

International Leadership of Texas
Katy Middle
2021-2022 Campus Improvement Plan

Mission Statement

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

Vision

With a focus on the ILTexas Mission, the vision of ILTexas Katy K-8 is to strive to create an environment of respect and inclusion, and to support ethnic, racial, religious and socio-economic diversity among all the constituencies of the school.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	14
Goals	17
Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.	18
Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022.	34
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.	50
Goal 4: The percent of teacher retained annually will increase from 76% to 80% by June 2022.	53
Comprehensive Support Strategies	56
Targeted Support Strategies	59
Additional Targeted Support Strategies	61
State Compensatory	63
Personnel for Katy Middle	64
Title I Personnel	64
Campus Funding Summary	65
Addendums	66

Comprehensive Needs Assessment

Demographics

Demographics Summary

ILTexas Katy K-8 serves a diverse population of approximately 433 students in grades 6th, 7th, and 8th. The school gender percentages are 47% female and 52% male. Our teacher to student ratio is approximately 1:20 per classroom. Students attending ILTexas Katy Middle School come from different educational backgrounds, including private schools, home schools, a variety of ISDs, and other charter schools. Our largest student population consists of Hispanic-Latino students, followed by Black - African American, White, Asian, and two or more races.

- Hispanic-Latino - 64%
- Black - African American - 20%
- White - 7%
- Asian - 5%
- Two or more - 3%

ILTexas Katy Middle School population is 30% Limited English Proficient (LEP) students and 60% of the population is economically disadvantaged. The school services all special populations, including special education, section 504, Gifted and Talented, and Limited English Proficient (LEP) students.

ILTexas Katy Middle School employs highly qualified staff in all areas. Teachers are required to hold a bachelor's Degree from an accredited university. In addition, bilingual and special education teachers are required to be fully certified by TEA. We strive to recruit teachers with diverse backgrounds and experiences to incorporate into the classroom. Teachers and other staff are recruited internationally. Our Chinese and Spanish international teachers are a part of the instructional team for content (Dual Language Instruction Program) and language courses.

ILTexas Katy Middle School received a rating of B and 5 designated distinctions from TEA from the last TEA Report.

As we continue to grow, ILTexas Katy Middle School will strive to provide the best possible education by meeting the diverse needs of all students and hiring the highest quality teachers and staff.

Demographics Strengths

ILTexas Katy Middle School has many strengths.

- Student population represents a variety of educational backgrounds and cultures.
- The teaching population mirrors closely our student population.
- The Chinese and Spanish international teachers provide strong support of our DLI program and language courses.
- Our class sizes are below state average.
- We celebrate our diversity via celebrations throughout the year, including, National Hispanic Heritage, Chinese Lunar New Year, Black History month, and ending the year with an International Festival))

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): It is a challenge to retain experienced and TEA certified teachers. **Root Cause:** The salary at charter schools is significantly lower than regular ISDs.

Problem Statement 2 (Prioritized): The whole staff does not have weekly or bi-weekly meetings. **Root Cause:** The school day is long and keeping teachers weekly after school until 5:30 creates hardships for teachers.

Problem Statement 3 (Prioritized): LEP students are scoring lower than non-LEP students on State Assessments **Root Cause:** Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom.

Problem Statement 4 (Prioritized): Special Education students are performing poorly on standardized tests. **Root Cause:** General education teachers need more training to support special needs students in the inclusive classroom

Problem Statement 5 (Prioritized): Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

Problem Statement 6 (Prioritized): The white student population scores lower on state exams. **Root Cause:** Lack of targeted differentiation in lesson planning and presentation.

Problem Statement 7 (Prioritized): Teachers are often confused due to the broad curriculum expectations. **Root Cause:** Lack of understanding in unpacking the TEKS and aligning lessons with assessments.

Student Learning

Student Learning Summary

As we wrap up the 2020-21 school year and begin to prepare for the 2021-22 school year, ILTexas Katy Middle School received a rating of Met Standard. Campus projections for 2021-22 start with the April administration of STAAR for 8th grade reading and math. In reading 75% of the students scored at the approaches level or higher, 52% of students scored at the meets category, and 31% in the masters category. In Math, 78% scored at the approaches level or higher, 43% in the meets category, and 27% in the masters category. These results show growth in all levels in math and in Reading:

- Math Approaches +33% points Meets +22% points Masters +8% points
- Reading Approaches +7% points Meets +13% points Masters +5% points

Reviewing the initial STAAR test for 2019, two student groups we will need to focus on are the Special Education student group and the LEP student group.

The campus will continue to provide campus common formative assessments across all subjects and grades in addition to Unit exams, end of cycle assessments, MAP testing, running records for reading, ISIP testing, and other digital learning program assessments.

The campus will strive to partner with parents and be data driven in order to meet the individual needs of every student, regardless if they require intervention or challenge.

Student Learning Strengths

Student Academic Achievement Strengths

- The focus for ILTexas Katy Middle School is to provide a rigorous curriculum to all students based on the TEKS-RS scope and sequence
- All students receive instruction in Spanish, Mandarin Chinese, and English
- Instruction and learning is supported through character education taught throughout the curriculum
- The campus provides PLC opportunities district and/or campus-wide daily and weekly
- Common Unit Assessments and ongoing formative assessments are utilized at regular intervals during the learning cycles to gauge mastery learning
- Data Days are set aside for teachers to understand where students are and to purposefully plan for instruction, remediation, and extension
- A campus instructional coach is available to support teachers in academic planning and lesson demonstration
- ILTexas Katy Middle School provided regular and ongoing communication with parents regarding student achievement.
- Students are provided extended day opportunities for academic support.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): LEP students are scoring lower than non-LEP students on State Assessments **Root Cause:** Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom.

Problem Statement 2 (Prioritized): Special Education students are performing poorly on standardized tests. **Root Cause:** General education teachers need more training to support special needs students in the inclusive classroom

Problem Statement 3 (Prioritized): Students are not completing homework assignments. **Root Cause:** Lack of understanding or ability for parents to support students at home.

Problem Statement 4 (Prioritized): Many teachers are not providing a rigorous lesson with opportunities for student collaboration. **Root Cause:** Lack of understanding in how to create and present a rigorous lesson.

Problem Statement 5 (Prioritized): Teachers struggle providing small group differentiated instruction in the classroom setting. **Root Cause:** Teachers need training in creating small groups and differentiated instruction.

Problem Statement 6 (Prioritized): Teachers are often confused due to the broad curriculum expectations. **Root Cause:** There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.

Problem Statement 7 (Prioritized): Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

Problem Statement 8 (Prioritized): Students are struggling due to the loss of learning during the pandemic. **Root Cause:** Pandemic

Problem Statement 9 (Prioritized): Teachers are often confused due to the broad curriculum expectations. **Root Cause:** Lack of understanding in unpacking the TEKS and aligning lessons with assessments.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction:

The district goal 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 via high quality, uniform and unified curriculum, instruction, professional development, and supportive operational and technological infrastructures. The curriculum for all content areas is the Texas Essential Knowledge and Skills (TEKS). The district utilizes the TEKS Resource system as the primary resource for the unites of study and basic lesson plans. Assessments are a combination of collaborative common campus level assessments, collaborative common assessments at the district level, and End of Course exams. In addition, students are all assessed in subjects required on the STAAR. Students language proficiency is tested based on ACTFL Proficiency Levels in Spanish and Chinese, Mandarin and Spanish Language Assessments (based on sequence and guided by ACRL) AAPL exams are administered in April for grades 5 and 8. The district also utilizes The Measure of Academic Progress (MAP) assessments to assess and project student learning. TELPAS (Texas English Language Proficiency Assessment System) assesses the progress of English Language Learners.

Daily, teachers are provided a planning period and Professional Learning Community period to ensure adequate time for lesson preparation and collaboration regarding student achievement. Lesson plans are designed to include a Contend and language objective, warm up activities, a focused lesson including an introduction/purpose, I do - We Do - You do, ending with a reflection/closing. To continue to support teachers throughout the year, the district provides data days and professional development days in the academic calendar.

Staff Recruitment and Retention:

Positions at ILTexas Katy are hired through a carefully selected interview committee composed of teachers, GLAs and administration. We provide multiple job fairs on and off campus, recruit from colleges around the state, attend Region Service Center job fairs, and post on job boards to attract highly qualified teachers.

Historically there has been significant turn over in staff mostly due to salary. To assist in staff retention, the ILTexas district leaders have recently updated the salary scale. In addition, the campus partners with the PTO to provide various types of incentives and encouragement to staff which creates a more positive and desirable working environment.

School Organization

The ILTexas Katy is supported financially through local, state and federal funding, In addition, the PTO provides supporting the areas of instructional supplies, supporting field trips, student and teacher events. The curriculum is based on the TEKS with the TEKS R Us resource system provided to support teachers in curriculum and instruction. Teachers are provided multiple opportunities for professional development and collaborative planning time. The campus is data driven and is provided with data processing days build into the academic calendar.

Technology

The devices utilized in classrooms include document cameras, interactive projectors and peripherals associated with the projector including smart pens. Windows devices are provided to the teachers as well as the computer lab. Students are given Chromebooks for in class use and may be checked out to take home. The district provides multiple digital learning opportunities for all students. The campus houses a technology specialist who is available for tech support when needed.

District training has been provided for teachers in using the Google Application Suite as well as digital learning tools for students.

School Processes & Programs Strengths

Curriculum and Instruction:

- Focus on leadership
- Focus on languages
- Focus on character
- Strong TEKS based curriculum guide and resources
- Numerous avenues for assessing students in languages and core curriculum.
- Multiple opportunities for teacher collaboration
- Professional Development offered throughout the year via PLC time

Staff Recruitment and Retention:

- The campus considers applicants from a wide variety of sources.
- The campus actively recruits highly qualified and international teachers.
- The district offers incentives for TEA certified teachers.
- The district offers stipends for DLI teachers and other special positions.
- Grade Level Administrators are hired to support teachers at individual grade levels.
- Extensive professional development opportunities

School Organization:

- Quality Curriculum and resources
- New teacher support
- Data days built into the academic calendar
- Planning and Professional Learning community time for teachers is provided
- Tiered Administrative support - GLA, AP, Principal - on campus

Technology:

- device to student ratio
- updated classroom equipment
- Campus Technologist
- District level technology support
- Digital Learning Programs for students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers are often confused due to the broad curriculum expectations. **Root Cause:** Lack of understanding in unpacking the TEKS and aligning lessons with assessments.

Problem Statement 2 (Prioritized): Many teachers are not providing a rigorous lesson with opportunities for student collaboration. **Root Cause:** Lack of understanding in how to create and present a rigorous lesson.

Problem Statement 3 (Prioritized): It is a challenge to retain experienced and TEA certified teachers. **Root Cause:** The salary at charter schools is significantly lower than

regular ISDs.

Problem Statement 4 (Prioritized): The whole staff does not have weekly or bi-weekly meetings. **Root Cause:** The school day is long and keeping teachers weekly after school until 5:30 creates hardships for teachers.

Problem Statement 5 (Prioritized): Students are not completing homework assignments. **Root Cause:** Lack of understanding or ability for parents to support students at home.

Problem Statement 6: Parents are requesting aligned communication between teachers and campus; grade levels are using different communication avenues for parents which creates problems for parents with multiple students at the campus. **Root Cause:** Teachers are using multiple avenues for communication with parents.

Problem Statement 7 (Prioritized): Teachers struggle providing small group differentiated instruction in the classroom setting. **Root Cause:** Teachers need training in creating small groups and differentiated instruction.

Problem Statement 8 (Prioritized): Teachers are often confused due to the broad curriculum expectations. **Root Cause:** There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.

Problem Statement 9 (Prioritized): Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

Problem Statement 10 (Prioritized): Teachers often struggle meeting the socio-emotional needs of students. **Root Cause:** Lack of cultural understanding in our diverse community.

Perceptions

Perceptions Summary

Family and Community Engagement:

Parents of ILTexas Katy students are provided multiple opportunities to be involved with the school. This year the campus hosted a literacy night, Math Night, All About STAAR night, and several Coffee With the Principal meetings, and career day featuring community members. In addition, the campus held many events to celebrate the international community. This year we hosted our first Trilingual Bingo night with a fantastic participation. The community also has opportunities to be a part of the PTO, be a volunteer parent, or Watch D.O.G. Katy West-Park High School students often volunteer and support community events. To support middle school, a middle school parent group has been formed. The campus utilizes multiple social media to maintain communication with stakeholders.

School Culture and Climate

It is our goal at ILTexas Katy K-8 to create a safe and positive learning environment for all of our students. Teachers are well trained in security and safety protocol and the campus has a security officer on campus full time. Students and parents are provided multiple opportunities to participate in a variety of school activities. Activities include athletic teams, fine arts, clubs, leadership opportunities and school community activities. The local sheriff's department, fire department, and community and intercultural organizations often visit and participate in school activities. Our mission stresses servant leadership and putting others before self, and the culture promotes respect and sets high expectations for all students.

Family and community members have multiple opportunities to engage in meaningful school activities that support student learning throughout the year. The campus hosts curriculum nights (literacy, math, science, STAAR parent education nights), and provides opportunities for the parents and community members to volunteer at the school. Volunteer opportunities include, but are not limited to, PTO, Watch D.O.G. program, reading buddies, decorations, etc.

ILTexas Katy strives to have strong relationships with the families and communities we serve. Creating opportunities for parental input and maintaining open line of communication with the parents is a priority. Communication avenues include Skyward access to student progress, School Messenger, Website, Facebook, tip411, email, Peachjar flyer distribution, parent conferences, Class Dojo, coffee with the principal, PTO meetings, and more. Based on the 2018-19 parent survey:

Perceptions Strengths

Family and Community Engagement:

- Active PTO
- Active Watch D.O.G. program
- Parent Academic Nights
- Community events - Trilingual Bingo
- Career Day with community volunteers
- International Festival
- Lunar New Year Celebration
- Middle School Parent Group
- Social Media

School Culture and Climate

- 85% of parents indicated they felt ILTexas Katy is effectively preparing their child for their academic future
- Only 8% indicated that the culture was not positive on campus
- 88% of parents felt their child was safe on campus, 10% were "neutral" and only 2% disagreed

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents are requesting aligned communication between teachers and campus; grade levels are using different communication avenues for parents which creates problems for parents with multiple students at the campus. **Root Cause:** Teachers are using multiple avenues for communication with parents.

Problem Statement 2 (Prioritized): Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

Problem Statement 3 (Prioritized): Students lack awareness of negative peer pressure and socio-emotional well-being. **Root Cause:** Lack of education regarding peer pressure and lack of parental understanding and/or support.

Priority Problem Statements

Problem Statement 1: Special Education students are performing poorly on standardized tests.

Root Cause 1: General education teachers need more training to support special needs students in the inclusive classroom

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: LEP students are scoring lower than non-LEP students on State Assessments

Root Cause 2: Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: Students are not completing homework assignments.

Root Cause 3: Lack of understanding or ability for parents to support students at home.

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

Problem Statement 4: Many teachers are not providing a rigorous lesson with opportunities for student collaboration.

Root Cause 4: Lack of understanding in how to create and present a rigorous lesson.

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

Problem Statement 5: Teachers struggle providing small group differentiated instruction in the classroom setting.

Root Cause 5: Teachers need training in creating small groups and differentiated instruction.

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

Problem Statement 6: Teachers are often confused due to the broad curriculum expectations.

Root Cause 6: There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.

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

Problem Statement 7: Absence rate is too high

Root Cause 7: Parents and students need to be educated in the importance of attendance in academic success.

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

Problem Statement 8: Students are struggling due to the loss of learning during the pandemic.

Root Cause 8: Pandemic

Problem Statement 8 Areas: Student Learning

Problem Statement 9: The white student population scores lower on state exams.

Root Cause 9: Lack of targeted differentiation in lesson planning and presentation.

Problem Statement 9 Areas: Demographics

Problem Statement 10: It is a challenge to retain experienced and TEA certified teachers.

Root Cause 10: The salary at charter schools is significantly lower than regular ISDs.

Problem Statement 10 Areas: Demographics - School Processes & Programs

Problem Statement 11: The whole staff does not have weekly or bi-weekly meetings.

Root Cause 11: The school day is long and keeping teachers weekly after school until 5:30 creates hardships for teachers.

Problem Statement 11 Areas: Demographics - School Processes & Programs

Problem Statement 12: Teachers are often confused due to the broad curriculum expectations.

Root Cause 12: Lack of understanding in unpacking the TEKS and aligning lessons with assessments.

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

Problem Statement 13: Teachers often struggle meeting the socio-emotional needs of students.

Root Cause 13: Lack of cultural understanding in our diverse community.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: Students lack awareness of negative peer pressure and socio-emotional well-being.

Root Cause 14: Lack of education regarding peer pressure and lack of parental understanding and/or support.

Problem Statement 14 Areas: 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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (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 released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional 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: By the end of the 2021-2022 school year, ILTexas Katy Middle School will increase student performance on the STAAR reading Approaches level by 4 percentage points, in the Meets level by 4 percentage points, and the Masters level by 3 percentage points. (2020-2021 MAP Approaches 46%, Meets 30%, Masters 18%)

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be provided differentiated instruction in small groups during regular classroom time. Strategy's Expected Result/Impact: Improved student performance. Staff Responsible for Monitoring: Administration, IC Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 5 - School Processes & Programs 7</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers instruction on how to differentiate lesson planning and lesson presentation. Strategy's Expected Result/Impact: Improved student performance. Staff Responsible for Monitoring: Administration, IC Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 7 - Student Learning 4, 5, 6, 9 - School Processes & Programs 1, 2, 7, 8 Funding Sources: Professional Development - 211 - Title 1-A - \$5,000, Books for book study - 211 - Title 1-A - \$1,500</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.</p> <p>Strategy's Expected Result/Impact: Improved student performance.</p> <p>Staff Responsible for Monitoring: Administration, GLA</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 8</p> <p>Funding Sources: Books for students - 211 - Title 1-A - \$3,000, Tutorial Teachers - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide training for teachers in unpacking the TEKS and understanding the readiness standards and performance standards, and how to use the curriculum guides in building rigorous lesson plans.</p> <p>Strategy's Expected Result/Impact: Higher teacher knowledge in creating rigorous lesson plans aligned to TEKS and improved student performance.</p> <p>Staff Responsible for Monitoring: Administration, IC</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 7 - Student Learning 4, 5, 9 - School Processes & Programs 1, 2, 7</p> <p>Funding Sources: Professional Development - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.</p> <p>Strategy's Expected Result/Impact: Improved student and teacher performance</p> <p>Staff Responsible for Monitoring: Administration, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 6 - School Processes & Programs 8</p> <p>Funding Sources: Professional Development - 211 - Title 1-A - \$2,500</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide academic nights for parents (example: math, literacy, social and emotional needs, behavior management)</p> <p>Strategy's Expected Result/Impact: Increased parent understanding of school academics and support for their children.</p> <p>Staff Responsible for Monitoring: Administration, IC, Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 5 - Student Learning 7 - School Processes & Programs 9 - Perceptions 2</p> <p>Funding Sources: meals for parents - 211 - Title 1-A - \$2,500, book materials and copies for parents - 211 - Title 1-A - \$2,500</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.</p> <p>Strategy's Expected Result/Impact: Greater cultural understanding by staff</p> <p>Staff Responsible for Monitoring: Counselors, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3, 6 - Student Learning 1, 5 - School Processes & Programs 7</p> <p>Funding Sources: Hire presenter - 211 - Title 1-A - \$2,500</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Bring in or send faculty/staff to subject matter experts and consultants t(to ILTexas or at a conference/Ed Service Center/Off campus) to help ILT teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, LKI and other programs that will increase student achievement, with particular attention to English learners and with a 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: CAO, Director of EL k-12, Academic Directors, Instructional Technologist, Campus administration, campus instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 3, 4 - Student Learning 1, 2, 4, 5, 6 - School Processes & Programs 2, 7, 8</p> <p>Funding Sources: - 263 - Title III - \$74,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Purchase supplemental technology (such as Chromebooks, headsets, etc.), instructional materials and evaluation/assessment/data analysis resources (and subsequent related PD). This includes hard copies as well as online tools/software to scaffold instruction (i.e, Peoples Education-Measuring Up., Study Island, All-in Learning, Lead4ward data modules, Sped Evaluation kits, bilingual dictionaries, leveled readers, etc.) Purchase professional books for staff to increase their knowledge of DLI/ESL programs. Provide fine arts equipment as needed to help support social and emotional success and academic motivation for students.</p> <p>Strategy's Expected Result/Impact: Build a foundation in reading and math</p> <p>Staff Responsible for Monitoring: CAO, Academics 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 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3, 4 - Student Learning 1, 2, 4, 5, 8 - School Processes & Programs 2, 7</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Hire remediation teachers and IAs to support COVID gaps in learning.</p> <p>Strategy's Expected Result/Impact: Accelerated learning for those who are behind, improved student progress</p> <p>Staff Responsible for Monitoring: DOI, IC, classroom teachers, Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 3, 4 - Student Learning 1, 2, 5, 8 - School Processes & Programs 7</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 3: LEP students are scoring lower than non-LEP students on State Assessments Root Cause: Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom.</p>
<p>Problem Statement 4: Special Education students are performing poorly on standardized tests. Root Cause: General education teachers need more training to support special needs students in the inclusive classroom</p>
<p>Problem Statement 5: Absence rate is too high Root Cause: Parents and students need to be educated in the importance of attendance in academic success.</p>
<p>Problem Statement 6: The white student population scores lower on state exams. Root Cause: Lack of targeted differentiation in lesson planning and presentation.</p>
<p>Problem Statement 7: Teachers are often confused due to the broad curriculum expectations. Root Cause: Lack of understanding in unpacking the TEKS and aligning lessons with assessments.</p>

Student Learning

Problem Statement 1: LEP students are scoring lower than non-LEP students on State Assessments **Root Cause:** Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom.

Problem Statement 2: Special Education students are performing poorly on standardized tests. **Root Cause:** General education teachers need more training to support special needs students in the inclusive classroom

Problem Statement 4: Many teachers are not providing a rigorous lesson with opportunities for student collaboration. **Root Cause:** Lack of understanding in how to create and present a rigorous lesson.

Problem Statement 5: Teachers struggle providing small group differentiated instruction in the classroom setting. **Root Cause:** Teachers need training in creating small groups and differentiated instruction.

Problem Statement 6: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.

Problem Statement 7: Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

Problem Statement 8: Students are struggling due to the loss of learning during the pandemic. **Root Cause:** Pandemic

Problem Statement 9: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** Lack of understanding in unpacking the TEKS and aligning lessons with assessments.

School Processes & Programs

Problem Statement 1: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** Lack of understanding in unpacking the TEKS and aligning lessons with assessments.

Problem Statement 2: Many teachers are not providing a rigorous lesson with opportunities for student collaboration. **Root Cause:** Lack of understanding in how to create and present a rigorous lesson.

Problem Statement 7: Teachers struggle providing small group differentiated instruction in the classroom setting. **Root Cause:** Teachers need training in creating small groups and differentiated instruction.

Problem Statement 8: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.

Problem Statement 9: Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

Perceptions

Problem Statement 2: Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.





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

Performance Objective 2: By the end of the 2021-2022 school year, 6th grade will increase student performance on the STAAR reading Meets level by 5% points and Masters level by 10% points (baseline: Map Meets 36%, Masters 18%)

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be provided differentiated instruction in small groups during regular classroom time. Strategy's Expected Result/Impact: Improved student performance. Staff Responsible for Monitoring: Administration, IC Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 4 - Student Learning 2, 5 - School Processes & Programs 7</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers instruction on how to differentiate lesson planning and lesson presentation. Strategy's Expected Result/Impact: Improved student performance. Staff Responsible for Monitoring: Administration, IC Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 5 - School Processes & Programs 7</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation. Strategy's Expected Result/Impact: Improved student performance. Staff Responsible for Monitoring: Administration, GLA Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 3, 5 - Student Learning 1, 3, 7, 8 - School Processes & Programs 5, 9 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide training for teachers in unpacking the TEKS and understanding the readiness standards and performance standards, and how to use the curriculum guides in building rigorous lesson plans.</p> <p>Strategy's Expected Result/Impact: Higher teacher knowledge in creating rigorous lesson plans aligned to TEKS and improved student performance.</p> <p>Staff Responsible for Monitoring: Administration, IC</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6 - School Processes & Programs 8</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.</p> <p>Strategy's Expected Result/Impact: Improved student and teacher performance</p> <p>Staff Responsible for Monitoring: Administration, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 5 - Student Learning 7 - School Processes & Programs 9 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide academic nights for parents (example: math, literacy, social and emotional needs, behavior management)</p> <p>Strategy's Expected Result/Impact: Increased parent understanding of school academics and support for their children.</p> <p>Staff Responsible for Monitoring: Administration, IC, Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p> <p>Problem Statements: Demographics 5 - Student Learning 3, 7 - School Processes & Programs 5, 9 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.</p> <p>Strategy's Expected Result/Impact: Greater cultural understanding by staff</p> <p>Staff Responsible for Monitoring: Counselors, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 10</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 3: LEP students are scoring lower than non-LEP students on State Assessments Root Cause: Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom.</p>
<p>Problem Statement 4: Special Education students are performing poorly on standardized tests. Root Cause: General education teachers need more training to support special needs students in the inclusive classroom</p>
<p>Problem Statement 5: Absence rate is too high Root Cause: Parents and students need to be educated in the importance of attendance in academic success.</p>
Student Learning
<p>Problem Statement 1: LEP students are scoring lower than non-LEP students on State Assessments Root Cause: Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom.</p>
<p>Problem Statement 2: Special Education students are performing poorly on standardized tests. Root Cause: General education teachers need more training to support special needs students in the inclusive classroom</p>
<p>Problem Statement 3: Students are not completing homework assignments. Root Cause: Lack of understanding or ability for parents to support students at home.</p>
<p>Problem Statement 5: Teachers struggle providing small group differentiated instruction in the classroom setting. Root Cause: Teachers need training in creating small groups and differentiated instruction.</p>
<p>Problem Statement 6: Teachers are often confused due to the broad curriculum expectations. Root Cause: There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.</p>
<p>Problem Statement 7: Absence rate is too high Root Cause: Parents and students need to be educated in the importance of attendance in academic success.</p>
<p>Problem Statement 8: Students are struggling due to the loss of learning during the pandemic. Root Cause: Pandemic</p>
School Processes & Programs
<p>Problem Statement 5: Students are not completing homework assignments. Root Cause: Lack of understanding or ability for parents to support students at home.</p>

School Processes & Programs

Problem Statement 7: Teachers struggle providing small group differentiated instruction in the classroom setting. **Root Cause:** Teachers need training in creating small groups and differentiated instruction.

Problem Statement 8: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.

Problem Statement 9: Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

Problem Statement 10: Teachers often struggle meeting the socio-emotional needs of students. **Root Cause:** Lack of cultural understanding in our diverse community.

Perceptions

Problem Statement 2: Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.





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 2021-2022 school year 7th grade students scores on the STAAR reading will increase in the meets category by 5% and the Masters category by 10% (baseline: Map Meets 46%, Masters 18%)

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be provided differentiated instruction in small groups during regular classroom time. Strategy's Expected Result/Impact: Improved student performance. Staff Responsible for Monitoring: Administration, IC Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 5 - School Processes & Programs 7</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers instruction on how to differentiate lesson planning and lesson presentation. Strategy's Expected Result/Impact: Improved student performance. Staff Responsible for Monitoring: Administration, IC Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 4, 5 - School Processes & Programs 2, 7</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation. Strategy's Expected Result/Impact: Improved student performance. Staff Responsible for Monitoring: Administration, GLA Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 3, 5, 6 - Student Learning 1, 7 - School Processes & Programs 9 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide training for teachers in unpacking the TEKS and understanding the readiness standards and performance standards, and how to use the curriculum guides in building rigorous lesson plans.</p> <p>Strategy's Expected Result/Impact: Higher teacher knowledge in creating rigorous lesson plans aligned to TEKS and improved student performance.</p> <p>Staff Responsible for Monitoring: Administration, IC</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4, 5, 6 - School Processes & Programs 2, 7, 8</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.</p> <p>Strategy's Expected Result/Impact: Improved student and teacher performance</p> <p>Staff Responsible for Monitoring: Administration, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 10</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide academic nights for parents (example: math, literacy, social and emotional needs, behavior management). 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 parent understanding of school academics and support for their children.</p> <p>Staff Responsible for Monitoring: Administration, IC, Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p> <p>Problem Statements: Demographics 5 - Student Learning 7, 8 - School Processes & Programs 9 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.</p> <p>Strategy's Expected Result/Impact: Greater cultural understanding by staff</p> <p>Staff Responsible for Monitoring: Counselors, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 10</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 3: LEP students are scoring lower than non-LEP students on State Assessments Root Cause: Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom.</p>
<p>Problem Statement 5: Absence rate is too high Root Cause: Parents and students need to be educated in the importance of attendance in academic success.</p>
<p>Problem Statement 6: The white student population scores lower on state exams. Root Cause: Lack of targeted differentiation in lesson planning and presentation.</p>
Student Learning
<p>Problem Statement 1: LEP students are scoring lower than non-LEP students on State Assessments Root Cause: Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom.</p>
<p>Problem Statement 4: Many teachers are not providing a rigorous lesson with opportunities for student collaboration. Root Cause: Lack of understanding in how to create and present a rigorous lesson.</p>
<p>Problem Statement 5: Teachers struggle providing small group differentiated instruction in the classroom setting. Root Cause: Teachers need training in creating small groups and differentiated instruction.</p>
<p>Problem Statement 6: Teachers are often confused due to the broad curriculum expectations. Root Cause: There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.</p>
<p>Problem Statement 7: Absence rate is too high Root Cause: Parents and students need to be educated in the importance of attendance in academic success.</p>
<p>Problem Statement 8: Students are struggling due to the loss of learning during the pandemic. Root Cause: Pandemic</p>
School Processes & Programs
<p>Problem Statement 2: Many teachers are not providing a rigorous lesson with opportunities for student collaboration. Root Cause: Lack of understanding in how to create and present a rigorous lesson.</p>
<p>Problem Statement 7: Teachers struggle providing small group differentiated instruction in the classroom setting. Root Cause: Teachers need training in creating small groups and differentiated instruction.</p>

School Processes & Programs

Problem Statement 8: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.

Problem Statement 9: Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

Problem Statement 10: Teachers often struggle meeting the socio-emotional needs of students. **Root Cause:** Lack of cultural understanding in our diverse community.

Perceptions

Problem Statement 2: Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.





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: By the end of the 2020-21 school year 8th grade student scores will increase on the STAAR reading in the meets category by 5% and the Masters category by 10% (baseline: Map Meets 39%, Masters 27%)

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be provided differentiated instruction in small groups during regular classroom time. Strategy's Expected Result/Impact: Improved student performance. Staff Responsible for Monitoring: Administration, IC Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 3, 6 - Student Learning 1, 5 - School Processes & Programs 7</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers instruction on how to differentiate lesson planning and lesson presentation. Strategy's Expected Result/Impact: Improved student performance. Staff Responsible for Monitoring: Administration, IC Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 3, 4, 6 - Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation. Strategy's Expected Result/Impact: Improved student performance. Staff Responsible for Monitoring: Administration, GLA Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 4 - Student Learning 2, 5 - School Processes & Programs 7</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide training for teachers in unpacking the TEKS and understanding the readiness standards and performance standards, and how to use the curriculum guides in building rigorous lesson plans.</p> <p>Strategy's Expected Result/Impact: Higher teacher knowledge in creating rigorous lesson plans aligned to TEKS and improved student performance.</p> <p>Staff Responsible for Monitoring: Administration, IC</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6 - School Processes & Programs 8</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.</p> <p>Strategy's Expected Result/Impact: Improved student and teacher performance</p> <p>Staff Responsible for Monitoring: Administration, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3, 6 - Student Learning 1 - School Processes & Programs 10</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide academic nights for parents (example: math, literacy, social and emotional needs, behavior management)</p> <p>Strategy's Expected Result/Impact: Increased parent understanding of school academics and support for their children.</p> <p>Staff Responsible for Monitoring: Administration, IC, Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p> <p>Problem Statements: Demographics 5 - Student Learning 3, 7 - School Processes & Programs 5, 9 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.</p> <p>Strategy's Expected Result/Impact: Greater cultural understanding by staff</p> <p>Staff Responsible for Monitoring: Counselors, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 10</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 3: LEP students are scoring lower than non-LEP students on State Assessments Root Cause: Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom.</p>
<p>Problem Statement 4: Special Education students are performing poorly on standardized tests. Root Cause: General education teachers need more training to support special needs students in the inclusive classroom</p>
<p>Problem Statement 5: Absence rate is too high Root Cause: Parents and students need to be educated in the importance of attendance in academic success.</p>
<p>Problem Statement 6: The white student population scores lower on state exams. Root Cause: Lack of targeted differentiation in lesson planning and presentation.</p>
Student Learning
<p>Problem Statement 1: LEP students are scoring lower than non-LEP students on State Assessments Root Cause: Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom.</p>
<p>Problem Statement 2: Special Education students are performing poorly on standardized tests. Root Cause: General education teachers need more training to support special needs students in the inclusive classroom</p>
<p>Problem Statement 3: Students are not completing homework assignments. Root Cause: Lack of understanding or ability for parents to support students at home.</p>
<p>Problem Statement 5: Teachers struggle providing small group differentiated instruction in the classroom setting. Root Cause: Teachers need training in creating small groups and differentiated instruction.</p>
<p>Problem Statement 6: Teachers are often confused due to the broad curriculum expectations. Root Cause: There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.</p>
<p>Problem Statement 7: Absence rate is too high Root Cause: Parents and students need to be educated in the importance of attendance in academic success.</p>
School Processes & Programs
<p>Problem Statement 5: Students are not completing homework assignments. Root Cause: Lack of understanding or ability for parents to support students at home.</p>

School Processes & Programs

Problem Statement 7: Teachers struggle providing small group differentiated instruction in the classroom setting. **Root Cause:** Teachers need training in creating small groups and differentiated instruction.

Problem Statement 8: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.

Problem Statement 9: Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

Problem Statement 10: Teachers often struggle meeting the socio-emotional needs of students. **Root Cause:** Lack of cultural understanding in our diverse community.

Perceptions

Problem Statement 2: Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

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

Performance Objective 1: By the end of 2021-2022 school year, ILTexas Katy Middle School will increase student performance on the STAAR Math Approaches level by 4 percentage points, in the meets level by 4 percentage points, and the Masters level by 3 percentage points (BASELINE: 2021 MAP Approaches 59%, Meets 29%, Masters 12%)





Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be provided differentiated instruction in small groups during regular classroom time. Strategy's Expected Result/Impact: Improved student performance. Staff Responsible for Monitoring: Administration, IC Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 3 - Student Learning 1, 4, 5 - School Processes & Programs 2, 7 Funding Sources: Books for book study - 211 - Title 1-A - \$1,500</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers instruction on how to differentiate lesson planning and lesson presentation. Strategy's Expected Result/Impact: Improved student performance. Staff Responsible for Monitoring: Administration, IC Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 5 - School Processes & Programs 7 Funding Sources: Presenter - 211 - Title 1-A - \$1,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.</p> <p>Strategy's Expected Result/Impact: Improved student performance.</p> <p>Staff Responsible for Monitoring: Administration, GLA</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3, 4 - Student Learning 1, 2, 3 - School Processes & Programs 5</p> <p>Funding Sources: teachers - 211 - Title 1-A - \$3,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide training for teachers in unpacking the TEKS and understanding the readiness standards and performance standards, and how to use the curriculum guides in building rigorous lesson plans.</p> <p>Strategy's Expected Result/Impact: Higher teacher knowledge in creating rigorous lesson plans aligned to TEKS and improved student performance.</p> <p>Staff Responsible for Monitoring: Administration, IC</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.</p> <p>Strategy's Expected Result/Impact: Improved student and teacher performance</p> <p>Staff Responsible for Monitoring: Administration, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 10</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide academic nights for parents (example: math, literacy, social and emotional needs, behavior management)</p> <p>Strategy's Expected Result/Impact: Increased parent understanding of school academics and support for their children.</p> <p>Staff Responsible for Monitoring: Administration, IC, Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 5</p> <p>Funding Sources: staff - 211 - Title 1-A - \$1,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.</p> <p>Strategy's Expected Result/Impact: Greater cultural understanding by staff</p> <p>Staff Responsible for Monitoring: Counselors, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 10</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:

Demographics
<p>Problem Statement 3: LEP students are scoring lower than non-LEP students on State Assessments Root Cause: Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom.</p>
<p>Problem Statement 4: Special Education students are performing poorly on standardized tests. Root Cause: General education teachers need more training to support special needs students in the inclusive classroom</p>
Student Learning
<p>Problem Statement 1: LEP students are scoring lower than non-LEP students on State Assessments Root Cause: Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom.</p>
<p>Problem Statement 2: Special Education students are performing poorly on standardized tests. Root Cause: General education teachers need more training to support special needs students in the inclusive classroom</p>

Student Learning

Problem Statement 3: Students are not completing homework assignments. **Root Cause:** Lack of understanding or ability for parents to support students at home.

Problem Statement 4: Many teachers are not providing a rigorous lesson with opportunities for student collaboration. **Root Cause:** Lack of understanding in how to create and present a rigorous lesson.

Problem Statement 5: Teachers struggle providing small group differentiated instruction in the classroom setting. **Root Cause:** Teachers need training in creating small groups and differentiated instruction.

School Processes & Programs

Problem Statement 2: Many teachers are not providing a rigorous lesson with opportunities for student collaboration. **Root Cause:** Lack of understanding in how to create and present a rigorous lesson.

Problem Statement 5: Students are not completing homework assignments. **Root Cause:** Lack of understanding or ability for parents to support students at home.

Problem Statement 7: Teachers struggle providing small group differentiated instruction in the classroom setting. **Root Cause:** Teachers need training in creating small groups and differentiated instruction.

Problem Statement 10: Teachers often struggle meeting the socio-emotional needs of students. **Root Cause:** Lack of cultural understanding in our diverse community.





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 2021-2022 school year 6th grade students will increase STAAR math scores in the meets category by 5 % and the Masters category by 10%. (Baseline data Map Meets 34%, Masters 11%)

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be provided differentiated instruction in small groups during regular classroom time. Strategy's Expected Result/Impact: Improved student performance. Staff Responsible for Monitoring: Administration, IC Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 3, 4 - Student Learning 1, 2, 5 - School Processes & Programs 7</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers instruction on how to differentiate lesson planning and lesson presentation. Strategy's Expected Result/Impact: Improved student performance. Staff Responsible for Monitoring: Administration, IC Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 4, 6 - Student Learning 2, 5 - School Processes & Programs 7</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation. Strategy's Expected Result/Impact: Improved student performance. Staff Responsible for Monitoring: Administration, GLA Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 3, 4 - Student Learning 1, 2, 3 - School Processes & Programs 5</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide training for teachers in unpacking the TEKS and understanding the readiness standards and performance standards, and how to use the curriculum guides in building rigorous lesson plans.</p> <p>Strategy's Expected Result/Impact: Higher teacher knowledge in creating rigorous lesson plans aligned to TEKS and improved student performance.</p> <p>Staff Responsible for Monitoring: Administration, IC</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p> <p>Problem Statements: Demographics 7 - Student Learning 9 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.</p> <p>Strategy's Expected Result/Impact: Improved student and teacher performance</p> <p>Staff Responsible for Monitoring: Administration, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 10</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide academic nights for parents (example: math, literacy, social and emotional needs, behavior management)</p> <p>Strategy's Expected Result/Impact: Increased parent understanding of school academics and support for their children.</p> <p>Staff Responsible for Monitoring: Administration, IC, Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p> <p>Problem Statements: Demographics 5 - Student Learning 3, 7 - School Processes & Programs 5, 9 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.</p> <p>Strategy's Expected Result/Impact: Greater cultural understanding by staff</p> <p>Staff Responsible for Monitoring: Counselors, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 10</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 3: LEP students are scoring lower than non-LEP students on State Assessments Root Cause: Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom.</p>
<p>Problem Statement 4: Special Education students are performing poorly on standardized tests. Root Cause: General education teachers need more training to support special needs students in the inclusive classroom</p>
<p>Problem Statement 5: Absence rate is too high Root Cause: Parents and students need to be educated in the importance of attendance in academic success.</p>
<p>Problem Statement 6: The white student population scores lower on state exams. Root Cause: Lack of targeted differentiation in lesson planning and presentation.</p>
<p>Problem Statement 7: Teachers are often confused due to the broad curriculum expectations. Root Cause: Lack of understanding in unpacking the TEKS and aligning lessons with assessments.</p>
Student Learning
<p>Problem Statement 1: LEP students are scoring lower than non-LEP students on State Assessments Root Cause: Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom.</p>
<p>Problem Statement 2: Special Education students are performing poorly on standardized tests. Root Cause: General education teachers need more training to support special needs students in the inclusive classroom</p>
<p>Problem Statement 3: Students are not completing homework assignments. Root Cause: Lack of understanding or ability for parents to support students at home.</p>
<p>Problem Statement 5: Teachers struggle providing small group differentiated instruction in the classroom setting. Root Cause: Teachers need training in creating small groups and differentiated instruction.</p>
<p>Problem Statement 7: Absence rate is too high Root Cause: Parents and students need to be educated in the importance of attendance in academic success.</p>
<p>Problem Statement 9: Teachers are often confused due to the broad curriculum expectations. Root Cause: Lack of understanding in unpacking the TEKS and aligning lessons with assessments.</p>

School Processes & Programs

Problem Statement 1: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** Lack of understanding in unpacking the TEKS and aligning lessons with assessments.

Problem Statement 5: Students are not completing homework assignments. **Root Cause:** Lack of understanding or ability for parents to support students at home.

Problem Statement 7: Teachers struggle providing small group differentiated instruction in the classroom setting. **Root Cause:** Teachers need training in creating small groups and differentiated instruction.

Problem Statement 9: Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

Problem Statement 10: Teachers often struggle meeting the socio-emotional needs of students. **Root Cause:** Lack of cultural understanding in our diverse community.

Perceptions

Problem Statement 2: Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.





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: By the end of the 2021-2022 school year 7th grade students will increase STAAR Math scores in the Meets category by 5% and the Masters category by 10%. (Baseline: Map Meets 36%, Masters 1%)

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be provided differentiated instruction in small groups during regular classroom time. Strategy's Expected Result/Impact: Improved student performance. Staff Responsible for Monitoring: Administration, IC Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 3, 4 - Student Learning 1, 2, 5 - School Processes & Programs 7</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers instruction on how to differentiate lesson planning and lesson presentation. Strategy's Expected Result/Impact: Improved student performance. Staff Responsible for Monitoring: Administration, IC Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 3 - Student Learning 1, 5 - School Processes & Programs 7</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation. Strategy's Expected Result/Impact: Improved student performance. Staff Responsible for Monitoring: Administration, GLA Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 3, 4, 5, 6 - Student Learning 1, 2, 7 - School Processes & Programs 9 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide training for teachers in unpacking the TEKS and understanding the readiness standards and performance standards, and how to use the curriculum guides in building rigorous lesson plans.</p> <p>Strategy's Expected Result/Impact: Higher teacher knowledge in creating rigorous lesson plans aligned to TEKS and improved student performance.</p> <p>Staff Responsible for Monitoring: Administration, IC</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6 - School Processes & Programs 8</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.</p> <p>Strategy's Expected Result/Impact: Improved student and teacher performance</p> <p>Staff Responsible for Monitoring: Administration, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 10</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide academic nights for parents (example: math, literacy, social and emotional needs, behavior management)</p> <p>Strategy's Expected Result/Impact: Increased parent understanding of school academics and support for their children.</p> <p>Staff Responsible for Monitoring: Administration, IC, Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p> <p>Problem Statements: Demographics 5 - Student Learning 3, 7 - School Processes & Programs 5, 9 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.</p> <p>Strategy's Expected Result/Impact: Greater cultural understanding by staff</p> <p>Staff Responsible for Monitoring: Counselors, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 10</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide students and parents with special assemblies to support decision making and socio-emotional well-being (Aim for success, red ribbon week speakers, motivational speakers, etc.)</p> <p>Strategy's Expected Result/Impact: Raise student and parent awareness regarding drugs and alcohol, socio-emotional support available.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: - 211 - Title 1-A - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 3: LEP students are scoring lower than non-LEP students on State Assessments Root Cause: Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom.</p>
<p>Problem Statement 4: Special Education students are performing poorly on standardized tests. Root Cause: General education teachers need more training to support special needs students in the inclusive classroom</p>
<p>Problem Statement 5: Absence rate is too high Root Cause: Parents and students need to be educated in the importance of attendance in academic success.</p>
<p>Problem Statement 6: The white student population scores lower on state exams. Root Cause: Lack of targeted differentiation in lesson planning and presentation.</p>
Student Learning
<p>Problem Statement 1: LEP students are scoring lower than non-LEP students on State Assessments Root Cause: Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom.</p>

Student Learning

Problem Statement 2: Special Education students are performing poorly on standardized tests. **Root Cause:** General education teachers need more training to support special needs students in the inclusive classroom

Problem Statement 3: Students are not completing homework assignments. **Root Cause:** Lack of understanding or ability for parents to support students at home.

Problem Statement 5: Teachers struggle providing small group differentiated instruction in the classroom setting. **Root Cause:** Teachers need training in creating small groups and differentiated instruction.

Problem Statement 6: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.

Problem Statement 7: Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

School Processes & Programs

Problem Statement 5: Students are not completing homework assignments. **Root Cause:** Lack of understanding or ability for parents to support students at home.

Problem Statement 7: Teachers struggle providing small group differentiated instruction in the classroom setting. **Root Cause:** Teachers need training in creating small groups and differentiated instruction.

Problem Statement 8: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.

Problem Statement 9: Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

Problem Statement 10: Teachers often struggle meeting the socio-emotional needs of students. **Root Cause:** Lack of cultural understanding in our diverse community.

Perceptions

Problem Statement 2: Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.





Problem Statement 3: Students lack awareness of negative peer pressure and socio-emotional well-being. **Root Cause:** Lack of education regarding peer pressure and lack of parental understanding and/or 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 4: By the end of the 2021-2022 school year 8th grade students will increase STAAR Math Scores in the Meets category by 5% and the Masters category by 10%. (Baseline data: Map Meets 27%, Masters 18%)

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be provided differentiated instruction in small groups during regular classroom time.</p> <p>Strategy's Expected Result/Impact: Improved student performance.</p> <p>Staff Responsible for Monitoring: Administration, IC</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 4, 5 - School Processes & Programs 2, 7</p> <p>Funding Sources: Books for book study - 211 - Title 1-A - \$1,500</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers instruction on how to differentiate lesson planning and lesson presentation.</p> <p>Strategy's Expected Result/Impact: Improved student performance.</p> <p>Staff Responsible for Monitoring: Administration, IC</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 7</p> <p>Funding Sources: Presenter - 211 - Title 1-A - \$1,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.</p> <p>Strategy's Expected Result/Impact: Improved student performance.</p> <p>Staff Responsible for Monitoring: Administration, GLA</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3, 4 - Student Learning 1, 2, 3 - School Processes & Programs 5</p> <p>Funding Sources: teachers - 211 - Title 1-A - \$3,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide training for teachers in unpacking the TEKS and understanding the readiness standards and performance standards, and how to use the curriculum guides in building rigorous lesson plans.</p> <p>Strategy's Expected Result/Impact: Higher teacher knowledge in creating rigorous lesson plans aligned to TEKS and improved student performance.</p> <p>Staff Responsible for Monitoring: Administration, IC</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.</p> <p>Strategy's Expected Result/Impact: Improved student and teacher performance</p> <p>Staff Responsible for Monitoring: Administration, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3, 4 - Student Learning 1, 2 - School Processes & Programs 10</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide academic nights for parents (example: math, literacy, social and emotional needs, behavior management)</p> <p>Strategy's Expected Result/Impact: Increased parent understanding of school academics and support for their children.</p> <p>Staff Responsible for Monitoring: Administration, IC, Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 5</p> <p>Funding Sources: staff - 211 - Title 1-A - \$1,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.</p> <p>Strategy's Expected Result/Impact: Greater cultural understanding by staff</p> <p>Staff Responsible for Monitoring: Counselors, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 10</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 3: LEP students are scoring lower than non-LEP students on State Assessments Root Cause: Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom.</p>
<p>Problem Statement 4: Special Education students are performing poorly on standardized tests. Root Cause: General education teachers need more training to support special needs students in the inclusive classroom</p>
Student Learning
<p>Problem Statement 1: LEP students are scoring lower than non-LEP students on State Assessments Root Cause: Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom.</p>
<p>Problem Statement 2: Special Education students are performing poorly on standardized tests. Root Cause: General education teachers need more training to support special needs students in the inclusive classroom</p>
<p>Problem Statement 3: Students are not completing homework assignments. Root Cause: Lack of understanding or ability for parents to support students at home.</p>
<p>Problem Statement 4: Many teachers are not providing a rigorous lesson with opportunities for student collaboration. Root Cause: Lack of understanding in how to create and present a rigorous lesson.</p>
<p>Problem Statement 5: Teachers struggle providing small group differentiated instruction in the classroom setting. Root Cause: Teachers need training in creating small groups and differentiated instruction.</p>
School Processes & Programs
<p>Problem Statement 2: Many teachers are not providing a rigorous lesson with opportunities for student collaboration. Root Cause: Lack of understanding in how to create and present a rigorous lesson.</p>
<p>Problem Statement 5: Students are not completing homework assignments. Root Cause: Lack of understanding or ability for parents to support students at home.</p>
<p>Problem Statement 7: Teachers struggle providing small group differentiated instruction in the classroom setting. Root Cause: Teachers need training in creating small groups and differentiated instruction.</p>

School Processes & Programs





Problem Statement 10: Teachers often struggle meeting the socio-emotional needs of students. **Root Cause:** Lack of cultural understanding in our diverse community.

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

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

Evaluation Data Sources: ACTFL

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be provided differentiated instruction in small groups during regular classroom time.</p> <p>Strategy's Expected Result/Impact: Improved student performance.</p> <p>Staff Responsible for Monitoring: Administration, IC</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 7</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers instruction on how to differentiate lesson planning and lesson presentation.</p> <p>Strategy's Expected Result/Impact: Improved student performance.</p> <p>Staff Responsible for Monitoring: Administration, IC</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 5, 6 - School Processes & Programs 7, 8</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.</p> <p>Strategy's Expected Result/Impact: Improved student performance.</p> <p>Staff Responsible for Monitoring: Administration, GLA</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3, 4, 5 - Student Learning 1, 2, 5, 7 - School Processes & Programs 7, 9 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.</p> <p>Strategy's Expected Result/Impact: Improved student and teacher performance</p> <p>Staff Responsible for Monitoring: Administration, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3, 4, 6 - Student Learning 1, 2 - School Processes & Programs 10</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide students with supplies to support learning. supplies such as whiteboards, markers, folders, writing utensils, etc.</p> <p>Strategy's Expected Result/Impact: Raise student achievement</p> <p>Staff Responsible for Monitoring: teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 5 - Student Learning 3, 7 - School Processes & Programs 5, 9, 10 - Perceptions 2</p> <p>Funding Sources: - 211 - Title 1-A - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: LEP students are scoring lower than non-LEP students on State Assessments Root Cause: Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom.</p>
<p>Problem Statement 4: Special Education students are performing poorly on standardized tests. Root Cause: General education teachers need more training to support special needs students in the inclusive classroom</p>
<p>Problem Statement 5: Absence rate is too high Root Cause: Parents and students need to be educated in the importance of attendance in academic success.</p>
<p>Problem Statement 6: The white student population scores lower on state exams. Root Cause: Lack of targeted differentiation in lesson planning and presentation.</p>
Student Learning
<p>Problem Statement 1: LEP students are scoring lower than non-LEP students on State Assessments Root Cause: Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom.</p>
<p>Problem Statement 2: Special Education students are performing poorly on standardized tests. Root Cause: General education teachers need more training to support special needs students in the inclusive classroom</p>

Student Learning

Problem Statement 3: Students are not completing homework assignments. **Root Cause:** Lack of understanding or ability for parents to support students at home.

Problem Statement 5: Teachers struggle providing small group differentiated instruction in the classroom setting. **Root Cause:** Teachers need training in creating small groups and differentiated instruction.

Problem Statement 6: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.

Problem Statement 7: Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

School Processes & Programs

Problem Statement 5: Students are not completing homework assignments. **Root Cause:** Lack of understanding or ability for parents to support students at home.

Problem Statement 7: Teachers struggle providing small group differentiated instruction in the classroom setting. **Root Cause:** Teachers need training in creating small groups and differentiated instruction.

Problem Statement 8: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.

Problem Statement 9: Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

Problem Statement 10: Teachers often struggle meeting the socio-emotional needs of students. **Root Cause:** Lack of cultural understanding in our diverse community.

Perceptions





Problem Statement 2: Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

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

Performance Objective 1: By the end of the 2021-2022 school year ILTexas Katy K-8 will increase teacher retention by 10 percentage points.

Evaluation Data Sources: PEIMS data

Strategy 1 Details	Reviews			
<p>Strategy 1: Publicly recognize accomplishments of all staff. Strategy's Expected Result/Impact: Increase in culture and teacher retention Staff Responsible for Monitoring: Administration, IC Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Problem Statements: Demographics 1 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of new to ILT and New to the profession teachers will be assigned a mentor teacher. Strategy's Expected Result/Impact: Improved teacher performance and job satisfaction Staff Responsible for Monitoring: Administration, IC Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy Problem Statements: Demographics 4 - Student Learning 2, 4, 5, 6 - School Processes & Programs 2, 7, 8</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 1:1 instructional coaching to all teachers who are struggling. Strategy's Expected Result/Impact: Improved teacher performance and success Staff Responsible for Monitoring: Administration, IC Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy Problem Statements: Demographics 3, 4 - Student Learning 1, 2, 4, 5, 6 - School Processes & Programs 2, 7, 8 Funding Sources: Instructional coaches - 211 - Title 1-A - \$130,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide specific differentiated teacher training to support teachers in their areas of need. Strategy's Expected Result/Impact: Improved teacher performance Staff Responsible for Monitoring: Administration, IC Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy Problem Statements: Demographics 3, 4, 6, 7 - Student Learning 1, 2, 9 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Include teachers in Instructional Rounds to help in supporting the over all campus problem of practice. Strategy's Expected Result/Impact: Improved teacher understanding of campus goals and expectations, involve teachers in goal setting, allow teacher to observe peers Staff Responsible for Monitoring: Administration, IC Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy Problem Statements: Demographics 2, 3, 4, 6, 7 - Student Learning 1, 2, 9 - School Processes & Programs 1, 4 Funding Sources: Presenter for Instructional Rounds - 211 - Title 1-A - \$2,500</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Create a group to meet bi-monthly for new to IL Texas Teachers and NTP teachers to provide needed support, a sense of team and build culture. Strategy's Expected Result/Impact: Better teacher understanding, teacher retention, improved culture, and improved service to students. Staff Responsible for Monitoring: Administrators, DOI, IC Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - School Processes & Programs 3, 4</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% 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 1: It is a challenge to retain experienced and TEA certified teachers. Root Cause: The salary at charter schools is significantly lower that regular ISDs.</p>

Demographics

Problem Statement 2: The whole staff does not have weekly or bi-weekly meetings. **Root Cause:** The school day is long and keeping teachers weekly after school until 5:30 creates hardships for teachers.

Problem Statement 3: LEP students are scoring lower than non-LEP students on State Assessments **Root Cause:** Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom.

Problem Statement 4: Special Education students are performing poorly on standardized tests. **Root Cause:** General education teachers need more training to support special needs students in the inclusive classroom

Problem Statement 6: The white student population scores lower on state exams. **Root Cause:** Lack of targeted differentiation in lesson planning and presentation.

Problem Statement 7: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** Lack of understanding in unpacking the TEKS and aligning lessons with assessments.

Student Learning

Problem Statement 1: LEP students are scoring lower than non-LEP students on State Assessments **Root Cause:** Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom.

Problem Statement 2: Special Education students are performing poorly on standardized tests. **Root Cause:** General education teachers need more training to support special needs students in the inclusive classroom

Problem Statement 4: Many teachers are not providing a rigorous lesson with opportunities for student collaboration. **Root Cause:** Lack of understanding in how to create and present a rigorous lesson.

Problem Statement 5: Teachers struggle providing small group differentiated instruction in the classroom setting. **Root Cause:** Teachers need training in creating small groups and differentiated instruction.

Problem Statement 6: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.

Problem Statement 9: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** Lack of understanding in unpacking the TEKS and aligning lessons with assessments.

School Processes & Programs

Problem Statement 1: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** Lack of understanding in unpacking the TEKS and aligning lessons with assessments.

Problem Statement 2: Many teachers are not providing a rigorous lesson with opportunities for student collaboration. **Root Cause:** Lack of understanding in how to create and present a rigorous lesson.

Problem Statement 3: It is a challenge to retain experienced and TEA certified teachers. **Root Cause:** The salary at charter schools is significantly lower than regular ISDs.

Problem Statement 4: The whole staff does not have weekly or bi-weekly meetings. **Root Cause:** The school day is long and keeping teachers weekly after school until 5:30 creates hardships for teachers.

Problem Statement 7: Teachers struggle providing small group differentiated instruction in the classroom setting. **Root Cause:** Teachers need training in creating small groups and differentiated instruction.

Problem Statement 8: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Students will be provided differentiated instruction in small groups during regular classroom time.
1	1	2	Provide teachers instruction on how to differentiate lesson planning and lesson presentation.
1	1	3	Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.
1	1	5	Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.
1	1	7	Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.
1	1	9	Purchase supplemental technology (such as Chromebooks, headsets, etc.), instructional materials and evaluation/assessment/data analysis resources (and subsequent related PD). This includes hard copies as well as online tools/software to scaffold instruction (i.e, Peoples Education-Measuring Up., Study Island, All-in Learning, Lead4ward data modules, Sped Evaluation kits, bilingual dictionaries, leveled readers, etc.) Purchase professional books for staff to increase their knowledge of DLI/ESL programs. Provide fine arts equipment as needed to help support social and emotional success and academic motivation for students.
1	2	1	Students will be provided differentiated instruction in small groups during regular classroom time.
1	2	2	Provide teachers instruction on how to differentiate lesson planning and lesson presentation.
1	2	3	Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.
1	2	5	Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.
1	2	7	Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.
1	3	1	Students will be provided differentiated instruction in small groups during regular classroom time.
1	3	2	Provide teachers instruction on how to differentiate lesson planning and lesson presentation.
1	3	3	Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.
1	3	5	Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.
1	3	7	Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.
1	4	1	Students will be provided differentiated instruction in small groups during regular classroom time.
1	4	2	Provide teachers instruction on how to differentiate lesson planning and lesson presentation.
1	4	3	Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.
1	4	5	Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.
1	4	7	Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.
2	1	1	Students will be provided differentiated instruction in small groups during regular classroom time.

Goal	Objective	Strategy	Description
2	1	2	Provide teachers instruction on how to differentiate lesson planning and lesson presentation.
2	1	3	Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.
2	1	5	Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.
2	1	7	Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.
2	2	1	Students will be provided differentiated instruction in small groups during regular classroom time.
2	2	2	Provide teachers instruction on how to differentiate lesson planning and lesson presentation.
2	2	3	Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.
2	2	5	Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.
2	2	7	Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.
2	3	1	Students will be provided differentiated instruction in small groups during regular classroom time.
2	3	2	Provide teachers instruction on how to differentiate lesson planning and lesson presentation.
2	3	3	Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.
2	3	5	Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.
2	3	7	Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.
2	4	1	Students will be provided differentiated instruction in small groups during regular classroom time.
2	4	2	Provide teachers instruction on how to differentiate lesson planning and lesson presentation.
2	4	3	Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.
2	4	5	Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.
2	4	7	Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.
3	1	1	Students will be provided differentiated instruction in small groups during regular classroom time.
3	1	2	Provide teachers instruction on how to differentiate lesson planning and lesson presentation.
3	1	3	Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.
3	1	4	Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.
4	1	1	Publicly recognize accomplishments of all staff.
4	1	2	100% of new to ILT and New to the profession teachers will be assigned a mentor teacher.
4	1	3	1:1 instructional coaching to all teachers who are struggling.
4	1	4	Provide specific differentiated teacher training to support teachers in their areas of need.

Goal	Objective	Strategy	Description
4	1	5	Include teachers in Instructional Rounds to help in supporting the over all campus problem of practice.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Students will be provided differentiated instruction in small groups during regular classroom time.
1	1	2	Provide teachers instruction on how to differentiate lesson planning and lesson presentation.
1	1	3	Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.
1	1	5	Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.
1	1	7	Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.
1	1	10	Hire remediation teachers and IAs to support COVID gaps in learning.
1	2	1	Students will be provided differentiated instruction in small groups during regular classroom time.
1	2	2	Provide teachers instruction on how to differentiate lesson planning and lesson presentation.
1	2	3	Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.
1	2	5	Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.
1	2	7	Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.
1	3	1	Students will be provided differentiated instruction in small groups during regular classroom time.
1	3	2	Provide teachers instruction on how to differentiate lesson planning and lesson presentation.
1	3	3	Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.
1	3	5	Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.
1	3	7	Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.
1	4	1	Students will be provided differentiated instruction in small groups during regular classroom time.
1	4	2	Provide teachers instruction on how to differentiate lesson planning and lesson presentation.
1	4	3	Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.
1	4	5	Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.
1	4	7	Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.
2	1	1	Students will be provided differentiated instruction in small groups during regular classroom time.
2	1	2	Provide teachers instruction on how to differentiate lesson planning and lesson presentation.
2	1	3	Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.
2	1	5	Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.

Goal	Objective	Strategy	Description
2	1	7	Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.
2	2	1	Students will be provided differentiated instruction in small groups during regular classroom time.
2	2	2	Provide teachers instruction on how to differentiate lesson planning and lesson presentation.
2	2	3	Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.
2	2	5	Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.
2	2	7	Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.
2	3	1	Students will be provided differentiated instruction in small groups during regular classroom time.
2	3	2	Provide teachers instruction on how to differentiate lesson planning and lesson presentation.
2	3	3	Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.
2	3	5	Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.
2	3	7	Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.
2	4	1	Students will be provided differentiated instruction in small groups during regular classroom time.
2	4	2	Provide teachers instruction on how to differentiate lesson planning and lesson presentation.
2	4	3	Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.
2	4	5	Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.
2	4	7	Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.
3	1	1	Students will be provided differentiated instruction in small groups during regular classroom time.
3	1	2	Provide teachers instruction on how to differentiate lesson planning and lesson presentation.
3	1	3	Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.
3	1	4	Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.
4	1	1	Publicly recognize accomplishments of all staff.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Students will be provided differentiated instruction in small groups during regular classroom time.
1	1	2	Provide teachers instruction on how to differentiate lesson planning and lesson presentation.
1	1	3	Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.
1	1	5	Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.
1	1	7	Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.
1	1	9	Purchase supplemental technology (such as Chromebooks, headsets, etc.), instructional materials and evaluation/assessment/data analysis resources (and subsequent related PD). This includes hard copies as well as online tools/software to scaffold instruction (i.e, Peoples Education-Measuring Up., Study Island, All-in Learning, Lead4ward data modules, Sped Evaluation kits, bilingual dictionaries, leveled readers, etc.) Purchase professional books for staff to increase their knowledge of DLI/ESL programs. Provide fine arts equipment as needed to help support social and emotional success and academic motivation for students.
1	2	1	Students will be provided differentiated instruction in small groups during regular classroom time.
1	2	2	Provide teachers instruction on how to differentiate lesson planning and lesson presentation.
1	2	3	Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.
1	2	5	Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.
1	2	7	Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.
1	3	1	Students will be provided differentiated instruction in small groups during regular classroom time.
1	3	2	Provide teachers instruction on how to differentiate lesson planning and lesson presentation.
1	3	3	Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.
1	3	5	Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.
1	3	7	Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.
1	4	1	Students will be provided differentiated instruction in small groups during regular classroom time.
1	4	2	Provide teachers instruction on how to differentiate lesson planning and lesson presentation.
1	4	3	Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.
1	4	5	Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.
1	4	7	Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.
2	1	1	Students will be provided differentiated instruction in small groups during regular classroom time.

Goal	Objective	Strategy	Description
2	1	2	Provide teachers instruction on how to differentiate lesson planning and lesson presentation.
2	1	3	Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.
2	1	5	Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.
2	1	7	Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.
2	2	1	Students will be provided differentiated instruction in small groups during regular classroom time.
2	2	2	Provide teachers instruction on how to differentiate lesson planning and lesson presentation.
2	2	3	Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.
2	2	5	Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.
2	2	7	Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.
2	3	1	Students will be provided differentiated instruction in small groups during regular classroom time.
2	3	2	Provide teachers instruction on how to differentiate lesson planning and lesson presentation.
2	3	3	Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.
2	3	5	Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.
2	3	7	Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.
2	4	1	Students will be provided differentiated instruction in small groups during regular classroom time.
2	4	2	Provide teachers instruction on how to differentiate lesson planning and lesson presentation.
2	4	3	Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.
2	4	5	Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.
2	4	7	Provide teachers with cultural awareness training to better understand and support the different cultures on our campus.
3	1	1	Students will be provided differentiated instruction in small groups during regular classroom time.
3	1	2	Provide teachers instruction on how to differentiate lesson planning and lesson presentation.
3	1	3	Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation.
3	1	4	Hire specialists in the areas of behavior management, meeting the social and emotional needs of students, LOTE programs, and working with the curriculum and lesson planning.

State Compensatory

Personnel for Katy Middle

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
New Hire	Interventionist	Middle School Math	50,000
New Hire	Interventionist	Middle School ELA	50,000

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Unknown	Interventionist	Middle School ELA	50,000

Campus Funding Summary

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Professional Development		\$5,000.00
1	1	2	Books for book study		\$1,500.00
1	1	3	Books for students		\$3,000.00
1	1	3	Tutorial Teachers		\$10,000.00
1	1	4	Professional Development		\$5,000.00
1	1	5	Professional Development		\$2,500.00
1	1	6	meals for parents		\$2,500.00
1	1	6	book materials and copies for parents		\$2,500.00
1	1	7	Hire presenter		\$2,500.00
2	1	1	Books for book study		\$1,500.00
2	1	2	Presenter		\$1,000.00
2	1	3	teachers		\$3,000.00
2	1	6	staff		\$1,000.00
2	3	8			\$2,000.00
2	4	1	Books for book study		\$1,500.00
2	4	2	Presenter		\$1,000.00
2	4	3	teachers		\$3,000.00
2	4	6	staff		\$1,000.00
3	1	5			\$2,000.00
4	1	3	Instructional coaches		\$130,000.00
4	1	5	Presenter for Instructional Rounds		\$2,500.00
Sub-Total					\$184,000.00
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$74,000.00
Sub-Total					\$74,000.00
Grand Total					\$258,000.00

Addendums