

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



Mission Statement

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

Vision

Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess trilingual competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community by putting others before self.

Our Educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are supportive community of lifelong learners. Our Families and Community are actively engaged partners that are integral to the success of our students and school.

Value Statement

We believe in Honor to be the best you can be, Courage to take risks, and Commitment to never give up!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

We are a very diverse community of educators which includes international teachers from Mexico, Spain and China, as well as teachers from Puerto Rico and other South American countries. Our unique backgrounds assist in providing our students with a rich understanding of global communities and cultures.

Students Demographics Summary

Ethnic Distribution:

- African American 120 (12.6%)
- Hispanic 286 (30.1%)
- White 388, (40.8%)
- American Indian 4 (0.4%)
- Asian 111 (11.7%)
- Pacific Islander 0 (0.0%)
- Economically Disadvantaged 211 (22.2%)
- Non-Educationally Disadvantaged 739 (77.8%)
- English Language Learners (ELL) 123 (12.9%)
- Students w/ Disciplinary Placements 0 (0.0%)
- At-Risk 268 (28.2%)

Teachers by Ethnicity:

- African American 2.0 2.5%
- Hispanic 19.1 33.7%
- White 31.8 53.8%
- American Indian 0.7 1.2%
- Asian 4.0 7.1%
- Pacific Islander 0.0 0.0%
- Two or More Races 0

Teachers by Gender:

- Males 7.3 12.9%
- Females 49.3 87.1%

Demographics Strengths

Demographics Strengths

Diverse community of educators and students. Our students and staff percentage match up for the most part, with the biggest discrepancy being our African American students at 12.6% of our student population, while our staff is at 2.5 percent.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Better communication with the different student and parent demographic population. **Root Cause:** Parent and school communication.

Problem Statement 2: Need for increased parent volunteers **Root Cause:** Parental Involvement

Problem Statement 3 (Prioritized): There is a need for professional development on math number sense and differentiation **Root Cause:** Teachers need more support on providing a variety of math strategies.

Student Learning

Student Learning Summary

International Leadership of Texas Keller K-8 is entering into the sixth year of existence. The 2019 Accountability Ratings as of August 2019 revealed multiple successes and challenges.

Some of the strategies that are being reinforced are the 6 weeks planning sessions to analyze data and revise instructional calendars to provide data-driven instruction to all students.

Students participated in districtwide common assessments. Below is a chart with ILTexas Keller K-8 STAAR Data from its inception through 2019 **(Due to COVID-19 Shelter-in-Place restrictions, there is no STAAR data available for the year 2020.)**

Math % Satisfactory (Approaches)							Reading % Satisfactory (Approaches)						
	2015	2016	2017	2018	2019	2020		2015	2016	2017	2018	2019	2020
3rd grade	84%	90%	88%	86%	87%	N/A	3rd grade	83%	91%	89%	84%	88%	N/A
4th grade	81%	90%	88%	89%	86%	N/A	4th grade	84%	86%	85%	83%	81%	N/A
*5th grade	89%	89%	87%	91%	94%	N/A	*5th grade	93%	85%	87%	87%	90%	N/A
6th grade	95%	92%	92%	84%	90%	N/A	6th grade	93%	93%	92%	73%	84%	N/A
7th grade	94%	92%	93%	91%	83%	N/A	7th grade	96%	93%	93%	90%	85%	N/A
*8th grade	85%	89%	86%	95%	90%	N/A	*8th grade	95%	86%	84%	93%	92%	N/A
Science % Satisfactory (Approaches)							Writing % Satisfactory (Approaches)						
	2015	2016	2017	2018	2019	2020		2015	2016	2017	2018	2019	2020
5th grade	85%	84%	84%	84%	86%	N/A	4th grade	72%	79%	78%	73%	81%	N/A
8th grade	89%	95%	95%	99%	94%	N/A	7th grade	93%	94%	95%	88%	82%	N/A
Social Studies % Satisfactory (Approaches)													
	2015	2016	2017	2018	2019	2020							
8th grade	88%	84%	84%	89%	83%	N/A							

Student Learning Strengths

Math % Satisfactory (Approaches)							Reading % Satisfactory (Approaches)						
	2015	2016	2017	2018	2019	2020		2015	2016	2017	2018	2019	2020
3rd grade	84%	90%	88%	86%	87%	N/A	3rd grade	83%	91%	89%	84%	88%	N/A
4th grade	81%	90%	88%	89%	86%	N/A	4th grade	84%	86%	85%	83%	81%	N/A
*5th grade	89%	89%	87%	91%	94%	N/A	*5th grade	93%	85%	87%	87%	90%	N/A
6th grade	95%	92%	92%	84%	90%	N/A	6th grade	93%	93%	92%	73%	84%	N/A
7th grade	94%	92%	93%	91%	83%	N/A	7th grade	96%	93%	93%	90%	85%	N/A
*8th grade	85%	89%	86%	95%	90%	N/A	*8th grade	95%	86%	84%	93%	92%	N/A
Science % Satisfactory (Approaches)							Writing % Satisfactory (Approaches)						
	2015	2016	2017	2018	2019	2020		2015	2016	2017	2018	2019	2020
5th grade	85%	84%	84%	84%	86%	N/A	4th grade	72%	79%	78%	73%	81%	N/A
8th grade	89%	95%	95%	99%	94%	N/A	7th grade	93%	94%	95%	88%	82%	N/A
Social Studies % Satisfactory (Approaches)													
	2015	2016	2017	2018	2019	2020							
8th grade	88%	84%	84%	89%	83%	N/A							

Math % Satisfactory (Approaches)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Better communication with the different student and parent demographic population. **Root Cause:** Parent and school communication.

Problem Statement 2: STAAR Writing scores for the past 4 years continues to stay at low 80s or below. **Root Cause:** Lack of a vertical alignment from K-5.

Problem Statement 3 (Prioritized): The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries. **Root Cause:** Charter schools State provisions and regulatory laws

Problem Statement 4 (Prioritized): A school wide discipline management program/course is not evident on campus. **Root Cause:** 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.

Problem Statement 5 (Prioritized): Teachers need support and clear expectations on how to implement an effective dual language program. **Root Cause:** The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program

Problem Statement 6: There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause:** Teachers need more technology support.

Problem Statement 7 (Prioritized): Follow through in holding teachers accountable **Root Cause:** Nonobservance of the structured system for evaluation and support

Problem Statement 8 (Prioritized): There is a need for professional development on small group reading instruction **Root Cause:** Teachers need more support on tiered learning in small groups

Problem Statement 9 (Prioritized): There is a need for professional development on math number sense and differentiation **Root Cause:** Teachers need more support on providing a variety of math strategies.

School Processes & Programs

School Processes & Programs Summary

We expect to accomplish this by making learning explicitly clear, making it visible (trilingual, print rich classrooms)! When students have the intended learning spelled out for them, they know what it is they are supposed to learn during the learning opportunity. Then we create a learning path for scholars to be able to achieve this goal. Students have multiple steps to achieve in order to fully understand and be able to apply learned skills to all content areas (Eagle Academy, classroom embedded small groups, after-school support and tutorials, etc.)

Teachers are guided by the TEKS and have access to the TEKS Resource System. The TEKS are explicitly unpacked for the educator, which includes common misconceptions, academic vocabulary and guidance on differentiation.

New teachers are provided on campus instructional/managerial support as well as support through district and campus level instructional coaches. Teacher is matched up with a mentor and is provided with feedback to highlight glows and ideas to support the lows.

The organization includes multiple levels of administration to help support and maintain effective learning environments in all classes.

All staff members have been provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, students in grades K-8 are provided their own Chromebooks.

School Processes & Programs Strengths

Teachers utilize technology daily in their instruction.

Students in grades Kinder through 8th have access to Chromebooks for class assignments.

Students can utilize technology for homework assignments and projects.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: STAAR Writing scores for the past 4 years continues to stay at low 80s or below. **Root Cause:** Lack of a vertical alignment from K-5.

Problem Statement 2 (Prioritized): The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries. **Root Cause:** Charter schools State provisions and regulatory laws

Problem Statement 3 (Prioritized): A school wide discipline management program/course is not evident on campus. **Root Cause:** 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.

Problem Statement 4 (Prioritized): Teachers need support and clear expectations on how to implement an effective dual language program. **Root Cause:** The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program

Problem Statement 5: There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause:** Teachers need more technology support.

Problem Statement 6 (Prioritized): Follow through in holding teachers accountable **Root Cause:** Nonobservance of the structured system for evaluation and support

Problem Statement 7 (Prioritized): There is a need for professional development on small group reading instruction **Root Cause:** Teachers need more support on tiered learning in small groups

Problem Statement 8 (Prioritized): There is a need for professional development on math number sense and differentiation **Root Cause:** Teachers need more support on providing a variety of math strategies.

Perceptions

Perceptions Summary

We believe that all students can learn and must learn at relatively high levels of achievement. It is our job to create learning environments in our school that results in high levels of performance. We are confident that with our support and help, students can master challenging academic material, and we expect them to do so. We are prepared to work collaboratively with colleagues, students, and parents abide by our policy of 3 Bs (Be On Time, Be Responsible, and Be Respectful) to achieve this shared educational purpose.

The school is always improving the parent involvement policy to encourage and support parent involvement in their child's education. We will have a PTO that actively organizes events and fund raising activities throughout the school year. The school partners with the PTO to organize major events such as Hispanic Heritage celebrations, Black History Month Presentation, Chinese New Year, and Spirit Nights. The PTO holds monthly meetings with Campus Leadership and staff.

Perceptions Strengths

We are perceived as an education institution with high academic and behavior expectation for students, that requires engaged parents and dedicated educators to support one another in meeting the needs of ALL students.

The school has in place several vehicles to facilitate parent communication to include:

- Campus Leadership Newsletter end of each six weeks
- Curriculum Night
- PTO monthly meetings
- Family Home-school Spirit Nights
- Parent Portal
- Parent-Teacher Conferences
- School/Grade level/Teacher websites
- School Messenger
- Watch D.O.G.S. (Dads of Great Students) Program
- Weekly Newsletters

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Need for increased parent volunteers **Root Cause:** Parental Involvement

Problem Statement 2: STAAR Writing scores for the past 4 years continues to stay at low 80s or below. **Root Cause:** Lack of a vertical alignment from K-5.

Problem Statement 3 (Prioritized): A school wide discipline management program/course is not evident on campus. **Root Cause:** 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.

Problem Statement 4: There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause:** Teachers need more technology support.

Problem Statement 5 (Prioritized): Follow through in holding teachers accountable **Root Cause:** Nonobservance of the structured system for evaluation and support

Priority Problem Statements

Problem Statement 1: The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries.

Root Cause 1: Charter schools State provisions and regulatory laws

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

Problem Statement 2: A school wide discipline management program/course is not evident on campus.

Root Cause 2: 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.

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

Problem Statement 3: Teachers need support and clear expectations on how to implement an effective dual language program.

Root Cause 3: The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program

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

Problem Statement 4: Follow through in holding teachers accountable

Root Cause 4: Nonobservance of the structured system for evaluation and support

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

Problem Statement 5: There is a need for professional development on small group reading instruction

Root Cause 5: Teachers need more support on tiered learning in small groups

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

Problem Statement 6: There is a need for professional development on math number sense and differentiation

Root Cause 6: Teachers need more support on providing a variety of math strategies.

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data





- Processes and procedures for teaching and learning, including program implementation
- 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: Based on HB3 Board Goal requirement ... The percent of 3rd grade students that score on grade level or above in Reading will increase from 42% to 47% by June 2022 using iStation Indicator Progress Monitor tool - ISIP. The percent of 3rd grade students that grow one grade level in Spanish Reading (Spanish ISIP) will increase from 30% to 48% by June 2022.

Evaluation Data Sources: ISIP English and Spanish

Strategy 1 Details	Reviews			
<p>Strategy 1: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners and with focus on increasing the Meets Target goal on the STAAR Reading assessment</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, campus instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 5, 8 - School Processes & Programs 4, 7</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Send campus (teachers/coaches/principals/assistant principals) and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Director of EL K-12, Deputy Superintendent of Academics & Student Services, Academic Directors, Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 5, 8 - School Processes & Programs 4, 7</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 5: Teachers need support and clear expectations on how to implement an effective dual language program. **Root Cause:** The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program

Problem Statement 8: There is a need for professional development on small group reading instruction **Root Cause:** Teachers need more support on tiered learning in small groups

School Processes & Programs

Problem Statement 4: Teachers need support and clear expectations on how to implement an effective dual language program. **Root Cause:** The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program





Problem Statement 7: There is a need for professional development on small group reading instruction **Root Cause:** Teachers need more support on tiered learning in small groups

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: The percent of 2nd grade students that score on grade level or above in Reading will increase from 41% to 47% by June 2021 using iStation Indicator Progress Monitor tool - ISIP. The percent of 2nd grade students that grow one grade level in Spanish Reading (Spanish ISIP) will increase from 30% to 48% by June 2022.

Evaluation Data Sources: ISIP English and Spanish

Strategy 1 Details	Reviews			
<p>Strategy 1: Support effective inclusion support to providing PD opportunities to inclusion support teachers as well as their partner content teachers.</p> <p>Strategy's Expected Result/Impact: Lesson Plans Student performance on unit assessments Effective classroom practices Classroom Observations</p> <p>Staff Responsible for Monitoring: Special Education Director, Principals, Deputy Superintendent of Academics & Student Services, SPED Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 7, 8 - School Processes & Programs 6, 7 - Perceptions 5</p> <p>Funding Sources: - 224 - IDEA B</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 7: Follow through in holding teachers accountable Root Cause: Nonobservance of the structured system for evaluation and support</p>
<p>Problem Statement 8: There is a need for professional development on small group reading instruction Root Cause: Teachers need more support on tiered learning in small groups</p>
School Processes & Programs
<p>Problem Statement 6: Follow through in holding teachers accountable Root Cause: Nonobservance of the structured system for evaluation and support</p>
<p>Problem Statement 7: There is a need for professional development on small group reading instruction Root Cause: Teachers need more support on tiered learning in small groups</p>
Perceptions
<p>Problem Statement 5: Follow through in holding teachers accountable Root Cause: Nonobservance of the structured system for evaluation and support</p>

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

Performance Objective 3: The percent of 1st grade students that score on grade level or above in Reading will increase from 36% to 48% by June 2022 using iStation Indicator Progress Monitor tool - ISIP. The percent of 1st grade students that grow one grade level in Spanish Reading (Spanish ISIP) will increase from 30% to 48% by June 2022.

Evaluation Data Sources: ISIP

Strategy 1 Details	Reviews			
<p>Strategy 1: Special education teachers will be provided targeted professional development (initial and ongoing) to successfully carry out intervention plans.</p> <p>Strategy's Expected Result/Impact: Data driven lesson plans. Classroom observations. Curriculum intervention, coaching and feedback for teachers.</p> <p>Staff Responsible for Monitoring: Special Education director, campus administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 7 - School Processes & Programs 6 - Perceptions 5</p> <p>Funding Sources: - 224 - IDEA B</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 7: Follow through in holding teachers accountable Root Cause: Nonobservance of the structured system for evaluation and support
School Processes & Programs
Problem Statement 6: Follow through in holding teachers accountable Root Cause: Nonobservance of the structured system for evaluation and support
Perceptions
Problem Statement 5: Follow through in holding teachers accountable Root Cause: Nonobservance of the structured system for evaluation and support

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 3rd grade students that score on grade level or above in math will increase from 12% to 30% by June 2022 using the MAP tool.

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: The math director or area math coaches will review MAP scores and responses after the BOY and MOY MAP test with Dean of Instruction and Campus Instructional Coach and will review the teacher responses to the data.</p> <p>Strategy's Expected Result/Impact: will understand the data from the MAP test and know how to respond to it instructionally.</p> <p>Staff Responsible for Monitoring: area math coaches, math director, and campus instructional coaches and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> <p>Problem Statements: Demographics 3 - Student Learning 7, 9 - School Processes & Programs 6, 8 - Perceptions 5</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 3: There is a need for professional development on math number sense and differentiation Root Cause: Teachers need more support on providing a variety of math strategies.</p>
Student Learning
<p>Problem Statement 7: Follow through in holding teachers accountable Root Cause: Nonobservance of the structured system for evaluation and support</p> <p>Problem Statement 9: There is a need for professional development on math number sense and differentiation Root Cause: Teachers need more support on providing a variety of math strategies.</p>
School Processes & Programs
<p>Problem Statement 6: Follow through in holding teachers accountable Root Cause: Nonobservance of the structured system for evaluation and support</p> <p>Problem Statement 8: There is a need for professional development on math number sense and differentiation Root Cause: Teachers need more support on providing a variety of math strategies.</p>
Perceptions
<p>Problem Statement 5: Follow through in holding teachers accountable Root Cause: Nonobservance of the structured system for evaluation and support</p>

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: The percent of 2nd grade students that score on grade level or above in math will increase from 9% to 30% by June 2022 using the MAP tool.

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
Strategy 1: The curriculum department will provide recorded curriculum previews every cycle. Strategy's Expected Result/Impact: Teachers content knowledge and pedagogy will improve. Staff Responsible for Monitoring: area math coaches, math director, and campus instructional coaches and administrators Title I Schoolwide Elements: 2.4, 2.5, 3.2 Problem Statements: Demographics 3 - Student Learning 7, 9 - School Processes & Programs 6, 8 - Perceptions 5	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: There is a need for professional development on math number sense and differentiation Root Cause: Teachers need more support on providing a variety of math strategies.
Student Learning
Problem Statement 7: Follow through in holding teachers accountable Root Cause: Nonobservance of the structured system for evaluation and support
Problem Statement 9: There is a need for professional development on math number sense and differentiation Root Cause: Teachers need more support on providing a variety of math strategies.
School Processes & Programs
Problem Statement 6: Follow through in holding teachers accountable Root Cause: Nonobservance of the structured system for evaluation and support
Problem Statement 8: There is a need for professional development on math number sense and differentiation Root Cause: Teachers need more support on providing a variety of math strategies.
Perceptions
Problem Statement 5: Follow through in holding teachers accountable Root Cause: Nonobservance of the structured system for evaluation and support

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: The percent of 1st grade students that score on grade level or above in math will increase from 6% to 30% by June 2022 using the Imagine Math tool.

Evaluation Data Sources: Imagine Math

Strategy 1 Details	Reviews			
<p>Strategy 1: 1st grade students will complete and pass 15 lessons / semester on Imagine Math.</p> <p>Strategy's Expected Result/Impact: Students will show growth based on their quantile measures in the Imagine Math Program.</p> <p>Staff Responsible for Monitoring: Math director, campus administrators, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 9 - School Processes & Programs 8</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 3: There is a need for professional development on math number sense and differentiation Root Cause: Teachers need more support on providing a variety of math strategies.</p>
Student Learning
<p>Problem Statement 9: There is a need for professional development on math number sense and differentiation Root Cause: Teachers need more support on providing a variety of math strategies.</p>
School Processes & Programs
<p>Problem Statement 8: There is a need for professional development on math number sense and differentiation Root Cause: Teachers need more support on providing a variety of math strategies.</p>

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

Performance Objective 1: Elementary DLI and Elementary FLES students will complete language performance assessments to demonstrate language proficiency as documented in their Seesaw language portfolio by the end of June 2022

Evaluation Data Sources: ACTFL

Strategy 1 Details	Reviews			
<p>Strategy 1: Deliver professional development to teachers on ACTFL guidelines and Can Do Statements as well as Seesaw.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of DLI/Spanish, Director of Math, campus principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 5, 7 - School Processes & Programs 4, 6 - Perceptions 5</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Deliver webinars and teacher conferences for parents to gain an increased understanding of the DLI program and improve parent engagement with the curriculum and school. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP) are made available to parents</p> <p>Strategy's Expected Result/Impact: Increased student learning and parent engagement.</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 5: Teachers need support and clear expectations on how to implement an effective dual language program. Root Cause: The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program</p>
<p>Problem Statement 7: Follow through in holding teachers accountable Root Cause: Nonobservance of the structured system for evaluation and support</p>
School Processes & Programs
<p>Problem Statement 4: Teachers need support and clear expectations on how to implement an effective dual language program. Root Cause: The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program</p>
<p>Problem Statement 6: Follow through in holding teachers accountable Root Cause: Nonobservance of the structured system for evaluation and support</p>





Perceptions

Problem Statement 5: Follow through in holding teachers accountable **Root Cause:** Nonobservance of the structured system for evaluation and support

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

Performance Objective 1: By June 2022, ILTexas will coordinate a frequent and robust professional development plan for mentor teachers and APs over mentor teachers with a 25% greater time for training than previous year.

Evaluation Data Sources: Track Frequency of Scheduled trainings for Mentors and Mentee teachers
Track survey responses for ongoing Mentor sessions





Strategy 1 Details	Reviews			
<p>Strategy 1: We will hold a training for mentor and mentee teachers each 6 weeks focussing on high leverage skill development</p> <p>Strategy's Expected Result/Impact: Improved classroom management, family communication, and student relationships</p> <p>Staff Responsible for Monitoring: Campus principal, AP over Mentor Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3, 7 - School Processes & Programs 2, 6 - Perceptions 5</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries. Root Cause: Charter schools State provisions and regulatory laws</p>
<p>Problem Statement 7: Follow through in holding teachers accountable Root Cause: Nonobservance of the structured system for evaluation and support</p>
School Processes & Programs
<p>Problem Statement 2: The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries. Root Cause: Charter schools State provisions and regulatory laws</p>
<p>Problem Statement 6: Follow through in holding teachers accountable Root Cause: Nonobservance of the structured system for evaluation and support</p>
Perceptions
<p>Problem Statement 5: Follow through in holding teachers accountable Root Cause: Nonobservance of the structured system for evaluation and support</p>

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Bring in subject matter experts (such as but not limited to AIM for Success) and purchase resources (such as but not limit to purchasing kits for counselors) aimed an improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students).</p> <p>Strategy's Expected Result/Impact: Improved culture and climate</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 4, 7 - School Processes & Programs 3, 6 - Perceptions 3, 5</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 4: A school wide discipline management program/course is not evident on campus. Root Cause: 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.</p>
<p>Problem Statement 7: Follow through in holding teachers accountable Root Cause: Nonobservance of the structured system for evaluation and support</p>
School Processes & Programs
<p>Problem Statement 3: A school wide discipline management program/course is not evident on campus. Root Cause: 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.</p>
<p>Problem Statement 6: Follow through in holding teachers accountable Root Cause: Nonobservance of the structured system for evaluation and support</p>
Perceptions
<p>Problem Statement 3: A school wide discipline management program/course is not evident on campus. Root Cause: 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.</p>
<p>Problem Statement 5: Follow through in holding teachers accountable Root Cause: Nonobservance of the structured system for evaluation and support</p>

Campus Funding Summary

224 - IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	3	1			\$0.00
Sub-Total					\$0.00
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums