

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



Mission Statement

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

Vision

ILTexas High School is a college preparatory experience focused on creating well rounded, global leaders possessing personal humility, cultural empathy, and social responsibility. Our graduates are prepared to start their journey, leave their mark, and begin their legacy.

Motto

Others Before Self

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Comprehensive Needs Assessment

Demographics

Demographics Summary

International Leadership of Texas Garland High School is an open-enrollment public charter high school. We have capacity for a total of 800 students and 196 international students, and domestic students are enrolled via the district lottery procedures (Board Documents). Our college prep high school focuses on servant leadership and trilliteracy. In 2021-2022, our school will serve approximately 650 students, including 20 international students.

We will be serve students from various academic backgrounds that include public school, home school, private school and charter schools, from within Texas, various other states, and other countries. Our diverse student population is comprised of 64.7% Hispanic, 9.4% White, 13% Black, 9% Asian and 3% two or more. Further breakdown shows 62.3% economically disadvantaged, 6% Gifted and Talented, 16.2% ESL (up from 14.5%), 47.4% At-Risk (up from 41% in 17-18 and 45% in 18-19), 5.4% 504, and 6.8% SPED. 100% of our students participate in a CTE pathway.

We have a dedicated, highly qualified staff of 49 teachers and 19 support personnel (including campus admistrators, front office personnel, instructional aides, counselors and a nurse) who believe in our mission and are committed to student success. (Master Schedule)

We have 269 students who identify 20 Languages other than English as their primary language spoken at home. Our International and English Language Learners require continued support to master English proficiency. Our special education program will have approximately 44 participants which represents approximately 7% of our student population. (Class Rolls) Our at risk student population represented 47.4% percent of our student population. (OnPoint Data)

Demographics Strengths

ILTexas is a school of choice, which means that families make a determination to be part of the campus.

- Strengthens bonds between school and family. Students are here with a purpose.
- Diversity of Learners -
 - International students from China and Vietnam give all students a unique learning experience from most US high schools.
 - Domestic students can come from a six county area which represents a diverse economic and social demographic.
 - Domestic students represent a wide range of cultures, countries, and educational backgrounds.
- This diversity supports our core mission to 'prepare students for exceptional leadership roles in the international community.'

336 students (52%) participated in Advanced Academics coursework in Advanced Placement or Dual Credit courses.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 54% of all students taking advanced coursework (Advanced Placement and Dual Credit) are Economically Disadvantaged as opposed to 62% in total population. Similar gaps in Hispanic participation (57% vs 65%) **Root Cause:** Lack of understanding of the benefits of advanced coursework and willingness to commit to the

additional requirements

Problem Statement 2 (Prioritized): Students failed 155 Semester 1 courses, 79 Semester 2 classes, and 592 classes were failed for both semesters. **Root Cause:** Virtual learning/pandemic gap, teacher efficacy, student support, parent involvement

Problem Statement 3 (Prioritized): Only 25 seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. **Root Cause:** Alignment of the course progression of advanced languages classes

Problem Statement 4: Students come from over 60 different zip codes **Root Cause:** We are a school of choice

Problem Statement 5 (Prioritized): Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters)
Root Cause: Pandemic learning deficit

Problem Statement 6 (Prioritized): 75% of students attending school completely virtually last year. **Root Cause:** Pandemic

Student Learning

Student Learning Summary

Student Achievement as determined by the state EOC results:

2021 EOC	Approaches		Meets		Masters	
	Total	Percent	Percent		Percent	
Algebra I	160	51.88	14.38		6.25	
Biology	179	78.21	44.69		10.06	
English I	178	55.62	38.20		2.25	
English II	177	68.93	57.06		5.08	
US History	129	88.37	75.97		48.84	

No EOC data exists for the 2019-2020 school year due to COVID 19 exemptions

Student Achievement as determined by the state EOC results:

2019 EOC	Total	Approaches		Meets		Masters	
		Number	Percent	Number	Percent	Number	Percent
Algebra I	166	126	75.90	70	42.17	29	17.47
Biology	178	164	92.13	119	66.85	42	23.60
English I	181	141	78.29	96	53.04	14	7.73
English II	198	162	81.82	131	66.16	21	10.61
US History	140	136	97.14	116	82.86	74	52.86

Student Achievement as determined by the state EOC results:

2018 EOC	Total	Approaches		Meets		Masters	
		Number	Percent	Number	Percent	Number	Percent
Algebra I	155	128	85	80	52	41	26
Biology	185	166	90	120	65	44	24
English I	194	135	70	107	55	9	5
English II	177	135	76	106	61	10	6

2018 EOC		Approaches		Meets		Masters	
US History	107	102	95	88	82	45	42

2017 EOC	All	White	AA	Hispanic	Eco Disad	SPED	At Risk
	Pass/III	Pass/III	Pass/III	Pass/III	Pass/III	Pass/III	Pass/III
Alg I	87/23	88/36	100/18	84/21	86/24	45/0	
Bio	93/17	100/48	95/21	91/10	93/17	89/0	
Eng I	71/4	83/0	68/0	67/3	66/1	60/0	
Eng II	77/2	79/7	76/0	78/1	76/2	13/0	
US History	94/22	91/27	83/28	97/15	91/17	86/14	

2016 results - 7 of 7 distinctions earned

2015 EOC	All	White	AA	Hispanic	Eco Disad	SPED	At Risk
	Pass/III	Pass/III	Pass/III	Pass/III	Pass/III	Pass/III	Pass/III
Alg I	83/12	90/10	83/13	82/9	85/9	33/0	57/7
Bio	94/10	96/29	92/3	94/8	91/3	100/0	77/3
Eng I	71/8	86/18	78/9	65/5	67/5	40/0	46/3
Eng II	80/2	95/5	83/0	86/2	84/0	57/0	55/2
US History	92/13	100/21	85/8	90/10	88/9	NONE	83/4

Five Distinctions Earned: ELA, Math, Student Growth, Closing the Achievement Gap and College Readiness

2014 EOC	All Pass	White	AA	Hispanic	Eco Disad	Sped	At Risk
Alg I	92	88	90	94	93	67	80
Bio	91	95	86	90	93	71	100
Eng I	67	86	56	60	64	43	38
Eng II	72	83	79	61	69	NA	NA

Distinction Earned - Math

Student Achievement as determined by Advanced Placement tests:

AP Tests (College Board Report)

_____ Total AP Exams taken

_____ Total Exams received a 3 or higher [data pending]

285 Enrolled in AP Classes in 19-20 (Skyward - Class Roster) 214 Enrolled in AP Classes in 18-19 (Skyward - Class Roster). 281 Enrolled in AP Classes 17-18 (Skyward - Class Rosters) 197 Enrolled in AP classes 2015-2016 (Websmart - Class Rosters) 100 Enrolled in AP classes 2014-2015 (Websmart - Class Roster)

Student Achievement as determined by Dual Credit students, courses attempted and courses passed:

444 attempted, 422 passed

In 2014-2015 Summer/Fall, 65 classes were passed by 20 students. Fourteen students were unsuccessful. In 2015-2016, sixty-nine students are scheduled in 157 course sections both at Richland College and offered on the IL Texas campus. (Richland College Dual Credit Report prepared by Staff) In 2016-2017, students were enrolled in 338 semester classes. (Skyward Class Rosters). In 2018-2019, 312 Dual Credit courses attempted, 280 dual credit courses passed.

Student achievement on TELPAS:

27.5 % of all students progressed at least one proficiency level

GR #	students	L-B	L-I	L-A	L-AH	S-B	S-I	S-A	S-AH	R-B	R-I	R-A	R-AH	W-B	W-I	W-A	W-AH
9	44	0	16	43	41	11	18	52	18	7	9	36	48	9	52	23	16
10	25	4	8	44	44	12	16	52	20	4	24	40	32	4	32	40	24
11	22	14	18	32	36	14	23	50	14	27	9	41	23	4	26	39	30
12	11	9	18	36	36	18	36	27	18	0	55	27	18	0	9	9	82

Student achievement GT:

28 students, or approximately 5% of students identified as Gifted and Talented (Eduphoria)

Student Graduation Rate

100% of enrolled seniors graduated

Student College Acceptance Rate

100% of enrolled seniors accepted to 2 or 4 year university or military enlistment.

Scholarships Awarded

\$15 million in scholarships awarded to 163 graduates

Student Learning Strengths

- Best school rating in US News and World Report Best School
- 98% 4-year graduation rate
- \$15,000,000 in scholarships awarded

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students failed 155 Semester 1 courses, 79 Semester 2 classes, and 592 classes were failed for both semesters. **Root Cause:** Virtual learning/pandemic gap, teacher efficacy, student support, parent involvement

Problem Statement 2 (Prioritized): Eighteen seniors for the class of 2022 need to pass one or more EOC exams required for graduation, 21 students failed all three freshmen EOCs (Biology, Algebra 1, English 1), 39 students failed both math and reading 8th grade STAAR Exams. **Root Cause:** Impact of pandemic, teacher efficacy, remediation, student learning gaps.

Problem Statement 3 (Prioritized): Only 25 seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. **Root Cause:** Alignment of the course progression of advanced languages classes

Problem Statement 4 (Prioritized): There remains a significant salary gap between ILTexas and surrounding school districts **Root Cause:** Funding inequity between ISDs and Charter schools

Problem Statement 5 (Prioritized): Student attendance suffered during the pandemic. Students will have a difficult time resuming in person class attendance. **Root Cause:** Need better incentive program for perfect attendance. Recognize perfect attendance at smaller increments.

Problem Statement 6 (Prioritized): Average number of service hours documented per student is 8. 106 rising seniors have less than 10 hours documented. **Root Cause:** Lack of virtual service opportunities. Lack of support systems for underclassmen service.

Problem Statement 7 (Prioritized): Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause:** Pandemic learning deficit

Problem Statement 8 (Prioritized): 75% of students attending school completely virtually last year. **Root Cause:** Pandemic

Problem Statement 9: 54% of all students taking advanced coursework (Advanced Placement and Dual Credit) are Economically Disadvantaged as opposed to 62% in total population. Similar gaps in Hispanic participation (57% vs 65%) **Root Cause:** Lack of understanding of the benefits of advanced coursework and willingness to commit to the additional requirements

Problem Statement 10: Students come from over 60 different zip codes **Root Cause:** We are a school of choice

School Processes & Programs

School Processes & Programs Summary

Our curriculum includes Spanish, Mandarin, fitness, and a grade-level community service project which is student initiated and implemented. Our international focus includes an agreement with a private school to educate students from China with the goal of high school graduation, college admission and college graduation. We create global citizens by focusing on educating body, mind and character.

Teachers are issued lap top computers and every student is issued a Chromebooks. Teachers have access to a variety of instructional software and websites including Google Classroom, Skyward, Edmentum, MAP, Imagine Mathematics, TEKS Resource Service and PLATO. In addition each classroom is equipped with a projector and an interactive whiteboard. Document cameras and laptop carts are available.

The Master Schedule supports teacher collaboration and input into decision making process by grouping grade level and content area teachers into specific professional learning communities. All teachers participate in a grade level and content PLC every other day. Each PLC is headed by a GLA (Grade Level) or Lead (Content Area) that promotes problem solving and decision making. Questions and concerns are captured weekly for every staff member via a "Red-Yellow-Green" google form that is individualized per teacher, but accessible by all members of campus leadership team. Committees are formed to find solutions and take action.

Students are educated using the Fitness curriculum which encourages students to be leaders, solving problems and implementing solutions, using the positive Core Leadership Traits. Students are enrolled in eight mandatory classes; English, Science, Mathematics, Social Studies, Mandarin Chinese, Spanish, Fitness, and Leadership. Students have two elective classes, to be chosen from a variety of options, including JROTC, Fine Arts (Dance, Theatre, Guitar, Band, Choir, Art), and Academic Electives (Computer Science, Academic Decathlon, Foreign Service and Diplomacy, Engineering, Digital Media, Political Science, Medical Terminology, Forensics). The schedule is a 90-minute block shedule, 5 classes meeting on A-days and 5 classes meeting on B-days.

Students have the opportunity to enroll in advanced academic coursework in 17 Advanced Placement classes and Dual Credit courses through a partnership with Richland College. A dedicated college counselor assists studetns and families in applying for college and financial aid.

Students participate in Student Government, and take a planning role in campus based assemblies and the Others Before Self Service project. Multicultural and Guidance assemblies are frequent on campus. Every student is required to complete 15 hours of community service per year, and actively participate in the grade level service project.

75 of 80 staff members are returning.

School Processes & Programs Strengths

- School has its own technology assistant.
- One to one chromebooks for students.
- Teachers have laptop and access to interactive white board in every room.
- Over 40 clubs and organizations - including many that are student created
- Grade Level and Content Area PLC provides support for all teachers - planning and student information
- Professional development through Region X, NMSI, College Board, Confucius Institute, in addition to campus and district based PD

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There remains a significant salary gap between ILTexas and surrounding school districts **Root Cause:** Funding inequity between ISDs and Charter schools

Problem Statement 2 (Prioritized): Student attendance suffered during the pandemic. Students will have a difficult time resuming in person class attendance. **Root Cause:** Need better incentive program for perfect attendance. Recognize perfect attendance at smaller increments.

Problem Statement 3 (Prioritized): Eighteen seniors for the class of 2022 need to pass one or more EOC exams required for graduation, 21 students failed all three freshmen EOCs (Biology, Algebra 1, English 1), 39 students failed both math and reading 8th grade STAAR Exams. **Root Cause:** Impact of pandemic, teacher efficacy, remediation, student learning gaps.

Problem Statement 4 (Prioritized): There was an average of 6.3 personal absences per faculty member, with a total of 312.5 personal days taken among the 49 faculty members. Only 2 teachers had perfect attendance. **Root Cause:** Climate and teacher appreciation, longer school day.

Problem Statement 5 (Prioritized): Average number of service hours documented per student is 8. 106 rising seniors have less than 10 hours documented. **Root Cause:** Lack of virtual service opportunities. Lack of support systems for underclassmen service.

Problem Statement 6 (Prioritized): Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause:** Pandemic learning deficit

Problem Statement 7 (Prioritized): 75% of students attending school completely virtually last year. **Root Cause:** Pandemic

Perceptions

Perceptions Summary

At IL Texas Garland students and staff feel safe. Students are empowered to improve our community through our "Others Before Self" project in which every student must research a community need, formulate a solution, present the solution to peers and then each grade level class chooses one project to implement.

At IL Texas our student's social and emotional health and safety is important to our service. (student survey)

Students state the ILTexas pledge every morning during announcements, and can recite the ILTexas mission.

IL Texas Garland started the year with an active PTO. Parents met and approved the CNA and Parent Compact. Parent survey was a part of our data compiled over the last year. All grade levels are required to complete a service project that incorporate athlos characteristics to serve the greater community. All students are required to complete 60 hours of community service in order to graduate.

Parents are regularly contacted by teachers regarding both successes and areas of improvement. Students have constant access to student grades and progress through the Skyward parent portal.

Sunday Evening Message is sent home to parents every week to notify them of upcoming events. Communication is reinforced through FB, Remind, campus website and informal "Coffee with the Principal" meetings and Open Houses. At Open House and Coffee with the Principal - families have the opportunity to ask questions and interface face to face with members of staff. Parents are informed of absences, special messages and Homework Academy via School Messenger - in Spanish and English, and Remind101. We use WeChat to communicate with parents in China. Parents can use Parent Portal to track grades and absences.

Perceptions Strengths

Based upon the survey of students, staff, and community, our strengths include - strong sense of equality, strong sense of safety and very strong sense of a challenging and motivating curriculum. There is a community feeling to the school and a lack of 'cliques'.

Students planned and led the International Festival

Founding of an Interact club in partnership with Rotary International

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There was an average of 6.3 personal absences per faculty member, with a total of 312.5 personal days taken among the 49 faculty members. Only 2 teachers had perfect attendance. **Root Cause:** Climate and teacher appreciation, longer school day.

Problem Statement 2 (Prioritized): Average number of service hours documented per student is 8. 106 rising seniors have less than 10 hours documented. **Root Cause:** Lack of virtual service opportunities. Lack of support systems for underclassmen service.

Problem Statement 3 (Prioritized): Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters)
Root Cause: Pandemic learning deficit

Problem Statement 4 (Prioritized): 75% of students attending school completely virtually last year. **Root Cause:** Pandemic

Problem Statement 5: 54% of all students taking advanced coursework (Advanced Placement and Dual Credit) are Economically Disadvantaged as opposed to 62% in total population. Similar gaps in Hispanic participation (57% vs 65%) **Root Cause:** Lack of understanding of the benefits of advanced coursework and willingness to commit to the additional requirements

Priority Problem Statements

Problem Statement 1: Only 25 seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores.

Root Cause 1: Alignment of the course progression of advanced languages classes

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Students failed 155 Semester 1 courses, 79 Semester 2 classes, and 592 classes were failed for both semesters.

Root Cause 2: Virtual learning/pandemic gap, teacher efficacy, student support, parent involvement

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: Eighteen seniors for the class of 2022 need to pass one or more EOC exams required for graduation, 21 students failed all three freshmen EOCs (Biology, Algebra 1, English 1), 39 students failed both math and reading 8th grade STAAR Exams.

Root Cause 3: Impact of pandemic, teacher efficacy, remediation, student learning gaps.

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

Problem Statement 4: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters)

Root Cause 4: Pandemic learning deficit

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

Problem Statement 5: There remains a significant salary gap between ILTexas and surrounding school districts

Root Cause 5: Funding inequity between ISDs and Charter schools

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

Problem Statement 6: Student attendance suffered during the pandemic. Students will have a difficult time resuming in person class attendance.

Root Cause 6: Need better incentive program for perfect attendance. Recognize perfect attendance at smaller increments.

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

Problem Statement 7: There was an average of 6.3 personal absences per faculty member, with a total of 312.5 personal days taken among the 49 faculty members. Only 2 teachers had perfect attendance.

Root Cause 7: Climate and teacher appreciation, longer school day.

Problem Statement 7 Areas: School Processes & Programs - Perceptions

Problem Statement 8: Average number of service hours documented per student is 8. 106 rising seniors have less than 10 hours documented.

Root Cause 8: Lack of virtual service opportunities. Lack of support systems for underclassmen service.

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

Problem Statement 9: 75% of students attending school completely virtually last year.

Root Cause 9: Pandemic

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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 English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent 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
- Budgets/entitlements and expenditures data

Goals





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

Performance Objective 1: The percent of English learners that score "Meets Grade Level" on STAAR Reading will increase from 34% to 39% by June 2022.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Reading, English EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilization of Peer to Peer tutoring (NHS and Mentor to Mentors), and Mandatory Tutoring as needed Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates Staff Responsible for Monitoring: Associate Principal, Lead SPED teacher Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: Demographics 5, 6 - Student Learning 7, 8 - School Processes & Programs 6, 7 - Perceptions 3, 4</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize supplemental instructional materials, computer/web based programs - ProjectEd, Rhythm, Study Island, Flocabulary, Edpuzzle, Measuring Up, MAP, Plato, Imagine Math, READ 180, and MATH 180 and All in Learning to track progress. Teachers will have monitors to facilitate use of instructional technology with virtual students. Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates Staff Responsible for Monitoring: AP Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Demographics 2, 5 - Student Learning 1, 7 - School Processes & Programs 6 - Perceptions 3 Funding Sources: campus licenses and curriculum materials - 211 - Title I School Improvement - \$12,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Use Saturday School and after-school tutoring to provide additional instruction for students in Math, English, Science and Social Studies</p> <p>Strategy's Expected Result/Impact: Increase in student scores on state exams</p> <p>Staff Responsible for Monitoring: Associate Principal, GLAs</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Problem Statements: Demographics 2, 5 - Student Learning 1, 5, 7 - School Processes & Programs 2, 6 - Perceptions 3</p> <p>Funding Sources: Salary - 211 - Title 1-A - 211 - \$3,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Increase inventory of dictionaries and thesaurus combinations to provide 1-to-1 dictionaries during assessments.</p> <p>Strategy's Expected Result/Impact: Increase in % of meets and masters scores on the EOC English exams</p> <p>Staff Responsible for Monitoring: Campus Testing Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 3, 5 - Student Learning 3, 7 - School Processes & Programs 6 - Perceptions 3</p> <p>Funding Sources: dictionary/thesaurus - 211 - Title I School Improvement - \$500</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:

Demographics
<p>Problem Statement 2: Students failed 155 Semester 1 courses, 79 Semester 2 classes, and 592 classes were failed for both semesters. Root Cause: Virtual learning/pandemic gap, teacher efficacy, student support, parent involvement</p>
<p>Problem Statement 3: Only 25 seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. Root Cause: Alignment of the course progression of advanced languages classes</p>
<p>Problem Statement 5: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) Root Cause : Pandemic learning deficit</p>
<p>Problem Statement 6: 75% of students attending school completely virtually last year. Root Cause: Pandemic</p>
Student Learning
<p>Problem Statement 1: Students failed 155 Semester 1 courses, 79 Semester 2 classes, and 592 classes were failed for both semesters. Root Cause: Virtual learning/pandemic gap, teacher efficacy, student support, parent involvement</p>
<p>Problem Statement 3: Only 25 seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. Root Cause: Alignment of the course progression of advanced languages classes</p>

Student Learning

Problem Statement 5: Student attendance suffered during the pandemic. Students will have a difficult time resuming in person class attendance. **Root Cause:** Need better incentive program for perfect attendance. Recognize perfect attendance at smaller increments.

Problem Statement 7: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause** : Pandemic learning deficit

Problem Statement 8: 75% of students attending school completely virtually last year. **Root Cause:** Pandemic

School Processes & Programs

Problem Statement 2: Student attendance suffered during the pandemic. Students will have a difficult time resuming in person class attendance. **Root Cause:** Need better incentive program for perfect attendance. Recognize perfect attendance at smaller increments.

Problem Statement 6: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause** : Pandemic learning deficit

Problem Statement 7: 75% of students attending school completely virtually last year. **Root Cause:** Pandemic

Perceptions

Problem Statement 3: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause** : Pandemic learning deficit





Problem Statement 4: 75% of students attending school completely virtually last year. **Root Cause:** Pandemic

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 June 2022, EL students at ILTexas will increase the TELPAS performance level from 31% to, at least, 36%

Targeted or ESF High Priority

Evaluation Data Sources: 2021 TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilization of Peer to Peer tutoring (NHS and Mentor to Mentors), and Mandatory Tutoring as needed Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates Staff Responsible for Monitoring: Associate Principal, Lead SPED teacher Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: Demographics 2, 5 - Student Learning 1, 7 - School Processes & Programs 6 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize supplemental instructional materials, computer/web based programs - Study Island, Plato, READ 180, and MATH 180 Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates Staff Responsible for Monitoring: AP Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Demographics 5 - Student Learning 5, 7 - School Processes & Programs 2, 6 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Use Saturday School and after-school tutoring to provide additional instruction for students in Math, English, Science and Social Studies Strategy's Expected Result/Impact: Increase in student scores on state exams Staff Responsible for Monitoring: Associate Principal, GLAs Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: Demographics 2, 5 - Student Learning 1, 7 - School Processes & Programs 6 - Perceptions 3 Funding Sources: - 211 - Title 1-A - \$3,000</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Students failed 155 Semester 1 courses, 79 Semester 2 classes, and 592 classes were failed for both semesters. **Root Cause:** Virtual learning/pandemic gap, teacher efficacy, student support, parent involvement

Problem Statement 5: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause** : Pandemic learning deficit

Student Learning

Problem Statement 1: Students failed 155 Semester 1 courses, 79 Semester 2 classes, and 592 classes were failed for both semesters. **Root Cause:** Virtual learning/pandemic gap, teacher efficacy, student support, parent involvement

Problem Statement 5: Student attendance suffered during the pandemic. Students will have a difficult time resuming in person class attendance. **Root Cause:** Need better incentive program for perfect attendance. Recognize perfect attendance at smaller increments.

Problem Statement 7: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause** : Pandemic learning deficit

School Processes & Programs

Problem Statement 2: Student attendance suffered during the pandemic. Students will have a difficult time resuming in person class attendance. **Root Cause:** Need better incentive program for perfect attendance. Recognize perfect attendance at smaller increments.

Problem Statement 6: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause** : Pandemic learning deficit





Perceptions

Problem Statement 3: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause** : Pandemic learning deficit

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: By the end of the school year, all students, but in particular our students of Special Populations (to include SPED, 504, at-risk and ESL students) will increase their performance at the Approaches Performance Level on State Assessments by at least 25%.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Utilization of Peer to Peer tutoring (NHS and Mentor to Mentors), and Mandatory Tutoring as needed Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates Staff Responsible for Monitoring: Associate Principal, Lead SPED teacher Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: Demographics 5 - Student Learning 7 - School Processes & Programs 6 - Perceptions 3	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize supplemental instructional materials, computer/web based programs - Study Island, Plato, READ 180, and MATH 180 Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates Staff Responsible for Monitoring: AP Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Demographics 5 - Student Learning 5, 7 - School Processes & Programs 2, 6 - Perceptions 3	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
Strategy 3: Use Saturday School and after-school tutoring to provide additional instruction for students in Math, English, Science and Social Studies Strategy's Expected Result/Impact: Increase in student scores on state exams Staff Responsible for Monitoring: Associate Principal, GLAs Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: Demographics 2 - Student Learning 1, 5 - School Processes & Programs 2	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 2: Students failed 155 Semester 1 courses, 79 Semester 2 classes, and 592 classes were failed for both semesters. Root Cause: Virtual learning/pandemic gap, teacher efficacy, student support, parent involvement

Demographics

Problem Statement 5: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause** : Pandemic learning deficit

Student Learning

Problem Statement 1: Students failed 155 Semester 1 courses, 79 Semester 2 classes, and 592 classes were failed for both semesters. **Root Cause:** Virtual learning/pandemic gap, teacher efficacy, student support, parent involvement

Problem Statement 5: Student attendance suffered during the pandemic. Students will have a difficult time resuming in person class attendance. **Root Cause:** Need better incentive program for perfect attendance. Recognize perfect attendance at smaller increments.

Problem Statement 7: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause** : Pandemic learning deficit

School Processes & Programs

Problem Statement 2: Student attendance suffered during the pandemic. Students will have a difficult time resuming in person class attendance. **Root Cause:** Need better incentive program for perfect attendance. Recognize perfect attendance at smaller increments.

Problem Statement 6: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause** : Pandemic learning deficit

Perceptions





Problem Statement 3: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause** : Pandemic learning deficit

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: 90% of students will receive credit for 100% of their courses at the end of the 2021-22 school year.

Evaluation Data Sources: Skyward Failure Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Use of TEKS Resource System for lesson planning and curriculum</p> <p>Strategy's Expected Result/Impact: Increased student engagement and performance through effective planning</p> <p>Staff Responsible for Monitoring: Principals, AP's, instructional coach and content leads</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 5 - Student Learning 2, 7 - School Processes & Programs 3, 6 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 1 to 1 Chromebook to Student ratio - while also utilizing supplemental instructional materials, computer/web based programs - Imagine Math, Read 180, Math 180, Study Island, Plato, Kuder, Google Classroom, Flubaroo and Kahoot.</p> <p>Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates</p> <p>Staff Responsible for Monitoring: Associate Principal and GLAs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2, 5 - Student Learning 1, 7 - School Processes & Programs 6 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Freshman Flight School to assist incoming students as they prepare for HS by covering items such as setting goals, time management, study tips, health and wellness.</p> <p>Strategy's Expected Result/Impact: Students will be prepared for better results in all content areas - as evidenced by decreased number of failed courses</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Freshman GLA</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 6 - Student Learning 5, 8 - School Processes & Programs 2, 7 - Perceptions 4</p> <p>Funding Sources: Teacher Salary - 211 - Title I School Improvement - \$1,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
Strategy 4: Increase Eagle Academy attendance to at least 95% each day Strategy's Expected Result/Impact: Decreased number of attendees to ASD, and increase passing rates Staff Responsible for Monitoring: AP's, TA over Eagle Academy, GLAs Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
Strategy 5: Use 'triage' reports to provide immediate interventions for students who are struggling with academics, attendance, or behavior Strategy's Expected Result/Impact: Increased passing rate, decreased referrals and expulsions, increased attendance Staff Responsible for Monitoring: AP and GLA Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
Strategy 6: Provide professional development and supplemental instructional resources that will promote the development, implementation, and strengthening of programs to support the teaching of US history, civics, economics, geography and government education. This will include instructional technology such as monitors, tablets, headsets and cameras to allow teachers to deliver maximum instruction to online students. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: AP Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: School Processes & Programs 4 - Perceptions 1 Funding Sources: registration and travel - 211 - Title I School Improvement - \$1,000	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
Problem Statement 2: Students failed 155 Semester 1 courses, 79 Semester 2 classes, and 592 classes were failed for both semesters. Root Cause: Virtual learning/pandemic gap, teacher efficacy, student support, parent involvement
Problem Statement 5: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) Root Cause : Pandemic learning deficit
Problem Statement 6: 75% of students attending school completely virtually last year. Root Cause: Pandemic

Student Learning

Problem Statement 1: Students failed 155 Semester 1 courses, 79 Semester 2 classes, and 592 classes were failed for both semesters. **Root Cause:** Virtual learning/pandemic gap, teacher efficacy, student support, parent involvement

Problem Statement 2: Eighteen seniors for the class of 2022 need to pass one or more EOC exams required for graduation, 21 students failed all three freshmen EOCs (Biology, Algebra 1, English 1), 39 students failed both math and reading 8th grade STAAR Exams. **Root Cause:** Impact of pandemic, teacher efficacy, remediation, student learning gaps.

Problem Statement 5: Student attendance suffered during the pandemic. Students will have a difficult time resuming in person class attendance. **Root Cause:** Need better incentive program for perfect attendance. Recognize perfect attendance at smaller increments.

Problem Statement 7: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause** : Pandemic learning deficit

Problem Statement 8: 75% of students attending school completely virtually last year. **Root Cause:** Pandemic

School Processes & Programs

Problem Statement 2: Student attendance suffered during the pandemic. Students will have a difficult time resuming in person class attendance. **Root Cause:** Need better incentive program for perfect attendance. Recognize perfect attendance at smaller increments.

Problem Statement 3: Eighteen seniors for the class of 2022 need to pass one or more EOC exams required for graduation, 21 students failed all three freshmen EOCs (Biology, Algebra 1, English 1), 39 students failed both math and reading 8th grade STAAR Exams. **Root Cause:** Impact of pandemic, teacher efficacy, remediation, student learning gaps.

Problem Statement 4: There was an average of 6.3 personal absences per faculty member, with a total of 312.5 personal days taken among the 49 faculty members. Only 2 teachers had perfect attendance. **Root Cause:** Climate and teacher appreciation, longer school day.

Problem Statement 6: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause** : Pandemic learning deficit

Problem Statement 7: 75% of students attending school completely virtually last year. **Root Cause:** Pandemic

Perceptions

Problem Statement 1: There was an average of 6.3 personal absences per faculty member, with a total of 312.5 personal days taken among the 49 faculty members. Only 2 teachers had perfect attendance. **Root Cause:** Climate and teacher appreciation, longer school day.

Problem Statement 3: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause** : Pandemic learning deficit

Problem Statement 4: 75% of students attending school completely virtually last year. **Root Cause:** Pandemic





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: All students who failed a STAAR EOC exam will pass the exam in December 2021

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: EOC data

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be placed in additional support classes for math and English. Strategy's Expected Result/Impact: Increased passing rates for STAAR Retesters Staff Responsible for Monitoring: Associate Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Demographics 5 - Student Learning 2, 7 - School Processes & Programs 3, 6 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 5: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) Root Cause : Pandemic learning deficit</p>
Student Learning
<p>Problem Statement 2: Eighteen seniors for the class of 2022 need to pass one or more EOC exams required for graduation, 21 students failed all three freshmen EOCs (Biology, Algebra 1, English 1), 39 students failed both math and reading 8th grade STAAR Exams. Root Cause: Impact of pandemic, teacher efficacy, remediation, student learning gaps.</p>
<p>Problem Statement 7: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) Root Cause : Pandemic learning deficit</p>
School Processes & Programs
<p>Problem Statement 3: Eighteen seniors for the class of 2022 need to pass one or more EOC exams required for graduation, 21 students failed all three freshmen EOCs (Biology, Algebra 1, English 1), 39 students failed both math and reading 8th grade STAAR Exams. Root Cause: Impact of pandemic, teacher efficacy, remediation, student learning gaps.</p>
<p>Problem Statement 6: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) Root Cause : Pandemic learning deficit</p>





Perceptions

Problem Statement 3: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause** : Pandemic learning deficit

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 6: All Students will receive social-emotional learning support to facilitate return to in person learning and academic and emotional impact of pandemic by the end of 2022.

Evaluation Data Sources: Student climate surveys

Strategy 1 Details	Reviews			
Strategy 1: Rhythm program used to support student social and emotional learning and provide increased support. Strategy's Expected Result/Impact: Quicker response to students in crisis Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 6 - Student Learning 8 - School Processes & Programs 7 - Perceptions 4	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 6 Problem Statements:





Demographics
Problem Statement 6: 75% of students attending school completely virtually last year. Root Cause: Pandemic
Student Learning
Problem Statement 8: 75% of students attending school completely virtually last year. Root Cause: Pandemic
School Processes & Programs
Problem Statement 7: 75% of students attending school completely virtually last year. Root Cause: Pandemic
Perceptions
Problem Statement 4: 75% of students attending school completely virtually last year. Root Cause: Pandemic

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

Performance Objective 1: The percent of English learners that score "Meets Grade Level" on STAAR Math will increase from 35% to 49% by June 2022.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Math

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilization of Peer to Peer tutoring (NHS and Mentor to Mentors), and Mandatory Tutoring as needed Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates Staff Responsible for Monitoring: Associate Principal, Lead SPED teacher Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: Demographics 5, 6 - Student Learning 7, 8 - School Processes & Programs 6, 7 - Perceptions 3, 4</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize supplemental instructional materials, computer/web based programs - Imagine Math, MAP testing, I-station, Measuring Up, Study Island, Plato, READ 180, and MATH 180 Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates Staff Responsible for Monitoring: AP Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Demographics 2, 5 - Student Learning 1, 7 - School Processes & Programs 6 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Use Saturday School and after-school tutoring to provide additional instruction for students in Math, English, Science and Social Studies Strategy's Expected Result/Impact: Increase in student scores on state exams Staff Responsible for Monitoring: Associate Principal, GLAs Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: Demographics 2 - Student Learning 1</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 2: Students failed 155 Semester 1 courses, 79 Semester 2 classes, and 592 classes were failed for both semesters. Root Cause: Virtual learning/pandemic gap, teacher efficacy, student support, parent involvement</p>

Demographics

Problem Statement 5: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause** : Pandemic learning deficit

Problem Statement 6: 75% of students attending school completely virtually last year. **Root Cause:** Pandemic

Student Learning

Problem Statement 1: Students failed 155 Semester 1 courses, 79 Semester 2 classes, and 592 classes were failed for both semesters. **Root Cause:** Virtual learning/pandemic gap, teacher efficacy, student support, parent involvement

Problem Statement 7: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause** : Pandemic learning deficit

Problem Statement 8: 75% of students attending school completely virtually last year. **Root Cause:** Pandemic

School Processes & Programs

Problem Statement 6: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause** : Pandemic learning deficit

Problem Statement 7: 75% of students attending school completely virtually last year. **Root Cause:** Pandemic

Perceptions





Problem Statement 3: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause** : Pandemic learning deficit

Problem Statement 4: 75% of students attending school completely virtually last year. **Root Cause:** Pandemic

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

Performance Objective 2: By the end of the 21-22 school year, all students, but in particular our students of 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: Increase inventory of science lab supplies and graphing calculators utilized to assist students in math/science to ensure 1 - 1 calculators for all assessments and classroom environments.</p> <p>Strategy's Expected Result/Impact: Increased academic performance in science and mathematics classes</p> <p>Staff Responsible for Monitoring: AP</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Problem Statements: Demographics 6 - Student Learning 8 - School Processes & Programs 7 - Perceptions 4</p> <p>Funding Sources: lab supplies - 211 - Title 1-A - \$1,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize supplemental instructional materials, computer/web based programs - Study Island, Plato, READ 180, and MATH 180</p> <p>Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates</p> <p>Staff Responsible for Monitoring: AP</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 5 - Student Learning 7 - School Processes & Programs 6 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 5: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) Root Cause : Pandemic learning deficit</p>
<p>Problem Statement 6: 75% of students attending school completely virtually last year. Root Cause: Pandemic</p>
Student Learning
<p>Problem Statement 7: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) Root Cause : Pandemic learning deficit</p>
<p>Problem Statement 8: 75% of students attending school completely virtually last year. Root Cause: Pandemic</p>

School Processes & Programs

Problem Statement 6: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause** : Pandemic learning deficit

Problem Statement 7: 75% of students attending school completely virtually last year. **Root Cause:** Pandemic

Perceptions





Problem Statement 3: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause** : Pandemic learning deficit

Problem Statement 4: 75% of students attending school completely virtually last year. **Root Cause:** Pandemic

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

Performance Objective 3: Increase enrollment in advanced academics (GT, Dual Credit, Advanced Placement) for underrepresented populations from 23% to 40% for the 21-22 course selections

Evaluation Data Sources: enrollment and scheduling data

Strategy 1 Details	Reviews			
<p>Strategy 1: Host parent information nights about Dual Credit and Advanced Placement courses - specifically targeting concerns of low SES families, such as student jobs, transportation, and (course / test / book) fees. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.</p> <p>Strategy's Expected Result/Impact: increase participation rates</p> <p>Staff Responsible for Monitoring: Admin, Counselors, ASP</p> <p>Title I Schoolwide Elements: 3.1</p> <p>Problem Statements: Demographics 5 - Student Learning 5, 7 - School Processes & Programs 2, 6 - Perceptions 3</p> <p>Funding Sources: snacks and advertisements - 211 - Title I School Improvement - \$300</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Offer test fee assistance to students to encourage taking multiple AP exams</p> <p>Strategy's Expected Result/Impact: Increase number of students taking one or more AP exams</p> <p>Staff Responsible for Monitoring: Admin, AP Coordinator, Budget Clerk</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Demographics 2 - Student Learning 1</p> <p>Funding Sources: AP test fees - 211 - Title I School Improvement - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: Students failed 155 Semester 1 courses, 79 Semester 2 classes, and 592 classes were failed for both semesters. Root Cause: Virtual learning/pandemic gap, teacher efficacy, student support, parent involvement</p>
<p>Problem Statement 5: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) Root Cause : Pandemic learning deficit</p>
Student Learning
<p>Problem Statement 1: Students failed 155 Semester 1 courses, 79 Semester 2 classes, and 592 classes were failed for both semesters. Root Cause: Virtual learning/pandemic gap, teacher efficacy, student support, parent involvement</p>

Student Learning

Problem Statement 5: Student attendance suffered during the pandemic. Students will have a difficult time resuming in person class attendance. **Root Cause:** Need better incentive program for perfect attendance. Recognize perfect attendance at smaller increments.

Problem Statement 7: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause** : Pandemic learning deficit

School Processes & Programs

Problem Statement 2: Student attendance suffered during the pandemic. Students will have a difficult time resuming in person class attendance. **Root Cause:** Need better incentive program for perfect attendance. Recognize perfect attendance at smaller increments.

Problem Statement 6: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause** : Pandemic learning deficit

Perceptions





Problem Statement 3: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause** : Pandemic learning deficit

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

Performance Objective 4: All students who failed a STAAR EOC exam will pass the exam in December 2021

HB3 Goal

Evaluation Data Sources: EOC STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be placed in additional support classes for math and English. Strategy's Expected Result/Impact: Increased passing rates for STAAR Retesters Staff Responsible for Monitoring: Associate Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Demographics 5 - Student Learning 2, 7 - School Processes & Programs 3, 6 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 5: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) Root Cause : Pandemic learning deficit</p>
Student Learning
<p>Problem Statement 2: Eighteen seniors for the class of 2022 need to pass one or more EOC exams required for graduation, 21 students failed all three freshmen EOCs (Biology, Algebra 1, English 1), 39 students failed both math and reading 8th grade STAAR Exams. Root Cause: Impact of pandemic, teacher efficacy, remediation, student learning gaps.</p>
<p>Problem Statement 7: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) Root Cause : Pandemic learning deficit</p>
School Processes & Programs
<p>Problem Statement 3: Eighteen seniors for the class of 2022 need to pass one or more EOC exams required for graduation, 21 students failed all three freshmen EOCs (Biology, Algebra 1, English 1), 39 students failed both math and reading 8th grade STAAR Exams. Root Cause: Impact of pandemic, teacher efficacy, remediation, student learning gaps.</p>
<p>Problem Statement 6: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) Root Cause : Pandemic learning deficit</p>





Perceptions

Problem Statement 3: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause**
: Pandemic learning deficit

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

Performance Objective 5: All Students will receive social-emotional learning support to facilitate return to in person learning and academic and emotional impact of pandemic by the end of 2022.

Evaluation Data Sources: student climate surveys

Strategy 1 Details	Reviews			
Strategy 1: Rhythm program used to support student social and emotional learning and provide increased support. Strategy's Expected Result/Impact: Quicker response to students in crisis Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 6 - Student Learning 8 - School Processes & Programs 7 - Perceptions 4	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 5 Problem Statements:





Demographics
Problem Statement 6: 75% of students attending school completely virtually last year. Root Cause: Pandemic
Student Learning
Problem Statement 8: 75% of students attending school completely virtually last year. Root Cause: Pandemic
School Processes & Programs
Problem Statement 7: 75% of students attending school completely virtually last year. Root Cause: Pandemic
Perceptions
Problem Statement 4: 75% of students attending school completely virtually last year. Root Cause: Pandemic

Goal 3: The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2022

Performance Objective 1: The percent of CCMR students that meet the requirement for College Ready will increase 5% by June 2022.

Targeted or ESF High Priority

Evaluation Data Sources: TSIA, ACT, SAT, Dual Credit

Strategy 1 Details	Reviews			
<p>Strategy 1: Use of Meyers Briggs personality testing to track and intervene appropriately for struggling and At-Risk students.</p> <p>Strategy's Expected Result/Impact: Decrease student referrals and expulsions</p> <p>Staff Responsible for Monitoring: AP</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students who have not achieved CCMR readiness by the beginning of their senior year will have the opportunity to enroll in a College Prep class in English and / or Math</p> <p>Strategy's Expected Result/Impact: Increase in % of students who graduate with CCMR requirement met</p> <p>Staff Responsible for Monitoring: AP, counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 3</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide digital resources including but not limited to Computer Hardware, Software, Peripherals, and industry based tools.</p> <p>Strategy's Expected Result/Impact: Increased academic performance and Certifications in CTE and Science Classes</p> <p>Staff Responsible for Monitoring: Associate Principals, Content Leads and Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 2 - Student Learning 1</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:

Demographics
<p>Problem Statement 2: Students failed 155 Semester 1 courses, 79 Semester 2 classes, and 592 classes were failed for both semesters. Root Cause: Virtual learning/pandemic gap, teacher efficacy, student support, parent involvement</p>

Demographics

Problem Statement 3: Only 25 seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. **Root Cause:** Alignment of the course progression of advanced languages classes

Student Learning

Problem Statement 1: Students failed 155 Semester 1 courses, 79 Semester 2 classes, and 592 classes were failed for both semesters. **Root Cause:** Virtual learning/pandemic gap, teacher efficacy, student support, parent involvement

Problem Statement 3: Only 25 seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. **Root Cause:** Alignment of the course progression of advanced languages classes

Problem Statement 5: Student attendance suffered during the pandemic. Students will have a difficult time resuming in person class attendance. **Root Cause:** Need better incentive program for perfect attendance. Recognize perfect attendance at smaller increments.





School Processes & Programs

Problem Statement 2: Student attendance suffered during the pandemic. Students will have a difficult time resuming in person class attendance. **Root Cause:** Need better incentive program for perfect attendance. Recognize perfect attendance at smaller increments.

Goal 3: The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2022

Performance Objective 2: Every student will participate in at least one nationally recognized college prep test every year, including PSAT, SAT, TSI-A, ASVAB, AP

Targeted or ESF High Priority

Strategy 1 Details	Reviews			
Strategy 1: All juniors will be enrolled in an SAT prep course Strategy's Expected Result/Impact: increased SAT scores Staff Responsible for Monitoring: AP Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Demographics 2 - Student Learning 1 Funding Sources: contract with SAT prep provider - 211 - Title I School Improvement - \$40,350	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Students will have a college prep test every year, including PSAT, SAT, TSI-A, ASVAB Strategy's Expected Result/Impact: increased performance Staff Responsible for Monitoring: AP Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Demographics 5 - Student Learning 7 - School Processes & Programs 6 - Perceptions 3 Funding Sources: test fees - 211 - Title I School Improvement - \$5,000, test fees - 420 - State - \$5,000	Formative			Summative
	Nov	Jan	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Students failed 155 Semester 1 courses, 79 Semester 2 classes, and 592 classes were failed for both semesters. Root Cause: Virtual learning/pandemic gap, teacher efficacy, student support, parent involvement Problem Statement 5: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) Root Cause : Pandemic learning deficit
Student Learning
Problem Statement 1: Students failed 155 Semester 1 courses, 79 Semester 2 classes, and 592 classes were failed for both semesters. Root Cause: Virtual learning/pandemic gap, teacher efficacy, student support, parent involvement Problem Statement 7: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) Root Cause : Pandemic learning deficit

School Processes & Programs

Problem Statement 6: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause**
: Pandemic learning deficit





Perceptions

Problem Statement 3: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause**
: Pandemic learning deficit

Goal 3: The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2022

Performance Objective 3: A minimum of one parent meeting will be held each month in order to educate and inform parents regarding the college process and how to support their students. Meetings will be offered virtually and in person.

Evaluation Data Sources: Parent sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Monthly meeting held by ASP. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.</p> <p>Strategy's Expected Result/Impact: Increased FAFSA/TAFSA completion</p> <p>Staff Responsible for Monitoring: ASP coordinator, Principal</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Demographics 5, 6 - Student Learning 5, 6, 7, 8 - School Processes & Programs 2, 5, 6, 7 - Perceptions 2, 3, 4</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 5: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) Root Cause : Pandemic learning deficit</p>
<p>Problem Statement 6: 75% of students attending school completely virtually last year. Root Cause: Pandemic</p>
Student Learning
<p>Problem Statement 5: Student attendance suffered during the pandemic. Students will have a difficult time resuming in person class attendance. Root Cause: Need better incentive program for perfect attendance. Recognize perfect attendance at smaller increments.</p>
<p>Problem Statement 6: Average number of service hours documented per student is 8. 106 rising seniors have less than 10 hours documented. Root Cause: Lack of virtual service opportunities. Lack of support systems for underclassmen service.</p>
<p>Problem Statement 7: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) Root Cause : Pandemic learning deficit</p>
<p>Problem Statement 8: 75% of students attending school completely virtually last year. Root Cause: Pandemic</p>
School Processes & Programs
<p>Problem Statement 2: Student attendance suffered during the pandemic. Students will have a difficult time resuming in person class attendance. Root Cause: Need better incentive program for perfect attendance. Recognize perfect attendance at smaller increments.</p>
<p>Problem Statement 5: Average number of service hours documented per student is 8. 106 rising seniors have less than 10 hours documented. Root Cause: Lack of virtual service opportunities. Lack of support systems for underclassmen service.</p>

School Processes & Programs

Problem Statement 6: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause** : Pandemic learning deficit

Problem Statement 7: 75% of students attending school completely virtually last year. **Root Cause:** Pandemic

Perceptions

Problem Statement 2: Average number of service hours documented per student is 8. 106 rising seniors have less than 10 hours documented. **Root Cause:** Lack of virtual service opportunities. Lack of support systems for underclassmen service.

Problem Statement 3: Significant drops in achievement levels demonstrated on every EOC test in every all performance categories (Approaches / Meets / Masters) **Root Cause** : Pandemic learning deficit





Problem Statement 4: 75% of students attending school completely virtually last year. **Root Cause:** Pandemic

Goal 4: 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: All students will demonstrate an increase in language proficiency a minimum of one sub-level, based on the ACTFL proficiency guidelines by the end of the school year.

Evaluation Data Sources: ACTFL and AAPPL assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Bring in subject matter experts and consultants to help ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, DLI and other programs that will increase student achievement, with particular attention to ELLs.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: LPAC committee</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 4, 5 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increased focus support for EL's through Professional Development and once a month in PLC's - SIOP, LPAC recommendations, Language and Content objectives</p> <p>Strategy's Expected Result/Impact: Decrease percentage in number of failed courses for EL's, and increase in percentage passing of EOC's</p> <p>Staff Responsible for Monitoring: AP's, LPAC Committee</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: Demographics 6 - Student Learning 8 - School Processes & Programs 7 - Perceptions 4</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase leveled readers in target languages (Chinese and Spanish) to provide classroom reading material. Purchase library books in target languages (Chinese and Spanish) to provide students a selection of self-directed reading opportunities in their secondary languages.</p> <p>Strategy's Expected Result/Impact: Increased exposure to texts in target language</p> <p>Staff Responsible for Monitoring: Librarian, AP over LOTE, LOTE teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Problem Statements: Demographics 2 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
Strategy 4: ILTexas will provide supplemental tutoring sessions to English learners to accelerate their performance on both formative and state assessments Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Director of EL, EL Coordinators, campus principals, LPAC admin Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1 Funding Sources: - 263 - Title III	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:

Demographics
Problem Statement 2: Students failed 155 Semester 1 courses, 79 Semester 2 classes, and 592 classes were failed for both semesters. Root Cause: Virtual learning/pandemic gap, teacher efficacy, student support, parent involvement
Problem Statement 6: 75% of students attending school completely virtually last year. Root Cause: Pandemic
Student Learning
Problem Statement 1: Students failed 155 Semester 1 courses, 79 Semester 2 classes, and 592 classes were failed for both semesters. Root Cause: Virtual learning/pandemic gap, teacher efficacy, student support, parent involvement
Problem Statement 4: There remains a significant salary gap between ILTexas and surrounding school districts Root Cause: Funding inequity between ISDs and Charter schools
Problem Statement 5: Student attendance suffered during the pandemic. Students will have a difficult time resuming in person class attendance. Root Cause: Need better incentive program for perfect attendance. Recognize perfect attendance at smaller increments.
Problem Statement 8: 75% of students attending school completely virtually last year. Root Cause: Pandemic
School Processes & Programs
Problem Statement 1: There remains a significant salary gap between ILTexas and surrounding school districts Root Cause: Funding inequity between ISDs and Charter schools
Problem Statement 2: Student attendance suffered during the pandemic. Students will have a difficult time resuming in person class attendance. Root Cause: Need better incentive program for perfect attendance. Recognize perfect attendance at smaller increments.
Problem Statement 7: 75% of students attending school completely virtually last year. Root Cause: Pandemic
Perceptions
Problem Statement 4: 75% of students attending school completely virtually last year. Root Cause: Pandemic

Goal 4: 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: 100% of students will be involved in an extracurricular activity in academics, athletics, arts, or campus events by the end of 2020-21 School year.

Evaluation Data Sources: Summative Student survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to develop areas for our students to excel in the area of music art, theater, and dance, with additional tools such as, lights, mics, and other theatrical items.</p> <p>Strategy's Expected Result/Impact: Continued student performances and celebrations of cultural events through the arts</p> <p>Staff Responsible for Monitoring: Fine Arts Department and GLA's</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: Demographics 6 - Student Learning 8 - School Processes & Programs 7 - Perceptions 4</p> <p>Funding Sources: materials and licenses - 211 - Title I School Improvement - \$500</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:





Demographics
Problem Statement 6: 75% of students attending school completely virtually last year. Root Cause: Pandemic
Student Learning
Problem Statement 8: 75% of students attending school completely virtually last year. Root Cause: Pandemic
School Processes & Programs
Problem Statement 7: 75% of students attending school completely virtually last year. Root Cause: Pandemic
Perceptions
Problem Statement 4: 75% of students attending school completely virtually last year. Root Cause: Pandemic

Goal 5: The percent of teacher retained annually will increase from 76% to 80% by June 2022

Performance Objective 1: Decrease student referrals by 10% and expulsions by 20% from 19-20 school year to 21-22 school year data.

Targeted or ESF High Priority

Evaluation Data Sources: Skyward discipline reports

Strategy 1 Details	Reviews			
Strategy 1: Use of CHAMPS discipline management system to decrease classroom disruptions Strategy's Expected Result/Impact: Decreased classroom disruptions Staff Responsible for Monitoring: APs Title I Schoolwide Elements: 2.5, 2.6 Problem Statements: Student Learning 5 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Use PBIS to encourage positive behaviors Strategy's Expected Result/Impact: decrease referrals Staff Responsible for Monitoring: PBIS Committee, Admin Title I Schoolwide Elements: 2.5 Problem Statements: Demographics 6 - Student Learning 8 - School Processes & Programs 7 - Perceptions 4	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
Strategy 3: Take students on educational field trips Strategy's Expected Result/Impact: decreased discipline, increased community Staff Responsible for Monitoring: PBIS committee, AP, GLA Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Demographics 6 - Student Learning 8 - School Processes & Programs 7 - Perceptions 4 Funding Sources: transportation and tickets - 211 - Title I School Improvement - \$2,500	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:

Demographics
Problem Statement 6: 75% of students attending school completely virtually last year. Root Cause: Pandemic

Student Learning

Problem Statement 5: Student attendance suffered during the pandemic. Students will have a difficult time resuming in person class attendance. **Root Cause:** Need better incentive program for perfect attendance. Recognize perfect attendance at smaller increments.

Problem Statement 8: 75% of students attending school completely virtually last year. **Root Cause:** Pandemic

School Processes & Programs

Problem Statement 2: Student attendance suffered during the pandemic. Students will have a difficult time resuming in person class attendance. **Root Cause:** Need better incentive program for perfect attendance. Recognize perfect attendance at smaller increments.

Problem Statement 7: 75% of students attending school completely virtually last year. **Root Cause:** Pandemic





Perceptions

Problem Statement 4: 75% of students attending school completely virtually last year. **Root Cause:** Pandemic

Goal 5: The percent of teacher retained annually will increase from 76% to 80% by June 2022

Performance Objective 2: Each faculty member who is new to teaching or new to the charter will have a peer teacher for the 21-22 school year.

Evaluation Data Sources: Increased retention rate and teacher efficacy

Strategy 1 Details	Reviews			
Strategy 1: Title I Instructional Coach to increase teacher support, classroom management, and increase student achievement through classroom modeling Strategy's Expected Result/Impact: Increase teacher efficacy Staff Responsible for Monitoring: Director of PD, Campus Admin Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: School Processes & Programs 4 - Perceptions 1 Funding Sources: Salary and Benefits - 211 - Title I School Improvement - \$63,000	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Use of Whetstone observation platform to provide timely feedback to all teachers Strategy's Expected Result/Impact: Increase teacher efficacy Staff Responsible for Monitoring: IC, Admin Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: license - 211 - Title I School Improvement - \$3,250	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
Strategy 3: Provide PD opportunities for staff, including purchasing professional development books for new teachers. Strategy's Expected Result/Impact: Increased teacher efficacy and teacher satisfaction Staff Responsible for Monitoring: AP, IC Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 4 - School Processes & Programs 1 Funding Sources: registration and transportation - 211 - Title I School Improvement - \$3,000	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 2 Problem Statements:

Student Learning
Problem Statement 4: There remains a significant salary gap between ILTexas and surrounding school districts Root Cause: Funding inequity between ISDs and Charter schools

School Processes & Programs

Problem Statement 1: There remains a significant salary gap between ILTexas and surrounding school districts **Root Cause:** Funding inequity between ISDs and Charter schools

Problem Statement 4: There was an average of 6.3 personal absences per faculty member, with a total of 312.5 personal days taken among the 49 faculty members. Only 2 teachers had perfect attendance. **Root Cause:** Climate and teacher appreciation, longer school day.





Perceptions

Problem Statement 1: There was an average of 6.3 personal absences per faculty member, with a total of 312.5 personal days taken among the 49 faculty members. Only 2 teachers had perfect attendance. **Root Cause:** Climate and teacher appreciation, longer school day.

Goal 5: The percent of teacher retained annually will increase from 76% to 80% by June 2022

Performance Objective 3: Create a comprehensive onboarding process for new staff, including those hired after the first day of school so that all onboarding is completed by June 2022.

Evaluation Data Sources: Teacher retention and staff climate survey





Strategy 1 Details	Reviews			
Strategy 1: Create a calendar of events, checklist of skills necessary Strategy's Expected Result/Impact: Increased efficacy for new teachers Staff Responsible for Monitoring: Asst Principal Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 4 - Perceptions 1	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:

School Processes & Programs
Problem Statement 4: There was an average of 6.3 personal absences per faculty member, with a total of 312.5 personal days taken among the 49 faculty members. Only 2 teachers had perfect attendance. Root Cause: Climate and teacher appreciation, longer school day.
Perceptions
Problem Statement 1: There was an average of 6.3 personal absences per faculty member, with a total of 312.5 personal days taken among the 49 faculty members. Only 2 teachers had perfect attendance. Root Cause: Climate and teacher appreciation, longer school day.

Goal 6: To improve the culture and climate of our campuses by the end of the 2021-2022 school year.

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

Strategy 1 Details	Reviews			
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).	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>				

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	5	1	Students will be placed in additional support classes for math and English.
2	4	1	Students will be placed in additional support classes for math and English.

Campus Funding Summary

420 - State					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	test fees		\$5,000.00
Sub-Total					\$5,000.00
211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Salary	211	\$3,000.00
1	2	3			\$3,000.00
2	2	1	lab supplies		\$1,000.00
Sub-Total					\$7,000.00
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4			\$0.00
Sub-Total					\$0.00
211 - Title I School Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	campus licenses and curriculum materials		\$12,000.00
1	1	4	dictionary/thesaurus		\$500.00
1	4	3	Teacher Salary		\$1,000.00
1	4	6	registration and travel		\$1,000.00
2	3	1	snacks and advertisements		\$300.00
2	3	2	AP test fees		\$5,000.00
3	2	1	contract with SAT prep provider		\$40,350.00
3	2	2	test fees		\$5,000.00
4	2	1	materials and licenses		\$500.00
5	1	3	transportation and tickets		\$2,500.00
5	2	1	Salary and Benefits		\$63,000.00
5	2	2	license		\$3,250.00

211 - Title I School Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	3	registration and transportation		\$3,000.00
				Sub-Total	\$137,400.00
				Grand Total	\$149,400.00

Addendums