

International Leadership of Texas
Garland Elementary
2021-2022 Campus Improvement Plan



Mission Statement

Our mission at 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 mind, body and spirit.

Vision

ILTexas Garland Elementary School will grow and nurture students while guiding them as they reach their academic capacity. While attending ILTexas Garland Elementary, students will build relationships and excel academically. At the same time, learners will develop a love for serving others and a desire to live a healthy lifestyle.

Core Beliefs

1. All students have value.
2. All students have potential.
3. All students have the right to high expectations, caring teachers and a loving learning environment.
4. Our job is to receive students as they are, then move them forward as much as possible.
5. School and parent collaboration is paramount.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We pride ourself on being an international campus. ILT Elementary Garland has a very diverse student population. As an international school we have attracted families from a wide range of ethnic backgrounds and socio-economic level. The student population is represented as follows:

Gender:

Female - 51%

Male - 49%

Race:

Hispanic-Latino - 58%

American Indian - .40%

Asian- 8%

African American - 18%

Anglo - 12%

Economically Disadvantaged - 61%

Limited English Proficient - 39%

Special Education - 5%

Gifted and Talented - 11%

Staff Demographics include:

Teachers by Ethnicity

African American- 6.8%

Hispanic- 44.4%

White- 45.4 %

Asian- 3.4%

Staff Gender

Male- 12.9%

Female- 87.1%

Demographics Strengths

Strengths is that we are truly representative of need for the district's mission to prepare students for exceptional leadership roles in an international community, as our student body easily represents an international community. Our families see and support the value in being internationally aware, culturally sensitive and multilingual. Currently, we maintain an overall attendance rate of 98%. Families who live at the edge of the charter geographic boundaries make the effort to bring students to school with a high attendance rate. Our teaching staff allows for intergration of multi-cultural support in our curriculum and understanding of students being served.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet. **Root Cause:** Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

Problem Statement 2 (Prioritized): More students should be identified for TAG **Root Cause:** Inexperienced teachers may not be identifying students early.

Problem Statement 3 (Prioritized): New students unfamiliar with English and American culture often struggle. **Root Cause:** No immediate induction service or support is available to student new to the country.

Problem Statement 4 (Prioritized): Increasing the percentage of students in the meet and mastery performance level. **Root Cause:** Intervention plans do not include differentiation for advanced students.

Problem Statement 5 (Prioritized): SpED populations find no growth after 3rd administration of STAAR. **Root Cause:** Summer remediation is not enrichment but STAAR focused without the availability of differentiated instructional materials.

Problem Statement 6 (Prioritized): We would like to begin adding college job fairs to our recruiting process in the future so that we can also find highly qualified and effective staff. Our staff turnover rate has been affected with many of our teachers being promoted to district office positions, others pursuing positions at our high school, as well as some staff leaving due to family circumstances.

Problem Statement 7 (Prioritized): Teachers do not receive competitive salaries in relation to surrounding districts **Root Cause:** Limited budget does not allow to match surrounding district salary scale.

Problem Statement 8 (Prioritized): Unable to retain effective teachers for continued service **Root Cause:** No contract expectations available

Problem Statement 9 (Prioritized): Teachers do not receive any compensation for continued education. **Root Cause:** Limited budget does not allow for stipends to match educational expertise.

Problem Statement 10 (Prioritized): Fewer male role models involved in school programs. **Root Cause:** Recruitment for male models is limited.

Student Learning

Student Learning Summary

STAAR data show small gains being made across the campus. Our interventions have been making an impact on student achievement through our campus using enrichment to target interventions that are needed. One example of this was the use of interventions that targeted students in our math department. Our lower grade level math teachers played a significant role in this by helping with math instruction. Our campus was also instrumental in utilizing Saturday school for students to help further target our necessary interventions. While looking at our data we do see there is a need to improve in all subjects. Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor.

Student Outcomes and Performance

1. What progress has been made by the students? Describe the domain ratings. Data Source (School Report Card 2018-2019)

1. Elementary School (001)

- Student Achievement- 71, Met Standard
- School Progress- 72, Met Standard
- Closing the Gaps- 72, Met Standard

2. Data Source (Closing the Achievement Gap Data Report 2018-2019)

- Summary Breakdown of Report (copy of actual report attached to this document)

-Making progress in all areas of Academic Achievement and Academic Growth across sub-pops from 2018 to 2019 school years.

Example: Academic Achievement, Math, African American sub-pop increased from 27 in 2018 to 37 in 2019, causing us to meet target for the 2019 school year.

Example: In the area of Academic Growth, All Students, African American, Hispanic, EcoDis, and EL increased their scores enough from 2018 to 2019 to meet target for each sub pop group.

-Though making progress, we are still not reaching Target goal in area of Academic Growth for Math, besides the African American sub-pop

Example: In the area Academic Growth, All Students, Hispanic, EcoDis, and EL sub pop made progress from 2018 to 2019, but did not reach their Target goal.

Student Learning Strengths

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interventions. While looking at our data we do see there is a need to improve in all subjects. Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. Rigorous instruction can be observed in the classroom. Campus expectations require students to develop mastery learning.

Campus Strength #1: Multiple campus interventions have successfully been implemented on campus to grow students based on data. Evidence: STAAR

Campus Strength #2: Creating Academic Growth in Students

1. Evidence- 2019 5th Grade Reading Growth-- 87%
2. Evidence- 2019 5th Grade Math Growth-- 81%

Campus Strength #3: Increasing number of students scoring at the Approaches Grade Level on STAAR Test. Evidence: 2018-2019 Growth.

	3rd Rdg	3rd Math	4th Rdg	4th Math	4th Wri	5th Rdg	5th Math	5th Sci
2019 App (%)	70	64	71	71	64	81	87	78
2018 App (%)	70	83	64	61	64	83	84	77

Problem Statements Identifying Student Learning Needs

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Problem Statement 2 (Prioritized): Increasing the percentage of students in the meet and mastery performance level. **Root Cause:** Intervention plans do not include differentiation for advanced students.

Problem Statement 3 (Prioritized): Personnel availability to support supplemental instructional needs. **Root Cause:** Additional teachers or instructional aides needs to support classroom instruction.

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making ends meet. **Root Cause:** Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

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Problem Statement 9 (Prioritized): The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles.

Problem Statement 10 (Prioritized): Not all teachers understand the Dual Language program. **Root Cause:** Inexperienced teachers have not had appropriate training.

Problem Statement 11 (Prioritized): Multi-language resources are not always available **Root Cause:** Limited funds to pay for dual language resources that are ancillary to current program resources.

Problem Statement 12 (Prioritized): Teachers have limited say in the design of testing for students. **Root Cause:** The charter taken away the ability for the campus leadership/experts to create assessments in order to standardize for the district.

Problem Statement 13 (Prioritized): The challenge continues to be consistency in getting our technology to work, then serviced in a timely manner. We frequently have issues with projectors and integrated projector sound. These issues often take weeks to resolve. Improve the bandwidth so technology can immediately connect two web-based services

Problem Statement 14 (Prioritized): All in Learning program does not have enough equipment for all teachers **Root Cause:** Limited teacher use and does not encourage more spending.

Problem Statement 15 (Prioritized): Valuable websites are blocked by technology department. **Root Cause:** Access to website usage request is time consuming.

Problem Statement 16 (Prioritized): We would like to begin adding college job fairs to our recruiting process in the future so that we can also find highly qualified and effective staff. Our staff turnover rate has been affected with many of our teachers being promoted to district office positions, others pursuing positions at our high school, as well as some staff leaving due to family circumstances.

Problem Statement 17 (Prioritized): Professional development is often given by campus teachers. **Root Cause:** Limited funds to pay for experts in the field to present to campus teachers and staff

Problem Statement 18 (Prioritized): Teachers do not receive the opportunity to attend expert training conferences. **Root Cause:** Limited funding to pay for conference expenses.

School Processes & Programs

School Processes & Programs Summary

Our curriculum, instruction, and assessment supports and challenges all students with all of our teachers following the state standards (TEKS) guidelines. Our planning of instruction and assessment are always based with TEKS in mind. The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. When differentiating teachers are able to reach a diverse group of students and able to target instruction more effectively.

To help devote adequate time to students performing poorly our campus offers tutoring, enrichment, small group instruction with our teacher assistants, as well as Saturday school. Our school expectations have revealed that our overall consistency needs to be strengthened in this area. Students continue from elementary grades through middle school. Teacher teams to develop instructional pieces (master schedule, duty schedule, planning pieces). Communication (Website, Facebook, Twitter, weekly newsletter, emails, personal notes, Google Docs, meetings, etc.) Continue to have effective new teacher support group. Additional counseling support services for social and emotional needs (direct impact to instruction and achievement). Development of informal leadership and collaboration across grade levels.

Our campus is considered to be at a proficient level in our use of technology, while we also consider ourselves to be moving into the advanced stages with the new use of procedures/equipment being implemented such as "Google Classroom". Some of our technology professional development we have provided consists of Wix.com that enables teachers to create professional websites for their classrooms; as well as academic resources provided include that of, Dojo, Study Island, Reading A-Z, Stemsscopes, MAP, STAAR-AR; and finally, technology pieces that also encourage and engage parents through the use of programs such as Edmodo, 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.

We are recruiting highly qualified and effective staff by using resources such as Region 10 and other alternative certification programs, HR departments, and networking. We would like to begin adding college job fairs to our recruiting process in the future so that we can also find highly qualified and effective staff. Our staff turnover rate has been affected with many of our teachers being promoted to district office positions, others pursuing positions at our high school, as well as some staff leaving due to family circumstances. Our data has helped to determine our professional development for staff in that our campus utilizes surveys that help to drive what PD is offered, we also have in place a Professional Development Board where staff can see or voice their ideas regarding their professional development.

School Processes & Programs Strengths

Our curriculum, instruction, and assessment supports and challenges all students with all of our teachers following the state standards (TEKS) guidelines. Our planning of instruction and assessment are always based with TEKS in mind. Mastery learning requires students to complete assignments or redo until mastery learning takes place. Students are required to attend tutoring when not meeting expectations. Teachers have access to TEKS Resource System to help develop lessons.

To help devote adequate time to students performing poorly our campus offers tutoring, enrichment, small group instruction with our teacher assistants, as well as Saturday school. There is a clear hierarchy of support from GLAs to campus principal in the school system. Teachers work together in PLCs to improve schoolwide. Instructional coaching is made available to support teacher instruction.

Some of our technology professional development we have provided consists of Wix.com that enables teachers to create professional websites for their classrooms; as well as academic resources provided include that of, Dojo, Study Island, Reading A-Z, Stemsscopes, MAP, STAAR-AR; and finally, technology pieces that also encourage and engage parents through the use of programs such as Edmodo, 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.

Our data has helped to determine our professional development for staff in that our campus utilizes surveys that help to drive what PD is offered, we also have in place a Professional Development Board where staff can see or voice their ideas regarding their professional development. Campus uses Zoom Meetings during PLC. PD is also prepared

by in-house instructional experts. Founding teachers continue to focus on the original charter mission and share strategies of good instructional practice.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles.

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Problem Statement 19 (Prioritized): Sub populations have trouble passing state exams. **Root Cause:** Content mastery instructor not available on schedule.

Problem Statement 20 (Prioritized): Our next steps we are working to incorporate in our family and community involvement piece is the addition of parent surveys. Our students are receiving support in special programs as well through our GT program that focuses on project based learning, small group instruction, and as always the use of differentiating. To increase minority parent involvement using strategies discussed **Root Cause:** Limited number of parents to help during school night events.

Problem Statement 21 (Prioritized): Limited number of parents to help during school night events. **Root Cause:** Incentive for parents to come in the would benefit them immediately.

Perceptions

Perceptions Summary

Our families and community members are involved in meaningful activities on our campus in that our PTO offers events throughout the year such as “Father Daughter dances”, “Family Bingo Night”, etc. We also have events that focus on our curriculum with the hosting of our “Family Reading Night”, while other activities involve members of the community joining classrooms for volunteer reading. There are currently opportunities for families and community members to be involved in school decisions when we host “coffee with the principal” sessions. Our next steps we are working to incorporate in our family and community involvement piece is the addition of parent surveys. Our students are receiving support in special programs as well through our GT program that focuses on project based learning, small group instruction, and as always the use of differentiating. PTO provides various materials such as listening centers and headphones that support student learning in the classroom.

Perceptions Strengths

Our families and community members are involved in meaningful activities on our campus in that our PTO offers events throughout the year such as “Father Daughter dances”, “Family Bingo Night”, etc. We also have events that focus on our curriculum with the hosting of our “Family Reading Night”, while other activities involve members of the community joining classrooms for volunteer reading. There are currently opportunities for families and community members to be involved in school decisions when we host “coffee with the principal” sessions. Grade-level teams provide resources to parents to educate how parents can help with instruction at home.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our next steps we are working to incorporate in our family and community involvement piece is the addition of parent surveys. Our students are receiving support in special programs as well through our GT program that focuses on project based learning, small group instruction, and as always the use of differentiating. To increase minority parent involvement using strategies discussed **Root Cause:** Limited number of parents to help during school night events.

Problem Statement 2 (Prioritized): Limited number of parents to help during school night events. **Root Cause:** Incentive for parents to come in the would benefit them immediately.

Problem Statement 3 (Prioritized): Fewer male role models involved in school programs. **Root Cause:** Recruitment for male models is limited.

Problem Statement 4 (Prioritized): Our school expectations have revealed that our overall consistency needs to be strengthened in this area.

Problem Statement 5 (Prioritized): Physical space of the building is not appropriate to student enrollment **Root Cause:** Too many students are enrolled in each class.

Problem Statement 6 (Prioritized): Teachers do not receive competitive salaries in relation to surrounding districts **Root Cause:** Limited budget does not allow to match surrounding district salary scale.

Priority Problem Statements

Problem Statement 1: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles.

Root Cause 1:

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

Problem Statement 2: Not all teachers understand the Dual Language program.

Root Cause 2: Inexperienced teachers have not had appropriate training.

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

Problem Statement 3: Multi-language resources are not always available

Root Cause 3: Limited funds to pay for dual language resources that are ancillary to current program resources.

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

Problem Statement 4: Our school expectations have revealed that our overall consistency needs to be strengthened in this area.

Root Cause 4:

Problem Statement 4 Areas: School Processes & Programs - Perceptions

Problem Statement 5: Physical space of the building is not appropriate to student enrollment

Root Cause 5: Too many students are enrolled in each class.

Problem Statement 5 Areas: School Processes & Programs - Perceptions

Problem Statement 6: Teachers have limited say in the design of testing for students.

Root Cause 6: The charter taken away the ability for the campus leadership/experts to create assessments in order to standardize for the district.

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

Problem Statement 7: The challenge continues to be consistency in getting our technology to work, then serviced in a timely manner. We frequently have issues with projectors and integrated projector sound. These issues often take weeks to resolve. Improve the bandwidth so technology can immediately connect two web-based services

Root Cause 7:

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

Problem Statement 8: All in Learning program does not have enough equipment for all teachers

Root Cause 8: Limited teacher use and does not encourage more spending.

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

Problem Statement 9: Valuable websites are blocked by technology department.

Root Cause 9: Access to website usage request is time consuming.

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

Problem Statement 10: We would like to begin adding college job fairs to our recruiting process in the future so that we can also find highly qualified and effective staff. Our staff turnover rate has been affected with many of our teachers being promoted to district office positions, others pursuing positions at our high school, as well as some staff leaving due to family circumstances.

Root Cause 10:

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

Problem Statement 11: Teachers do not receive competitive salaries in relation to surrounding districts

Root Cause 11: Limited budget does not allow to match surrounding district salary scale.

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

Problem Statement 12: Professional development is often given by campus teachers.

Root Cause 12: Limited funds to pay for experts in the field to present to campus teachers and staff

Problem Statement 12 Areas: Student Learning - School Processes & Programs

Problem Statement 13: Unable to retain effective teachers for continued service

Root Cause 13: No contract expectations available

Problem Statement 13 Areas: Demographics - School Processes & Programs

Problem Statement 14: Teachers do not receive any compensation for continued education.

Root Cause 14: Limited budge does not allow for stipends to match educational expertise.

Problem Statement 14 Areas: Demographics - School Processes & Programs

Problem Statement 15: Teachers do not receive the opportunity to attend expert training conferences.

Root Cause 15: Limited funding to pay for conference expenses.

Problem Statement 15 Areas: Student Learning - School Processes & Programs

Problem Statement 16: There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet.

Root Cause 16: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

Problem Statement 16 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 17: Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance.

Root Cause 17: Vertical planning has been secondary to grade level planning.

Problem Statement 17 Areas: Student Learning - School Processes & Programs

Problem Statement 18: Personnel availability to support supplemental instructional needs.

Root Cause 18: Additional teachers or instructional aides needs to support classroom instruction.

Problem Statement 18 Areas: Student Learning - School Processes & Programs

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Problem Statement 19 Areas: Student Learning - School Processes & Programs

Problem Statement 20: Our next steps we are working to incorporate in our family and community involvement piece is the addition of parent surveys. Our students are receiving support in special programs as well through our GT program that focuses on project based learning, small group instruction, and as always the use of differentiating. To increase minority parent involvement using strategies discussed

Root Cause 20: Limited number of parents to help during school night events.

Problem Statement 20 Areas: School Processes & Programs - Perceptions

Problem Statement 21: Limited number of parents to help during school night events.

Root Cause 21: Incentive for parents to come in the would benefit them immediately.

Problem Statement 21 Areas: School Processes & Programs - Perceptions

Problem Statement 22: More students should be identified for TAG

Root Cause 22: Inexperienced teachers may not be identifying students early.

Problem Statement 22 Areas: Demographics - Student Learning

Problem Statement 23: New students unfamiliar with English and American culture often struggle.

Root Cause 23: No immediate induction service or support is available to student new to the country.

Problem Statement 23 Areas: Demographics - Student Learning

Problem Statement 24: Increasing the percentage of students in the meet and mastery performance level.

Root Cause 24: Intervention plans do not include differentiation for advanced students.

Problem Statement 24 Areas: Demographics - Student Learning

Problem Statement 25: SpED populations find no growth after 3rd administration of STAAR.

Root Cause 25: Summer remediation is not enrichment but STAAR focused without the availability of differentiated instructional materials.

Problem Statement 25 Areas: Demographics - Student Learning

Problem Statement 26: Fewer male role models involved in school programs.

Root Cause 26: Recruitment for male models is limited.

Problem Statement 26 Areas: Demographics - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





Revised/Approved: June 17, 2021

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: Twenty-eight percent of K-3 reading/language arts teachers will enroll in the Texas Reading Academy to support the district initiative by June 2022.

Targeted or ESF High Priority

Evaluation Data Sources: N/A

Strategy 1 Details	Reviews			
<p>Strategy 1: Send 2 teachers per grade level from K-3 to participate in the TEA Reading Academy.</p> <p>Strategy's Expected Result/Impact: To increase teacher knowledge and implementation of evidence-based practices to positively impact Goal student literacy achievement.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3, 4 - Student Learning 2, 8</p> <p>Funding Sources: - 211 - Title 1-A - \$5,000</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>Problem Statement 3: New students unfamiliar with English and American culture often struggle. Root Cause: No immediate induction service or support is available to student new to the country.</p>
<p>Problem Statement 4: Increasing the percentage of students in the meet and mastery performance level. Root Cause: Intervention plans do not include differentiation for advanced students.</p>
Student Learning
<p>Problem Statement 2: Increasing the percentage of students in the meet and mastery performance level. Root Cause: Intervention plans do not include differentiation for advanced students.</p>
<p>Problem Statement 8: New students unfamiliar with English and American culture often struggle. Root Cause: No immediate induction service or support is available to student new to the country.</p>

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, all Special Populations (to include SPED, Bilingual, CTE and ESL students) will increase their performance at the Approaches Performance Level on State Assessments by at least 25%.





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers K-2 will utilize Istation to determine reading levels and set individual reading goals for students and provide daily guided reading instruction.</p> <p>Strategy's Expected Result/Impact: unit assessments, BOY, MOY, EOY assessments</p> <p>Staff Responsible for Monitoring: Principal, AP, GLAs, Teacher, Campus based instructional coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 4 - Student Learning 2</p> <p>Funding Sources: Istation online - 211 - Title 1-A - \$7,500</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize MAP data to create individual academic goals for students K-5 to meet projected growth in Reading and Math.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize MAP data to create individual academic goals for students K-5 to meet projected growth in Reading and Math.</p> <p>Staff Responsible for Monitoring: Principal, AP, GLAs, Teacher, Campus based instructional coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p> <p>Problem Statements: Demographics 4, 5 - Student Learning 2, 5</p> <p>Funding Sources: - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize supplemental resources in grades 3rd-5th grade to assist students in preparing for the STAAR assessment</p> <p>Strategy's Expected Result/Impact: measured progress in supplemental material formative assessments</p> <p>Staff Responsible for Monitoring: administration and teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 13 - School Processes & Programs 7</p> <p>Funding Sources: - 211 - Title 1-A - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Bring in subject matter experts, Spanish or Bilingual Instructional coach 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 ELLs</p> <p>Strategy's Expected Result/Impact: increased student achievement</p> <p>Staff Responsible for Monitoring: administration and teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 8</p> <p>Funding Sources: - 211 - Title 1-A - \$7,500</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 5 Details	Reviews			
<p>Strategy 5: 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>Strategy's Expected Result/Impact: increased student achievement</p> <p>Staff Responsible for Monitoring: administration and teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 10, 17 - School Processes & Programs 2, 12</p> <p>Funding Sources: - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Purchase supplemental resources such as bilingual dictionaries, leveled readers, and enrichment summer school materials to support instruction of English learners.</p> <p>Strategy's Expected Result/Impact: APs and GLAs</p> <p>Staff Responsible for Monitoring: AP over textbooks</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 8</p> <p>Funding Sources: - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Provide virtual reality technology such as zSpace to engage student in virtual application of learning concepts.</p> <p>Strategy's Expected Result/Impact: increased student achievement and engagement.</p> <p>Staff Responsible for Monitoring: Grade Level Administrations, Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 13 - School Processes & Programs 7</p> <p>Funding Sources: - 211 - Title 1-A - \$30,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide computers on wheels which includes the cart, charging and computer device for each third grade class to engage students in online learning.</p> <p>Strategy's Expected Result/Impact: increased student achievement and engagement</p> <p>Staff Responsible for Monitoring: Classroom teacher, GLA, triad administrator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 13 - School Processes & Programs 7</p> <p>Funding Sources: - 211 - Title 1-A - \$30,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Bring in subject matter experts and/or math interventionist to help students struggling with math skill development.</p> <p>Strategy's Expected Result/Impact: Improved math skills</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, CIC, GLA</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 9 - School Processes & Programs 1</p> <p>Funding Sources: - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: New students unfamiliar with English and American culture often struggle. Root Cause: No immediate induction service or support is available to student new to the country.</p>
<p>Problem Statement 4: Increasing the percentage of students in the meet and mastery performance level. Root Cause: Intervention plans do not include differentiation for advanced students.</p>
<p>Problem Statement 5: SpED populations find no growth after 3rd administration of STAAR. Root Cause: Summer remediation is not enrichment but STAAR focused without the availability of differentiated instructional materials.</p>
Student Learning
<p>Problem Statement 2: Increasing the percentage of students in the meet and mastery performance level. Root Cause: Intervention plans do not include differentiation for advanced students.</p>
<p>Problem Statement 5: SpED populations find no growth after 3rd administration of STAAR. Root Cause: Summer remediation is not enrichment but STAAR focused without the availability of differentiated instructional materials.</p>
<p>Problem Statement 8: New students unfamiliar with English and American culture often struggle. Root Cause: No immediate induction service or support is available to student new to the country.</p>
<p>Problem Statement 9: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles.</p>
<p>Problem Statement 10: Not all teachers understand the Dual Language program. Root Cause: Inexperienced teachers have not had appropriate training.</p>
<p>Problem Statement 13: The challenge continues to be consistency in getting our technology to work, then serviced in a timely manner. We frequently have issues with projectors and integrated projector sound. These issues often take weeks to resolve. Improve the bandwidth so technology can immediately connect two web-based services</p>

Student Learning

Problem Statement 17: Professional development is often given by campus teachers. **Root Cause:** Limited funds to pay for experts in the field to present to campus teachers and staff

School Processes & Programs

Problem Statement 1: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' EU needs and learning styles.

Problem Statement 2: Not all teachers understand the Dual Language program. **Root Cause:** Inexperienced teachers have not had appropriate training.

Problem Statement 7: The challenge continues to be consistency in getting our technology to work, then serviced in a timely manner. We frequently have issues with projectors and integrated projector sound. These issues often take weeks to resolve. Improve the bandwidth so technology can immediately connect two web-based services

Problem Statement 12: Professional development is often given by campus teachers. **Root Cause:** Limited funds to pay for experts in the field to present to campus teachers and staff

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 3: 90% of students will meet performance standards as measured by state, district and local assessments by the end of the 2021-2022 school year.

Targeted or ESF High Priority





Evaluation Data Sources: Common Assessments, STAAR, Map, Online software MAP, measuring Up, Brain Pop, Istation

Strategy 1 Details	Reviews			
<p>Strategy 1: Administer student assessments to monitor learning objective mastery (i.e. MAP). Teacher will profile students assessment data through tracking students assessment results with profile binders, access to Lead4Ward, supplemental pay for subs to cover teacher teams for additional profile day</p> <p>Strategy's Expected Result/Impact: Increase in the number of students passing all assessments and courses.</p> <p>Staff Responsible for Monitoring: Principal, Assist. Principal, grade level administrators & teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 4 - Student Learning 2</p> <p>Funding Sources: - 211 - Title 1-A - \$3,500</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide instructional material for students in reading/LA, social studies, math and science to include online & consumable resources, lab kits, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in reviewing and preparing for state assessments.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students passing all assessments and courses.</p> <p>Staff Responsible for Monitoring: Principal, Assist. Principal, grade level administrators & teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 13 - School Processes & Programs 7</p> <p>Funding Sources: - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide summer intervention camps & snacks for K-5th grade students, SSI accelerated instruction for 5th grade Reading, Math, Social Studies and ESL summer school for incoming K and current K students.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets, Teacher lesson plans and sample lessons</p> <p>Staff Responsible for Monitoring: Principal, assistant Principal, counselor, dyslexia facilitator, Grade Level Administrators and teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 4 - Student Learning 2</p> <p>Funding Sources: - 211 - Title 1-A - \$15,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide material instructional support by creating writing portfolios which include binders.</p> <p>Strategy's Expected Result/Impact: student writing portfolios will be delivered to the promoting teacher for longitudinal assessment of student writing performance and cognitive development.</p> <p>Staff Responsible for Monitoring: APs, GLA, Instructional coach, Teachers.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 18</p> <p>Funding Sources: - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide computers cart on wheels (COW) with Chromebooks to grades K-3. Using the COW, the students will have immediate access to the internet to complete research and use to engage students with educational software</p> <p>Strategy's Expected Result/Impact: Improved student research abilities, growth in core academic performance, and technology literacy</p> <p>Staff Responsible for Monitoring: Principal, APs, GLA, Instructional Coach, K-3 Teachers, Campus Tech</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 13 - School Processes & Programs 7</p> <p>Funding Sources: - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide testing materials to better support small group instruction in core classes for general population, ELs, SpEd students while preparing for STAAR assessments, TELPAS, EOCs, and Benchmarks.</p> <p>Strategy's Expected Result/Impact: Improved testing taking strategies.</p> <p>Staff Responsible for Monitoring: Campus testing Coordinator, Admin.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 6, 9 - School Processes & Programs 1, 16</p> <p>Funding Sources: - 211 - Title 1-A - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Additional Targeted Support will be provided to all students with priority given to the White, Asian, and Hispanic student groups through small group interventions during the school day and extended-day tutoring sessions after school. Various STAAR supplemental review materials will be used to increase the number of students meeting grade level standards across all STAAR tested subject areas.</p> <p>Strategy's Expected Result/Impact: We expect to see at minimum an increase in academic all subjects achievement in the following areas:</p> <ul style="list-style-type: none"> - All students 45% to 47% - White from 53% to 58% - Hispanic from 40% to 41% -Asian 66% to 73% <p>Staff Responsible for Monitoring: Lead Teachers/Admin Team/LPAC Coordinator/ELL Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 17</p> <p>Funding Sources: - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 8 Details	Reviews			
<p>Strategy 8: 100% of the K-2 teachers and 3-5th science teachers receive stemsopes kits/ consumables to conduct hands activities 40% of the time as dictated by the 5-E model.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 4 - Student Learning 2</p> <p>Funding Sources: - 211 - Title 1-A - \$15,000</p>	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>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet. **Root Cause:** Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

Problem Statement 4: Increasing the percentage of students in the meet and mastery performance level. **Root Cause:** Intervention plans do not include differentiation for advanced students.

Student Learning

Problem Statement 1: Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance. **Root Cause:** Vertical planning has been secondary to grade level planning.

Problem Statement 2: Increasing the percentage of students in the meet and mastery performance level. **Root Cause:** Intervention plans do not include differentiation for advanced students.

Problem Statement 3: Personnel availability to support supplemental instructional needs. **Root Cause:** Additional teachers or instructional aides needs to support classroom instruction.

Problem Statement 6: There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet. **Root Cause:** Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

Problem Statement 9: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles.

Problem Statement 13: The challenge continues to be consistency in getting our technology to work, then serviced in a timely manner. We frequently have issues with projectors and integrated projector sound. These issues often take weeks to resolve. Improve the bandwidth so technology can immediately connect two web-based services

School Processes & Programs

Problem Statement 1: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles.

Problem Statement 7: The challenge continues to be consistency in getting our technology to work, then serviced in a timely manner. We frequently have issues with projectors and integrated projector sound. These issues often take weeks to resolve. Improve the bandwidth so technology can immediately connect two web-based services

Problem Statement 16: There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet. **Root Cause:** Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

Problem Statement 17: Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance. **Root Cause:** Vertical planning has been secondary to grade level planning.

Problem Statement 18: Personnel availability to support supplemental instructional needs. **Root Cause:** Additional teachers or instructional aides needs to support classroom instruction.

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 4: ILT Garland ES will increase up to 50% to 95% by the end of the 2021-2022 school year of parental and community involvement to better support student success. Garland ES will be inform parents and community of school events in a timely manner.

Evaluation Data Sources: Parent Survey, monitor the number of people who open the weekly parent letter

Strategy 1 Details	Reviews			
<p>Strategy 1: School will send out a weekly parent newsletters in both English and Spanish. Included application could be paper distribution, Constant Contact, School Messenger, and other technology apps that provide immediate distribution of information. Provide online access to CNA/CIP.</p> <p>Strategy's Expected Result/Impact: 85% positive responses on parent survey regarding communication with school.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 6 - School Processes & Programs 16</p> <p>Funding Sources: - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: School will coordinate volunteer appreciation reception and recognize volunteers with pins, certificates and other small tokens of appreciation</p> <p>Strategy's Expected Result/Impact: 5% increase in parent and volunteer involvement from the year before.</p> <p>Staff Responsible for Monitoring: Administration, Budget Clerk,</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 6 - School Processes & Programs 16</p> <p>Funding Sources: - 211 - Title 1-A - \$1,500</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: School will create parent computer stations and community boards and encourage parent attendance by offering snacks & drinks.</p> <p>Strategy's Expected Result/Impact: increase in parent and volunteer involvement from the year before.</p> <p>Staff Responsible for Monitoring: Administration, Budget Clerk</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 6 - School Processes & Programs 16</p> <p>Funding Sources: - 211 - Title 1-A - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide staff opportunities each cycle to meet/communicate w/ parents/guardians regarding students' progress; Use internet communication apps such as Sign-up Genius</p> <p>Strategy's Expected Result/Impact: Parent/guardian participation Parent/Guardian Survey</p> <p>Staff Responsible for Monitoring: Support staff Teachers ILT</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 20 - Perceptions 1</p> <p>Funding Sources: - 211 - Title 1-A - \$1,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provides classes monthly for parents/guardians based on specific needs, e.g. Bullying Prevention, student success, student attendance to include compensatory laws, effects of poor attendance</p> <p>Strategy's Expected Result/Impact: Parent/guardian participation Parent/Guardian Survey, Agenda & sign-in sheet</p> <p>Staff Responsible for Monitoring: Support staff Teachers ILT</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 20 - Perceptions 1</p> <p>Funding Sources: - 211 - Title 1-A - \$3,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide technology apps such as TIP411 to help report bullying, sexual harassment, etc. to campus administrators and counselors.</p> <p>Strategy's Expected Result/Impact: Decline in bullying and sexual harassment activity after each cycle.</p> <p>Staff Responsible for Monitoring: Administration, Counselors</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 17</p> <p>Funding Sources: - 211 - Title 1-A - \$1,500</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide interactive devices such as ipad, computers, and chromebook laptops, which include software, to promote family literacy strategies such as student/parent reading nights, support for lending library on parenting skills or other material for parent development.</p> <p>Strategy's Expected Result/Impact: Agenda & sign-in sheet</p> <p>Staff Responsible for Monitoring: Principals, counselors, staff</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 13 - School Processes & Programs 7</p> <p>Funding Sources: - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet. Root Cause: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.</p>

Student Learning

Problem Statement 1: Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance. **Root Cause:** Vertical planning has been secondary to grade level planning.

Problem Statement 6: There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet. **Root Cause:** Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

Problem Statement 13: The challenge continues to be consistency in getting our technology to work, then serviced in a timely manner. We frequently have issues with projectors and integrated projector sound. These issues often take weeks to resolve. Improve the bandwidth so technology can immediately connect two web-based services

School Processes & Programs

Problem Statement 7: The challenge continues to be consistency in getting our technology to work, then serviced in a timely manner. We frequently have issues with projectors and integrated projector sound. These issues often take weeks to resolve. Improve the bandwidth so technology can immediately connect two web-based services

Problem Statement 16: There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet. **Root Cause:** Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

Problem Statement 17: Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance. **Root Cause:** Vertical planning has been secondary to grade level planning.

Problem Statement 20: Our next steps we are working to incorporate in our family and community involvement piece is the addition of parent surveys. Our students are receiving support in special programs as well through our GT program that focuses on project based learning, small group instruction, and as always the use of differentiating. To increase minority parent involvement using strategies discussed **Root Cause:** Limited number of parents to help during school night events.





Perceptions

Problem Statement 1: Our next steps we are working to incorporate in our family and community involvement piece is the addition of parent surveys. Our students are receiving support in special programs as well through our GT program that focuses on project based learning, small group instruction, and as always the use of differentiating. To increase minority parent involvement using strategies discussed **Root Cause:** Limited number of parents to help during school night events.

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 5: 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			
<p>Strategy 1: 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 an improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students). We will also increase capacity in this area by bringing in subject matter experts or attending PD.</p> <p>Strategy's Expected Result/Impact: Improved campus student culture and safe learning environment</p> <p>Staff Responsible for Monitoring: Administration, counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 9 - School Processes & Programs 1</p> <p>Funding Sources: - 211 - Title 1-A - \$500</p>	Formative			Summative
	Nov	Jan	May	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Performance Objective 5 Problem Statements:





Student Learning
<p>Problem Statement 9: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on studentsaEU needs and learning styles.</p>
School Processes & Programs
<p>Problem Statement 1: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on studentsaEU needs and learning styles.</p>

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2022

Performance Objective 1: By the end of the 2021-2022 school year, all Special Populations (to include SPED, Bilingual, CTE and ESL students) will increase their performance at the Approaches Performance Level on State Assessments by at least 25%.

Evaluation Data Sources: STAAR & EOC Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize MAP data to create individual academic goals for students K-5 to meet projected growth in Math</p> <p>Strategy's Expected Result/Impact: unit assessments, BOY, MOY, EOY assessments</p> <p>Staff Responsible for Monitoring: Principal, AP, GLAs, Teacher, Campus based instructional coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 17</p> <p>Funding Sources: - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will offer grades 3rd-5th grade students small group tutoring for the STAAR assessment with after school and Saturday School tutoring. Students will receive snacks during their time in Saturday School.</p> <p>Strategy's Expected Result/Impact: measured progress in supplemental material formative assessments</p> <p>Staff Responsible for Monitoring: administration and teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 9 - School Processes & Programs 1</p> <p>Funding Sources: - 211 - Title 1-A - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Bring in subject matter experts and/or math interventionist to help students struggling with math skill development.</p> <p>Strategy's Expected Result/Impact: Improved math skills</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, CIC, GLA</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 17 - School Processes & Programs 12</p> <p>Funding Sources: - 211 - Title 1-A - \$55,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance. **Root Cause:** Vertical planning has been secondary to grade level planning.

Problem Statement 9: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles.

Problem Statement 17: Professional development is often given by campus teachers. **Root Cause:** Limited funds to pay for experts in the field to present to campus teachers and staff

School Processes & Programs

Problem Statement 1: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles.

Problem Statement 12: Professional development is often given by campus teachers. **Root Cause:** Limited funds to pay for experts in the field to present to campus teachers and staff

Problem Statement 17: Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance. **Root Cause:** Vertical planning has been secondary to grade level planning.





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: ACTFL assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Spanish/Chinese instructional material for students in reading/LA, social studies, math and science to include online & consumable resources, lab kits, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in reviewing and preparing for state assessments and foreign language assessments.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students passing all assessments and courses.</p> <p>Staff Responsible for Monitoring: Principal, Assist. Principal, grade level administrators & teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 17</p> <p>Funding Sources: - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Additional Targeted Support will be provided to all students with a focus on White and Asian students through Literacy Workshops and extended learning opportunities to enrich and increase all students' reading success.</p> <p>Strategy's Expected Result/Impact: We expect to see Student Success Status increase at a minimum of:</p> <ul style="list-style-type: none"> - 56% to 60% for White students; - 65% to 74% for Asian students <p>Staff Responsible for Monitoring: Lead Teachers/Teachers/Admin Team/Interventionists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 8</p> <p>Funding Sources: - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: New students unfamiliar with English and American culture often struggle. Root Cause: No immediate induction service or support is available to student new to the country.</p>
Student Learning
<p>Problem Statement 1: Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance. Root Cause: Vertical planning has been secondary to grade level planning.</p>
<p>Problem Statement 8: New students unfamiliar with English and American culture often struggle. Root Cause: No immediate induction service or support is available to student new to the country.</p>

School Processes & Programs

Problem Statement 17: Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance. **Root Cause:** Vertical planning has been secondary to grade level planning.

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 2: Increase the phase in 2 Level II rate to 90% or above in Reading STAAR and increase our Level III by 20% in Reading STAAR by the end of the 2021-2022 school year. Increase phase in 2 Level II rate to 75% in writing.

Evaluation Data Sources: By the end of each grading period, teachers will collaboratively analyze district and campus-based assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide online program to include Study Island, Brain Pop, MAP, STAR AR, All in Learning , Mountain Math kits and other online resources to enhance instruction and increase student achievement.</p> <p>Strategy's Expected Result/Impact: District Assessments, Agendas</p> <p>Staff Responsible for Monitoring: Principal, AP, GLA's, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 4 - Student Learning 2</p> <p>Funding Sources: - 211 - Title 1-A - \$15,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 teachers will provide opportunities for students to interact with various computer programs such as All in Learning and Edutyping, Jr. to support their instruction and enhance students' learning</p> <p>Strategy's Expected Result/Impact: MAP scores, AR reading levels, TPRI & Tejas Lee performance, STAAR assessment for applicable grades.</p> <p>Staff Responsible for Monitoring: Teachers, Librarian, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 13 - School Processes & Programs 7</p> <p>Funding Sources: - 211 - Title 1-A - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: K-5 teachers will provide opportunities for students to acquire skills through the use of real life examples, interactive lessons and web-based research to enhance academic, music, art, fine arts and athletic success.</p> <p>Strategy's Expected Result/Impact: MAP scores, AR reading levels, TPRI & Tejas Lee performance, STAAR assessments for applicable grades</p> <p>Staff Responsible for Monitoring: Teachers, Librarian, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 7</p> <p>Funding Sources: - 211 - Title 1-A - \$3,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide incentive awards for students who surpassed STAAR expectations.</p> <p>Strategy's Expected Result/Impact: Improved STAAR results</p> <p>Staff Responsible for Monitoring: Principal, APs, GLAs, Instructional Coach, Counselors, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 9 - School Processes & Programs 1</p> <p>Funding Sources: - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June

No Progress

Accomplished

Continue/Modify

Discontinue





Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: More students should be identified for TAG Root Cause: Inexperienced teachers may not be identifying students early.</p> <p>Problem Statement 4: Increasing the percentage of students in the meet and mastery performance level. Root Cause: Intervention plans do not include differentiation for advanced students.</p>
Student Learning
<p>Problem Statement 2: Increasing the percentage of students in the meet and mastery performance level. Root Cause: Intervention plans do not include differentiation for advanced students.</p> <p>Problem Statement 7: More students should be identified for TAG Root Cause: Inexperienced teachers may not be identifying students early.</p> <p>Problem Statement 9: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on studentsaEU needs and learning styles.</p> <p>Problem Statement 13: The challenge continues to be consistency in getting our technology to work, then serviced in a timely manner. We frequently have issues with projectors and integrated projector sound. These issues often take weeks to resolve. Improve the bandwidth so technology can immediately connect two web-based services</p>
School Processes & Programs
<p>Problem Statement 1: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on studentsaEU needs and learning styles.</p> <p>Problem Statement 7: The challenge continues to be consistency in getting our technology to work, then serviced in a timely manner. We frequently have issues with projectors and integrated projector sound. These issues often take weeks to resolve. Improve the bandwidth so technology can immediately connect two web-based services</p>

Goal 4: The percent of teacher retained annually will increase from 71% to 76% by June 2022

Performance Objective 1: By the end of 2021-2022 school year, 85% will campus teachers will be retained.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide an Instructional Coach supplemental work to assist with classroom instructional delivery, training, support hands-on learning, and accelerated instructional strategies.</p> <p>Strategy's Expected Result/Impact: Instructional delivery improvement and increased teacher effectiveness campus wide</p> <p>Staff Responsible for Monitoring: Principal, APs I</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 9 - School Processes & Programs 1</p> <p>Funding Sources: - 211 - Title 1-A - \$65,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Systems for bridging needs of incoming 5th graders to close the gaps between elementary and middle school by building relationships , e.g. campus tours, vertical planning</p> <p>Strategy's Expected Result/Impact: Agenda & sign-in sheet,Climate Survey Student Perception Survey</p> <p>Staff Responsible for Monitoring: Support staff Teachers ILT</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 17</p> <p>Funding Sources: - 211 - Title 1-A - \$500</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide campus math interventionist to assist with math data analysis and planning for classroom teachers.</p> <p>Strategy's Expected Result/Impact: Instructional delivery improvement and increased teacher effectiveness campus wide</p> <p>Staff Responsible for Monitoring: Principal, APs I</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 17</p> <p>Funding Sources: - 211 - Title 1-A - \$120,000</p>	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>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance. Root Cause: Vertical planning has been secondary to grade level planning.</p> <p>Problem Statement 9: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on studentsaEU needs and learning styles.</p>
School Processes & Programs
<p>Problem Statement 1: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on studentsaEU needs and learning styles.</p> <p>Problem Statement 17: Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance. Root Cause: Vertical planning has been secondary to grade level planning.</p>

Goal 4: The percent of teacher retained annually will increase from 71% to 76% by June 2022





Performance Objective 2: The ILT Garland ES faculty will received opportunities for professional development growth (such as ATDLE, La Cosecha, TEKS RS, TMEA in San Antonio, etc), coaching and feedback support from 50% to 75% through effective implementation of an evaluation system by June 2022..

Evaluation Data Sources: Teacher survey about requested PD, teacher survey about requested mentee/ mentor activities

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher will take part daily PLCs with a specific instructional focus each day, article and book studies will take place with access to PD publications such as, Teach Like a Champion, DRIVE, Mindset Subscription to ASCD</p> <p>Strategy's Expected Result/Impact: Teacher survey, improvement in quality in instruction</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, GLAs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 18 - School Processes & Programs 15</p> <p>Funding Sources: - 211 - Title 1-A - \$7,500</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teacher will take part On going book studies and be provided instructional resources such as Teach Like a Champion, First Days of School by Harry Wong and PRIMS Behavioral Manual and yearly subscription to ASCD Educational Leadership Publication for admin team and GLAs</p> <p>Strategy's Expected Result/Impact: 5% Increase in teacher retention from year before, teacher PD survey</p> <p>Staff Responsible for Monitoring: Administration, GLAs and teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Learning 17 - School Processes & Programs 12</p> <p>Funding Sources: - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teacher will take part in on going professional development through publications and Region X and other service centers.</p> <p>Strategy's Expected Result/Impact: Teacher survey, improvement in quality in instruction</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, GLAs</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Learning 17 - School Processes & Programs 12</p> <p>Funding Sources: - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will take part in professional development at outside the district conferences that focus on the all subjects that utilize reading/writing and math strategies in engaging ways.</p> <p>Strategy's Expected Result/Impact: Improved classroom instruction.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, GLAs,</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Learning 9, 10, 12, 17, 18 - School Processes & Programs 1, 2, 6, 12, 15</p> <p>Funding Sources: - 211 - Title 1-A - \$15,000</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 9: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on studentsaEU needs and learning styles.</p>
<p>Problem Statement 10: Not all teachers understand the Dual Language program. Root Cause: Inexperienced teachers have not had appropriate training.</p>
<p>Problem Statement 12: Teachers have limited say in the design of testing for students. Root Cause: The charter taken away the ability for the campus leadership/experts to create assessments in order to standardize for the district.</p>
<p>Problem Statement 17: Professional development is often given by campus teachers. Root Cause: Limited funds to pay for experts in the field to present to campus teachers and staff</p>
<p>Problem Statement 18: Teachers do not receive the opportunity to attend expert training conferences. Root Cause: Limited funding to pay for conference expenses.</p>
School Processes & Programs
<p>Problem Statement 1: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on studentsaEU needs and learning styles.</p>
<p>Problem Statement 2: Not all teachers understand the Dual Language program. Root Cause: Inexperienced teachers have not had appropriate training.</p>
<p>Problem Statement 6: Teachers have limited say in the design of testing for students. Root Cause: The charter taken away the ability for the campus leadership/experts to create assessments in order to standardize for the district.</p>
<p>Problem Statement 12: Professional development is often given by campus teachers. Root Cause: Limited funds to pay for experts in the field to present to campus teachers and staff</p>
<p>Problem Statement 15: Teachers do not receive the opportunity to attend expert training conferences. Root Cause: Limited funding to pay for conference expenses.</p>

Goal 4: The percent of teacher retained annually will increase from 71% to 76% by June 2022

Performance Objective 3: ILT Garland ES will provide a safe, secure, and supportive environment for students and staff. ILTexas Garland will improve from 95% to 100% compliant in conducting all fire and emergency drills for the 2021-2022 school year.

Evaluation Data Sources: Campus Emergency Operations binder will reflect that all monthly fire drills and emergency drills.

Strategy 1 Details	Reviews			
<p>Strategy 1: Faculty and staff will be informed of emergency operations procedures.</p> <p>Strategy's Expected Result/Impact: Timely, documented completion of fire and emergency drills</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, GLAs, teachers, staff</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Learning 18 - School Processes & Programs 15</p> <p>Funding Sources: - 211 - Title 1-A - \$1,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Faculty and staff will be informed of and promote safety, pbis and discipline procedures with posters, newsletters. PBIS school store will be in set up each six weeks.</p> <p>Strategy's Expected Result/Impact: Timely, documented completion of fire and emergency drills</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, GLAs, teachers, staff</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 17</p> <p>Funding Sources: - 211 - Title 1-A - \$1,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Participation in professional development on classroom management.</p> <p>Strategy's Expected Result/Impact: Agenda & sign-in sheet, Climate Survey</p> <p>Staff Responsible for Monitoring: Teachers ILT</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Learning 17 - School Processes & Programs 12</p> <p>Funding Sources: - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: K-2 will implement behavior plan that promotes student behavior and attendance through the use of nominal incentives.</p> <p>Strategy's Expected Result/Impact: Attendance and behavior report</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, GLAs, teachers, staff</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 1 - Student Learning 6 - School Processes & Programs 16</p> <p>Funding Sources: - 211 - Title 1-A - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet. Root Cause: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.</p>
Student Learning
<p>Problem Statement 1: Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance. Root Cause: Vertical planning has been secondary to grade level planning.</p>

Student Learning

Problem Statement 6: There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet. **Root Cause:** Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

Problem Statement 17: Professional development is often given by campus teachers. **Root Cause:** Limited funds to pay for experts in the field to present to campus teachers and staff

Problem Statement 18: Teachers do not receive the opportunity to attend expert training conferences. **Root Cause:** Limited funding to pay for conference expenses.

School Processes & Programs

Problem Statement 12: Professional development is often given by campus teachers. **Root Cause:** Limited funds to pay for experts in the field to present to campus teachers and staff

Problem Statement 15: Teachers do not receive the opportunity to attend expert training conferences. **Root Cause:** Limited funding to pay for conference expenses.

Problem Statement 16: There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet. **Root Cause:** Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

Problem Statement 17: Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance. **Root Cause:** Vertical planning has been secondary to grade level planning.


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.


Targeted or ESF High Priority


Evaluation Data Sources: Teacher Survey and Rhithm report

Strategy 1 Details	Reviews			
<p>Strategy 1: 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, cybersecurity, internet safety and addressing the social emotional health of our students).</p> <p>Strategy's Expected Result/Impact: 75% of students and staff feel supported.</p> <p>Staff Responsible for Monitoring: Principal, APs, Dean, Counselors</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 1, 10 - Student Learning 6 - School Processes & Programs 5, 16 - Perceptions 3, 5</p> <p>Funding Sources: - 211 - Title 1-A - \$500</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet. Root Cause: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.</p> <p>Problem Statement 10: Fewer male role models involved in school programs. Root Cause: Recruitment for male models is limited.</p>
Student Learning
<p>Problem Statement 6: There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet. Root Cause: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.</p>
School Processes & Programs
<p>Problem Statement 5: Physical space of the building is not appropriate to student enrollment Root Cause: Too many students are enrolled in each class.</p> <p>Problem Statement 16: There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet. Root Cause: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.</p>

Perceptions

Problem Statement 3: Fewer male role models involved in school programs. **Root Cause:** Recruitment for male models is limited.

Problem Statement 5: Physical space of the building is not appropriate to student enrollment **Root Cause:** Too many students are enrolled in each class.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	3	Teachers will utilize supplemental resources in grades 3rd-5th grade to assist students in preparing for the STAAR assessment

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Teachers K-2 will utilize Istation to determine reading levels and set individual reading goals for students and provide daily guided reading instruction.
1	2	2	Teachers will utilize MAP data to create individual academic goals for students K-5 to meet projected growth in Reading and Math.
1	2	3	Teachers will utilize supplemental resources in grades 3rd-5th grade to assist students in preparing for the STAAR assessment
1	2	4	Bring in subject matter experts, Spanish or Bilingual Instructional coach 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 ELLs
1	2	5	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	2	6	Purchase supplemental resources such as bilingual dictionaries, leveled readers, and enrichment summer school materials to support instruction of English learners.
1	2	7	Provide virtual reality technology such as zSpace to engage student in virtual application of learning concepts.
1	2	8	Provide computers on wheels which includes the cart, charging and computer device for each third grade class to engage students in online learning.
1	2	9	Bring in subject matter experts and/or math interventionist to help students struggling with math skill development.
1	3	1	Administer student assessments to monitor learning objective mastery (i.e. MAP). Teacher will profile students assessment data through tracking students assessment results with profile binders, access to Lead4Ward, supplemental pay for subs to cover teacher teams for additional profile day
1	3	2	Provide instructional material for students in reading/LA, social studies, math and science to include online & consumable resources, lab kits, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in reviewing and preparing for state assessments.
1	3	3	Provide summer intervention camps & snacks for K-5th grade students, SSI accelerated instruction for 5th grade Reading, Math, Social Studies and ESL summer school for incoming K and current K students.
1	3	4	Provide material instructional support by creating writing portfolios which include binders.
1	3	5	Provide computers cart on wheels (COW) with Chromebooks to grades K-3. Using the COW, the students will have immediate access to the internet to complete research and use to engage students with educational software
1	3	6	Provide testing materials to better support small group instruction in core classes for general population, ELs, SpEd students while preparing for STAAR assessments, TELPAS, EOCs, and Benchmarks.

Goal	Objective	Strategy	Description
1	3	7	Additional Targeted Support will be provided to all students with priority given to the White, Asian, and Hispanic student groups through small group interventions during the school day and extended-day tutoring sessions after school. Various STAAR supplemental review materials will be used to increase the number of students meeting grade level standards across all STAAR tested subject areas.
2	1	1	Teachers will utilize MAP data to create individual academic goals for students K-5 to meet projected growth in Math
2	1	2	Teachers will offer grades 3rd-5th grade students small group tutoring for the STAAR assessment with after school and Saturday School tutoring. Students will receive snacks during their time in Saturday School.
2	1	3	Bring in subject matter experts and/or math interventionist to help students struggling with math skill development.
3	1	2	Additional Targeted Support will be provided to all students with a focus on White and Asian students through Literacy Workshops and extended learning opportunities to enrich and increase all students' reading success.
3	2	1	Provide online program to include Study Island, Brain Pop, MAP, STAR AR, All in Learning , Mountain Math kits and other online resources to enhance instruction and increase student achievement.
3	2	2	K-5 teachers will provide opportunities for students to interact with various computer programs such as All in Learning and Edutyping, Jr. to support their instruction and enhance students' learning
3	2	3	K-5 teachers will provide opportunities for students to acquire skills through the use of real life examples, interactive lessons and web-based research to enhance academic, music, art, fine arts and athletic success.
3	2	4	Provide incentive awards for students who surpassed STAAR expectations.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Teachers K-2 will utilize Istation to determine reading levels and set individual reading goals for students and provide daily guided reading instruction.
1	2	3	Teachers will utilize supplemental resources in grades 3rd-5th grade to assist students in preparing for the STAAR assessment
1	2	4	Bring in subject matter experts, Spanish or Bilingual Instructional coach 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 ELLs
1	2	5	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	2	6	Purchase supplemental resources such as bilingual dictionaries, leveled readers, and enrichment summer school materials to support instruction of English learners.
1	2	7	Provide virtual reality technology such as zSpace to engage student in virtual application of learning concepts.
1	2	8	Provide computers on wheels which includes the cart, charging and computer device for each third grade class to engage students in online learning.
1	2	9	Bring in subject matter experts and/or math interventionist to help students struggling with math skill development.
1	3	1	Administer student assessments to monitor learning objective mastery (i.e. MAP). Teacher will profile students assessment data through tracking students assessment results with profile binders, access to Lead4Ward, supplemental pay for subs to cover teacher teams for additional profile day
1	3	2	Provide instructional material for students in reading/LA, social studies, math and science to include online & consumable resources, lab kits, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in reviewing and preparing for state assessments.
1	3	3	Provide summer intervention camps & snacks for K-5th grade students, SSI accelerated instruction for 5th grade Reading, Math, Social Studies and ESL summer school for incoming K and current K students.
1	3	4	Provide material instructional support by creating writing portfolios which include binders.
1	3	5	Provide computers cart on wheels (COW) with Chromebooks to grades K-3. Using the COW, the students will have immediate access to the internet to complete research and use to engage students with educational software
1	3	6	Provide testing materials to better support small group instruction in core classes for general population, ELs, SpEd students while preparing for STAAR assessments, TELPAS, EOCs, and Benchmarks.
1	3	7	Additional Targeted Support will be provided to all students with priority given to the White, Asian, and Hispanic student groups through small group interventions during the school day and extended-day tutoring sessions after school. Various STAAR supplemental review materials will be used to increase the number of students meeting grade level standards across all STAAR tested subject areas.
2	1	1	Teachers will utilize MAP data to create individual academic goals for students K-5 to meet projected growth in Math

Goal	Objective	Strategy	Description
2	1	2	Teachers will offer grades 3rd-5th grade students small group tutoring for the STAAR assessment with after school and Saturday School tutoring. Students will receive snacks during their time in Saturday School.
2	1	3	Bring in subject matter experts and/or math interventionist to help students struggling with math skill development.
3	1	2	Additional Targeted Support will be provided to all students with a focus on White and Asian students through Literacy Workshops and extended learning opportunities to enrich and increase all students' reading success.
3	2	1	Provide online program to include Study Island, Brain Pop, MAP, STAR AR, All in Learning , Mountain Math kits and other online resources to enhance instruction and increase student achievement.
3	2	2	K-5 teachers will provide opportunities for students to interact with various computer programs such as All in Learning and Edutyping, Jr. to support their instruction and enhance students' learning
3	2	3	K-5 teachers will provide opportunities for students to acquire skills through the use of real life examples, interactive lessons and web-based research to enhance academic, music, art, fine arts and athletic success.
3	2	4	Provide incentive awards for students who surpassed STAAR expectations.

Campus Funding Summary

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$5,000.00
1	2	1	Istation online		\$7,500.00
1	2	2			\$10,000.00
1	2	3			\$20,000.00
1	2	4			\$7,500.00
1	2	5			\$10,000.00
1	2	6			\$5,000.00
1	2	7			\$30,000.00
1	2	8			\$30,000.00
1	2	9			\$5,000.00
1	3	1			\$3,500.00
1	3	2			\$10,000.00
1	3	3			\$15,000.00
1	3	4			\$5,000.00
1	3	5			\$5,000.00
1	3	6			\$2,000.00
1	3	7			\$5,000.00
1	3	8			\$15,000.00
1	4	1			\$5,000.00
1	4	2			\$1,500.00
1	4	3			\$2,000.00
1	4	4			\$1,000.00
1	4	5			\$3,000.00
1	4	6			\$1,500.00
1	4	7			\$5,000.00
1	5	1			\$500.00
2	1	1			\$10,000.00

211 - Title 1-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$20,000.00
2	1	3			\$55,000.00
3	1	1			\$5,000.00
3	1	2			\$5,000.00
3	2	1			\$15,000.00
3	2	2			\$20,000.00
3	2	3			\$3,000.00
3	2	4			\$5,000.00
4	1	1			\$65,000.00
4	1	2			\$500.00
4	1	3			\$120,000.00
4	2	1			\$7,500.00
4	2	2			\$5,000.00
4	2	3			\$5,000.00
4	2	4			\$15,000.00
4	3	1			\$1,000.00
4	3	2			\$1,000.00
4	3	3			\$5,000.00
4	3	4			\$2,000.00
5	1	1			\$500.00
Sub-Total					\$575,500.00
Grand Total					\$575,500.00

Addendums