountability systems for faculty and staff.

**Problem Statement 4:** Students need additional resources to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

**Problem Statement 5:** Students need additional personnel to support their learning and to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

## Perceptions

**Problem Statement 6:** Teachers need additional personnel to support their instructional practices for students in order to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

**Problem Statement 7:** Students need additional time to focus on acquiring language skills in Spanish and Chinese. **Root Cause:** There are several gaps in student achievement

**Problem Statement 8:** Technology is not updated. **Root Cause:** Hard to update technology programs because district has strict rules. Tablets for driveline, Wifi drops, etc.





**Problem Statement 9:** The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.



**Goal 3:** The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2022.

**Performance Objective 1:** By the end of the 2021-2022 school year, all students will demonstrate an increase of a minimum of one sub-level, based on the ACTFL proficiency guidelines.

**Evaluation Data Sources:** AWARE

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Purchase supplemental resources such as bilingual dictionaries, leveled readers, and enrichment summer school materials to support instruction of English Learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance in Dual Language</p> <p><b>Staff Responsible for Monitoring:</b> Dean, IC, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 6, 7 - School Processes &amp; Programs 5, 6, 11 - Perceptions 7</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Problem Statement 1: Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. <b>Root Cause:</b> Root Cause: Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.</p>
<p><b>Problem Statement 2:</b> Fragmented implementation of district and campus initiatives creates a lack of consistency for students and staff. <b>Root Cause:</b> Campus and district initiatives are not established in a clear, concise manner and are implemented all year long, instead of being established at the beginning of the year and allowing the initiatives to grow and develop.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Fragmented implementation of district and campus initiatives creates a lack of consistency for students and staff. <b>Root Cause:</b> Campus and district initiatives are not established in a clear, concise manner and are implemented all year long, instead of being established at the beginning of the year and allowing the initiatives to grow and develop.</p>
<p><b>Problem Statement 6:</b> Students need additional time to focus on acquiring language skills in Spanish and Chinese. <b>Root Cause:</b> There are several gaps in student achievement</p>
<p><b>Problem Statement 7:</b> Problem Statement 1: Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. <b>Root Cause:</b> Root Cause: Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.</p>

### School Processes & Programs

**Problem Statement 5:** Problem Statement 1: Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Root Cause: Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

**Problem Statement 6:** Fragmented implementation of district and campus initiatives creates a lack of consistency for students and staff. **Root Cause:** Campus and district initiatives are not established in a clear, concise manner and are implemented all year long, instead of being established at the beginning of the year and allowing the initiatives to grow and develop.

**Problem Statement 11:** Students need additional time to focus on acquiring language skills in Spanish and Chinese. **Root Cause:** There are several gaps in student achievement

### Perceptions

**Problem Statement 7:** Students need additional time to focus on acquiring language skills in Spanish and Chinese. **Root Cause:** There are several gaps in student achievement





**Goal 4:** The percent of teachers retained annually will increase from 76% to 80% by June 2022.

**Performance Objective 1:** In the 2021-2022 school year, recruit and retain highly qualified teachers and staff for ILTexas by offering support to all staff.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** HR Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Assist teachers in obtaining their ESL and Bilingual certifications to address this shortage area.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher retention</p> <p><b>Staff Responsible for Monitoring:</b> Admin, ICs, Teachers, GLAs</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 7 - School Processes &amp; Programs 5</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize Whetstone to provide feedback to teachers to improve instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher retention</p> <p><b>Staff Responsible for Monitoring:</b> Dean, ICs, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3, 9 - Student Learning 2, 11, 12 - School Processes &amp; Programs 7, 13, 14 - Perceptions 2, 3</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Problem Statement 1: Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. <b>Root Cause:</b> Root Cause: Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.</p>
<p><b>Problem Statement 3:</b> Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. <b>Root Cause:</b> Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.</p>

### Demographics

**Problem Statement 9:** Low morale among faculty and staff **Root Cause:** Lack of positive team building opportunities and lack of accountability systems for faculty and staff.

### Student Learning

**Problem Statement 2:** Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

**Problem Statement 7:** Problem Statement 1: Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Root Cause: Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

**Problem Statement 11:** High number of student behavior referrals. **Root Cause:** Lack of consistent classroom management and campus discipline protocol.

**Problem Statement 12:** Low morale among faculty and staff **Root Cause:** Lack of positive team building opportunities and lack of accountability systems for faculty and staff.

### School Processes & Programs

**Problem Statement 5:** Problem Statement 1: Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Root Cause: Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

**Problem Statement 7:** Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

**Problem Statement 13:** High number of student behavior referrals. **Root Cause:** Lack of consistent classroom management and campus discipline protocol.

**Problem Statement 14:** Low morale among faculty and staff **Root Cause:** Lack of positive team building opportunities and lack of accountability systems for faculty and staff.

### Perceptions





**Problem Statement 2:** High number of student behavior referrals. **Root Cause:** Lack of consistent classroom management and campus discipline protocol.

**Problem Statement 3:** Low morale among faculty and staff **Root Cause:** Lack of positive team building opportunities and lack of accountability systems for faculty and staff.

**Goal 4:** The percent of teachers retained annually will increase from 76% to 80% by June 2022.

**Performance Objective 2:** By the end of the 2021-2022 school year, we will improve the climate and culture by increasing our implementation of PBIS and Restorative Strategies with administration, teachers, instructional aides.

**Evaluation Data Sources:** Staff climate surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attend PD on PBIS and Restorative Practices  <b>Strategy's Expected Result/Impact:</b> Increased student achievement  <b>Staff Responsible for Monitoring:</b> Admin, Dean, ICs, GLAs, Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>  <b>Problem Statements:</b> Demographics 3, 5, 6, 9 - Student Learning 2, 3, 8, 10, 12 - School Processes &amp; Programs 1, 3, 7, 8, 14 - Perceptions 3, 4, 9</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Purchase books to conduct book studies on improving climate and culture  <b>Strategy's Expected Result/Impact:</b> Increased climate and culture  <b>Staff Responsible for Monitoring:</b> Admin, GLAs, Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>  <b>Problem Statements:</b> Demographics 6, 9 - Student Learning 10, 11, 12 - School Processes &amp; Programs 3, 13, 14 - Perceptions 2, 3, 9</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 3:</b> Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. <b>Root Cause:</b> Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.</p>
<p><b>Problem Statement 5:</b> Struggles to keep SPED teachers when the support from the district-level is limited. <b>Root Cause:</b> No mentor program for SPED teachers. Turnover is high due to hiring teachers with limited or no experience.</p>

## Demographics

**Problem Statement 6:** The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

**Problem Statement 9:** Low morale among faculty and staff **Root Cause:** Lack of positive team building opportunities and lack of accountability systems for faculty and staff.

## Student Learning

**Problem Statement 2:** Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

**Problem Statement 3:** Students need additional resources to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

**Problem Statement 8:** Struggles to keep SPED teachers when the support from the district-level is limited. **Root Cause:** No mentor program for SPED teachers. Turnover is high due to hiring teachers with limited or no experience.

**Problem Statement 10:** The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

**Problem Statement 11:** High number of student behavior referrals. **Root Cause:** Lack of consistent classroom management and campus discipline protocol.

**Problem Statement 12:** Low morale among faculty and staff **Root Cause:** Lack of positive team building opportunities and lack of accountability systems for faculty and staff.

## School Processes & Programs

**Problem Statement 1:** Struggles to keep SPED teachers when the support from the district-level is limited. **Root Cause:** No mentor program for SPED teachers. Turnover is high due to hiring teachers with limited or no experience.

**Problem Statement 3:** The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

**Problem Statement 7:** Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

**Problem Statement 8:** Students need additional resources to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

**Problem Statement 13:** High number of student behavior referrals. **Root Cause:** Lack of consistent classroom management and campus discipline protocol.

**Problem Statement 14:** Low morale among faculty and staff **Root Cause:** Lack of positive team building opportunities and lack of accountability systems for faculty and staff.

## Perceptions

**Problem Statement 2:** High number of student behavior referrals. **Root Cause:** Lack of consistent classroom management and campus discipline protocol.

## Perceptions

**Problem Statement 3:** Low morale among faculty and staff **Root Cause:** Lack of positive team building opportunities and lack of accountability systems for faculty and staff.





**Problem Statement 4:** Students need additional resources to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

**Problem Statement 9:** The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

**Goal 4:** The percent of teachers retained annually will increase from 76% to 80% by June 2022.

**Performance Objective 3:** The culture and climate of our campuses will improve with the help of subject matter experts and specialized programs/resources aimed at improving the social emotional health of our students with a focus on safety and security from 50% to 75% by the end of the 2021-2022 school year.

**Evaluation Data Sources:** Climate Surveys

<b>Strategy 1 Details</b> <b>Strategy 1:</b> Bring in subject matter experts (such as but not limited to AIM for Success) and purchase resources (such as but not limit to purchasing kits for counselors) aimed an improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students). <b>Strategy's Expected Result/Impact:</b> Increased Climate and Culture <b>Staff Responsible for Monitoring:</b> Counselors <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 9 - Student Learning 11, 12 - School Processes & Programs 13, 14 - Perceptions 2, 3	Reviews			
	Formative			Summative
	Nov	Jan	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 9:</b> Low morale among faculty and staff <b>Root Cause:</b> Lack of positive team building opportunities and lack of accountability systems for faculty and staff.
Student Learning
<b>Problem Statement 11:</b> High number of student behavior referrals. <b>Root Cause:</b> Lack of consistent classroom management and campus discipline protocol.
<b>Problem Statement 12:</b> Low morale among faculty and staff <b>Root Cause:</b> Lack of positive team building opportunities and lack of accountability systems for faculty and staff.
School Processes & Programs
<b>Problem Statement 13:</b> High number of student behavior referrals. <b>Root Cause:</b> Lack of consistent classroom management and campus discipline protocol.
<b>Problem Statement 14:</b> Low morale among faculty and staff <b>Root Cause:</b> Lack of positive team building opportunities and lack of accountability systems for faculty and staff.
Perceptions
<b>Problem Statement 2:</b> High number of student behavior referrals. <b>Root Cause:</b> Lack of consistent classroom management and campus discipline protocol.
<b>Problem Statement 3:</b> Low morale among faculty and staff <b>Root Cause:</b> Lack of positive team building opportunities and lack of accountability systems for faculty and staff.



**Goal 5:** To improve the culture and climate of our campuses by the end of the 2021-2022 school year.

**Performance Objective 1:** The culture and climate of our campuses will improve with the help of subject matter experts and specialized programs/resources aimed at improving the social emotional health of our students with a focus on safety and security from 50% to 75% by the end of the 2021-2022 school year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Bring in subject matter experts (such as but not limited to Aim for Success) and purchase resources (such as but not limited to purchasing kits for counselors) aimed at improving school safety (physical safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students.	Formative			Summative
	Nov	Jan	May	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>				

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Monitor implementation of curriculum and Scope of Sequence.
1	1	2	Use data driven instruction based on teacher and district assessment to drive instructional needs of students and have teachers monitor using All in Learning.
1	1	4	Conduct tutorials before/during/after the school day and for Saturday School for those students not demonstrating mastery.
1	1	5	Provide online programs to include RAZ kids, Study Island, Brain Pop, MAP, Measuring Up, and other online resources to enhance instruction and increase student academic achievement.
1	1	7	Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide parent resources to support our Dual Language Program
1	1	8	Provide teachers with Professional Development Opportunities that are Campus- Based via Super Saturday Sessions.
1	1	9	Bring in subject matter experts and consultants to help ILTexas Teachers, Administrators, and District Support Staff strengthen their ability to support our ESL, DLI, and other programs that will increase student achievement, with particular attention to ELL's.
1	1	10	Send campus and district staff to conferences (e.g. La Cosecha, TESOL) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, DLI, and other programs that will increase student achievement, with particular attention to ELLs.
1	1	11	Hire additional personnel such as instructional coach and instructional aides to support teacher instruction in reading, math, science, and social studies.
1	1	12	Purchase technology such as laptops, tablets, chromebooks to support instruction
1	2	1	Be more intentional with using social media to display positive achievements.
1	2	2	Provide a Principal's newsletter so that stakeholders are current with events by using SMORE
1	2	3	Promote and host more events such as STEM nights or Family fun nights.
1	2	4	Purchase technology to support parental involvement
1	2	5	Purchase food and snacks for meetings to increase parental involvement
2	1	1	Monitor implementation of curriculum and Scope of Sequence while using Lead4ward Resources such as Field Guides.
2	1	2	Use data driven instruction based on teacher and district assessment to drive instructional needs of students and have teachers monitor using All in Learning.
2	1	4	Conduct tutorials before/during/after the school day and for Saturday School for those students not demonstrating mastery.
2	1	5	Provide online programs to include RAZ kids, Study Island, Brain Pop, MAP, Measuring Up, and other online resources to enhance instruction and increase student academic achievement.
2	1	7	Provide teachers with Professional Development Opportunities that are Campus- Based via Super Saturday Sessions.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
2	1	8	Bring in subject matter experts and consultants to help ILTexas Teachers, Administrators, and District Support Staff strengthen their ability to support our ESL, DLI, and other programs that will increase student achievement, with particular attention to ELL's.
2	1	9	Send campus and district staff to conferences (e.g. La Cosecha, TESOL, Ron Clark) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, DLI, and other programs that will increase student achievement, with particular attention to ELLs.
2	1	10	Hire additional personnel such as instructional coach and instructional aides to support teacher instruction in reading, math, science, and social studies.
3	1	1	Purchase supplemental resources such as bilingual dictionaries, leveled readers, and enrichment summer school materials to support instruction of English Learners.
4	1	1	Assist teachers in obtaining their ESL and Bilingual certifications to address this shortage area.
4	1	2	Utilize Whetstone to provide feedback to teachers to improve instruction
4	2	1	Attend PD on PBIS and Restorative Practices
4	2	2	Purchase books to conduct book studies on improving climate and culture

# Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Monitor implementation of curriculum and Scope of Sequence.
1	1	2	Use data driven instruction based on teacher and district assessment to drive instructional needs of students and have teachers monitor using All in Learning.
1	1	4	Conduct tutorials before/during/after the school day and for Saturday School for those students not demonstrating mastery.
1	1	5	Provide online programs to include RAZ kids, Study Island, Brain Pop, MAP, Measuring Up, and other online resources to enhance instruction and increase student academic achievement.
1	1	7	Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide parent resources to support our Dual Language Program
1	1	8	Provide teachers with Professional Development Opportunities that are Campus- Based via Super Saturday Sessions.
1	1	9	Bring in subject matter experts and consultants to help ILTexas Teachers, Administrators, and District Support Staff strengthen their ability to support our ESL, DLI, and other programs that will increase student achievement, with particular attention to ELL's.
1	1	10	Send campus and district staff to conferences (e.g. La Cosecha, TESOL) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, DLI, and other programs that will increase student achievement, with particular attention to ELLs.
1	1	11	Hire additional personnel such as instructional coach and instructional aides to support teacher instruction in reading, math, science, and social studies.
1	1	12	Purchase technology such as laptops, tablets, chromebooks to support instruction
1	2	1	Be more intentional with using social media to display positive achievements.
1	2	2	Provide a Principal's newsletter so that stakeholders are current with events by using SMORE
1	2	3	Promote and host more events such as STEM nights or Family fun nights.
1	2	4	Purchase technology to support parental involvement
1	2	5	Purchase food and snacks for meetings to increase parental involvement
2	1	1	Monitor implementation of curriculum and Scope of Sequence while using Lead4ward Resources such as Field Guides.
2	1	2	Use data driven instruction based on teacher and district assessment to drive instructional needs of students and have teachers monitor using All in Learning.
2	1	4	Conduct tutorials before/during/after the school day and for Saturday School for those students not demonstrating mastery.
2	1	5	Provide online programs to include RAZ kids, Study Island, Brain Pop, MAP, Measuring Up, and other online resources to enhance instruction and increase student academic achievement.
2	1	7	Provide teachers with Professional Development Opportunities that are Campus- Based via Super Saturday Sessions.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
2	1	8	Bring in subject matter experts and consultants to help ILTexas Teachers, Administrators, and District Support Staff strengthen their ability to support our ESL, DLI, and other programs that will increase student achievement, with particular attention to ELL's.
2	1	9	Send campus and district staff to conferences (e.g. La Cosecha, TESOL, Ron Clark) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, DLI, and other programs that will increase student achievement, with particular attention to ELLs.
2	1	10	Hire additional personnel such as instructional coach and instructional aides to support teacher instruction in reading, math, science, and social studies.
3	1	1	Purchase supplemental resources such as bilingual dictionaries, leveled readers, and enrichment summer school materials to support instruction of English Learners.
4	1	1	Assist teachers in obtaining their ESL and Bilingual certifications to address this shortage area.
4	1	2	Utilize Whetstone to provide feedback to teachers to improve instruction
4	2	1	Attend PD on PBIS and Restorative Practices
4	2	2	Purchase books to conduct book studies on improving climate and culture

# Campus Funding Summary

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Renew All in Learning License		\$8,000.00
1	1	3	MAP		\$10,000.00
1	1	4	Supplemental Pay for tutoring and Sat. School		\$15,000.00
1	2	3	Supplies for Family Nights		\$5,000.00
2	1	2	Renew All in Learning License		\$8,000.00
2	1	3	MAP		\$10,000.00
2	1	4	Supplemental Pay for tutoring and Sat. School		\$15,000.00
<b>Sub-Total</b>					\$71,000.00
<b>Grand Total</b>					\$71,000.00

# Addendums