International Leadership of Texas

North Richland Hills Elementary

2021-2022 Campus Improvement Plan

Mission Statement

The vision of International Leadership of Texas, North Richland Hills K-8, is to foster a community of learning founded on collaboration and involvement of all of our constituents. While focusing on the district's mission and core values, NRH K-8 will continue to excel academically while earning campus distinctions based on the state of Texas requirements.

Vision

The vision of ANorth Richland Hills K-8 is to foster a community of learning founded on collaboration and involvement of all of our constituents. While focusing on the district's mission and core values, NRH K-8 will continue to excel academically while earning campus distinctions based off the state of Texas requirements.

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Demographics

Demographics Summary

Student Demographics

THe Internationation Leadership of Texas NRH Elementary campus has a rich and diverse population of 933 students. Student population profiles are Gender 51.2% are female, 48.8% male. Ethnicity 52.5% Hispanic, and almost 60% economically disadvantaged. 2% of students are GT and 5% are designated SPED. The population includes 3% dyslexia. The profile by race is 25% white, 14% African American, 5% Asian, 5% Two or more races.

Teacher Demographics

THe Internationation Leadership of Texas NRH Elementary campus has an equally rich and diverse population of 56 teachers. Teacher population profiles are gender x are female, x male. Ethnicity z% Hispanic.The profile by race is z% White, z% African American, z% Asian, z% Two or more races. and a retention rate of 60%.

Demographics Strengths

We have a variety of different cultures on our campus, and we work to develop an appreciation and respect for all differences. Our faculty and staff are as diverse as our student body. Our diversity allows us to prepare students for roles in both their local and international communities. We add to the rich tapestry of our campus by offering, Dual Language Program, strategies for meeting needs of Limited English Proficient Students. Data disaggregation and test analysis, TEKS RS Scope and Sequence, District Data Management System, Differentiated Instruction, PE/Character Development Program.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): ILTexas NRH will increase waitlists to 30 students per grade by June 2022. **Root Cause:** Increased competition from charters and ISD's.

Problem Statement 2 (Prioritized): We will increase staff retention so that 90% of our staff has 3 or more years classroom experience by June 2022. **Root Cause:** Increase competition from charters and ISD's with higher salaries.

Student Learning

Student Learning Summary

ILTexas North Richland Hills Elem achieved a 46% at the meets level in the 2019 STAAR Mathematics test

The Math score was 5% lower than the previous year.

ILTexas North Richland Hills ElemTscored a 42% at the meets level in the 2019 STAAR Reading test.

The district target for both Mathematics and Reading is 48%.

Student Learning Strengths

The 2019 rating was a Met standard (D). Domain 1 Student Achievement 70%, Domain 2A Academic growth 70%, Domain 2B Relative performance 65%, and Domain 3 Closing the GAP 68%.

The overall performance gave the campus a D rating on the 2019 STAAR test. Scores showed weakness in sub populations for LSE, Hispanic, and EL students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR Reading and Math meet scores are lower than the district target of 48% . Reading is 42% Math 39%. **Root Cause:** We currently have 33% Tier 3 students in Math and 37% in Reading.

Problem Statement 2 (Prioritized): STAAR Reading and Math scores are lower than the state average for special populations (SPED, LEP, Low SES) by 2% - 8%. **Root Cause:** Teachers training in differentiated instruction for subpopulations and students who need heavy interventions.

Problem Statement 3 (Prioritized): ILTexas NRH will increase waitlists to 30 students per grade by June 2022. **Root Cause:** Increased competition from charters and ISD's.

Problem Statement 4 (Prioritized): We will increase staff retention so that 90% of our staff has 3 or more years classroom experience by June 2022. **Root Cause:** Increase competition from charters and ISD's with higher salaries.

Problem Statement 5 (Prioritized): ILTexas NRH is not inclusive of all constituents in campus decision making. **Root Cause:** Lack of communication and parent participation.

Problem Statement 6 (Prioritized): The culture at ILTexas NRH does not hold high enough expectations. **Root Cause:** The number of new teachers and new students reduces consistency.

Problem Statement 7: Technology is used well in 80% of classroom. **Root Cause:** Teacher require training on hardware, software, and engagement strategies.

Problem Statement 8 (Prioritized): Teacher retention, as reported by PIEMS, must increase from 62.5% to 80% by 2022. **Root Cause:** There is no systematic support for teachers other than the mentoring program.

Problem Statement 9: Teacher feedback is inconsistent across grade clusters, **Root Cause:** Feedback to teachers is too open ended.

School Processes & Programs

School Processes & Programs Summary

We have a learning community and atmosphere of collegiality. Our grade level teams plan together work towards common goals. Our staff members are able to rely on each other for support, suggestions, and assistance. Our parents work in a partnership with teachers by engaging in open communication through a weekly newsletter, emails, and phone calls. Our PTO has been formed and assists with events that will better connect parents to the school community. The student council, the voice of the students, will engage in monthly meetings with the principal for an open discussion about the school. These conversations allow the students to highlight the positive as well as identify areas of improvement within the school.

We use a number of sources to find high caliber staff such as our campus website, the Teacher Job Network (TJN), and Region 10 and 11 job fairs. The majority of core and LOTE teachers are at a highly qualified status in accordance with NCLB. Our interview process clearly outlines the mission, philosophy, and expectations for our school. We have recruited teachers from Spain and China to teach our trilingual model. ILT will continue to work with region 10 & 11 and the district to actively find qualified teacher candidates to fill positions within the school. Teachers have the professional freedom to be innovative and creative. They have opportunities to have input into decision making on campus.

We have wonderful ethnic diversity in our faculty/staff population, we are truly international. We have faculty/staff from Mexico, Puerto Rico, Spain, China, and more. Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. This year we have the recruitment of teachers from Spain and China. This year we have also increased the number of teachers that meet highly qualified status. There has also been a significant salary increase for teachers, making our salary a little more competitive with local ISDs. The Campus Leadership, Grade Level Administrators and District Coordinators will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade-level academic performance gains and STAAR performance gains. Teachers will teach the TEKS following the TEKS RS Scope and Sequence and curriculum programs for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. All classroom instruction will be data-driven including technology.

Economically disadvantaged, LEP, and at-risk student population groups who have established a pattern of non-mastery will be targeted for remediation. Small group instruction, tutorials, parent-teacher conferences and consistent written and oral communication between home and school will ensure that home and school work together to provide the necessary support to students to bring about student success. ILTexas-GPMS will provide student support services as outlined in IEPs and 504 accommodations for qualifying students.

In order for students to be successful and maximize academic achievement, they must attend school on a regular basis. Student absences will be closely monitored by homeroom teachers, school registrar and school counselors. Parents will be contacted by their teacher if they are absent more than 2 consecutive days. Students with perfect attendance for the year will be recognized for every six weeks and at the end of the year during our award's program to encourage daily attendance. We also award students for other academic achievements including A, AB Honor roll, Eagle of the Six Weeks, Most improved and citizenship. We are also implementing a weekly grade level attendance challenge which recognizes and rewards high attendance for students and staff.

Technology and algorithmic programs will be used to assist teachers in identifying and addressing student needs.

Continuous monitoring and recognition of high achievement is a high priority supported in every area.

School Processes & Programs Strengths

Our teachers, students, parents, and community members work well to support the learning for all. Parents work in collaboration with the school community to support the efforts to ensure that every child reaches their full potential. We celebrate our student's academic success, character development, and putting "Others Before Self". We also recognize the staff in displaying the characteristics of putting "Others Before Self" as well. We hosted a volunteer appreciation breakfast to recognize parents and other community members

for their support of our students. Professional Development on an ongoing basis is key to the success of our school programs. District and campus professional development and training have/will be provided in the following areas: Dual Language Program, two Way SIOP

Teachers plan with their grade-level teams. Teachers have dedicated DATA days every 6 weeks to review student levels and instructional needs. They also have extended time daily to meet with grade level team or partner teachers. Teachers have the support of partners and team members,

Teachers plan lessons, activities, and assessments together as a team, Several GLAs/teachers have attended TEKS RS Training, Teachers have access to several online programs: Study Island, Reading A-Z, Accelerated Reader, Brain Pop, Measuring Up, etc. Teachers utilize Eduphoria for consistent datasets.

All students K-5 are supplied Chromebooks to support individual student needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We will increase staff retention so that 90% of our staff has 3 or more years classroom experience by June 2022. **Root Cause:** Increase competition from charters and ISD's with higher salaries.

Problem Statement 2 (Prioritized): Teacher retention, as reported by PIEMS, must increase from 62.5% to 80% by 2022. **Root Cause:** There is no systematic support for teachers other than the mentoring program.

Problem Statement 3 (Prioritized): Individual PD plans are not developed for all teachers. **Root Cause:** Each year there is a large number of new or inexperienced teachers.

Problem Statement 4 (Prioritized): 85% of DLI classes are delivered with fidelity. **Root Cause:** Shorter higher volume training is required.

Problem Statement 5 (Prioritized): 85% of the PLC model is delivered with fidelity. **Root Cause:** Shorter higher volume training is required.

Problem Statement 6 (Prioritized): There is little cumulative building on year to year planning and teaching. **Root Cause:** ILTexas NRH needs a LMS to help align curriculum practices vertically and horizontally.

Problem Statement 7 (Prioritized): STAAR Reading and Math scores are lower than the state average for special populations (SPED, LEP, Low SES) by 2% - 8%. **Root Cause:** Teachers training in differentiated instruction for subpopulations and students who need heavy interventions.

Problem Statement 8 (Prioritized): STAAR Reading and Math meet scores are lower than the district target of 48% . Reading is 42% Math 39%. **Root Cause:** We currently have 33% Tier 3 students in Math and 37% in Reading.

Problem Statement 9 (Prioritized): ILTexas NRH is not inclusive of all constituents in campus decision making. **Root Cause:** Lack of communication and parent participation.

Problem Statement 10 (Prioritized): The culture at ILTexas NRH does not hold high enough expectations. **Root Cause:** The number of new teachers and new students reduces consistency.

Problem Statement 11: Technology is used well in 80% of classroom. **Root Cause:** Teacher require training on hardware, software, and engagement strategies.

Problem Statement 12: ILTexas NRH will increase waitlists to 30 students per grade by June 2022. **Root Cause:** Increased competition from charters and ISD's.

Problem Statement 13: Teacher feedback is inconsistent across grade clusters, **Root Cause:** Feedback to teachers is too open ended.

Perceptions

Perceptions Summary

The school developed a parent involvement policy and parent compact to encourage and support parent involvement in their child's education. We will have a PTO that actively organizes events and fundraising activities throughout the school year. The school partners with the PTO to organize major events such as Hispanic Heritage celebrations, Black History Month Presentation, Chinese New Year, Nation Neighborhood Night Out, and Spirit Nights. The PTO will also hold monthly meetings.

All staff members have been provided with a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, students in grades 4-5 are provided their own Chromebooks. K-3 work with classroom Chromebook sets. Lastly, we have a media lab with 30 desktop computers. We have a learning community and atmosphere of collegiality. Our grade level teams plan together work towards common goals. Our staff members are able to rely on each other for support, suggestions, and assistance. Our parents work in a partnership with teachers by engaging in open communication through a weekly newsletter, emails, and phone calls. Our PTO assists with events that will better connect parents to the school community.

Perceptions Strengths

The school has in place several vehicles to facilitate parent communication to include: Campus Leadership Newsletter end of each six week, Curriculum Night, PTO monthly meetings, Family Home-school Spirit Nights, Parent Portal, Parent-Teacher Conferences, School/Grade level/Teacher websites, School Messenger, Watch D.O.G.S. (Dads of Great Students) Program.

Our teachers, students, parents, and community members work well to support the learning for all. Parents work in collaboration with the school community to support the efforts to ensure that every child reaches their full potential. We celebrate our student's academic success, character development, and putting "Others Before Self". We also recognize the staff in displaying the characteristics of putting "Others Before Self" as well. We hosted a volunteer appreciation breakfast to recognize parents and other community members for their support of our students. All staff members have been provided with a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, students in grades 4-5 are provided their own Chromebooks. K-3 work with classroom Chromebook sets. Lastly, we have a media lab with 30 desktop computers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): ILTexas NRH is not inclusive of all constituents in campus decision making. **Root Cause:** Lack of communication and parent participation.

Problem Statement 2 (Prioritized): The culture at ILTexas NRH does not hold high enough expectations. **Root Cause:** The number of new teachers and new students reduces consistency.

Problem Statement 3 (Prioritized): ILTexas NRH will increase waitlists to 30 students per grade by June 2022. **Root Cause:** Increased competition from charters and ISD's.

Problem Statement 4 (Prioritized): STAAR Reading and Math meet scores are lower than the district target of 48% . Reading is 42% Math 39%. **Root Cause:** We currently have 33% Tier 3 students in Math and 37% in Reading.

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Problem Statement 6: Technology is used well in 80% of classroom. **Root Cause:** Teacher require training on hardware, software, and engagement strategies.

Problem Statement 7 (Prioritized): Teacher retention, as reported by PIEMS, must increase from 62.5% to 80% by 2022. **Root Cause:** There is no systematic support for teachers other than the mentoring program.

Priority Problem Statements

Problem Statement 1: ILTexas NRH will increase waitlists to 30 students per grade by June 2022.
Root Cause 1: Increased competition from charters and ISD's.
Problem Statement 1 Areas: Demographics - Student Learning - Perceptions

Problem Statement 2: STAAR Reading and Math meet scores are lower than the district target of 48% . Reading is 42% Math 39%.
Root Cause 2: We currently have 33% Tier 3 students in Math and 37% in Reading.
Problem Statement 2 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: STAAR Reading and Math scores are lower than the state average for special populations (SPED, LEP, Low SES) by 2% - 8%.
Root Cause 3: Teachers training in differentiated instruction for subpopulations and students who need heavy interventions.
Problem Statement 3 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: We will increase staff retention so that 90% of our staff has 3 or more years classroom experience by June 2022.
Root Cause 4: Increase competition from charters and ISD's with higher salaries.
Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 5: Teacher retention, as reported by PIEMS, must increase from 62.5% to 80% by 2022.
Root Cause 5: There is no systematic support for teachers other than the mentoring program.
Problem Statement 5 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 6: Individual PD plans are not developped for all teachers.
Root Cause 6: Each year there is a large number of new or inexperienced teachers.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: 85% of DLI classes are delivered with fidelity.
Root Cause 7: Shorter higher volume training is required.
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: 85% of the PLC model is delivered with fidelity.
Root Cause 8: Shorter higher volume training is required.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There is little cumulative building on year to year planning and teaching.
Root Cause 9: ILTexas NRH needs a LMS to help align curriculum practices vertically and horizontally.
Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: ILTexas NRH is not inclusive of all constituents in campus decision making.
Root Cause 10: Lack of communication and parent participation.
Problem Statement 10 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 11: The culture at ILTexas NRH does not hold high enough expectations.
Root Cause 11: The number of new teachers and new students reduces consistency.
Problem Statement 11 Areas: Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Employee Data

- Teacher/Student Ratio

Parent/Community Data

- Parent engagement rate

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: NRH campus will increase the "Meets grade level" on STAAR reading from 41% to 48% by June 2022.

Targeted or ESF High Priority

Evaluation Data Sources: BOY, MOY, EOY Map data and STAAR data.

Strategy 1 Details	Reviews			
Strategy 1: NRH teachers will use MAP data to define student gaps.	**Formative**			**Summative**
Strategy's Expected Result/Impact: NRH teachers will use MAP data to define student gaps.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Improved instruction.				
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 2: Effective, Well-Supported Teachers - **Targeted Support Strategy**				
Problem Statements: Student Learning 1 - School Processes & Programs 8 - Perceptions 4				
Funding Sources: NWEA program - 420 - State				

Strategy 2 Details	Reviews			
Strategy 2: NRH teachers will use Istation data to triangulate and address student needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved instruction.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Principal, AP				
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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy**				
Problem Statements: Student Learning 1 - School Processes & Programs 3, 8 - Perceptions 4				
Funding Sources: Istation Program - 420 - State				

Strategy 3 Details	Reviews			
Strategy 3: Hire an instructional teacher-coach to ELAR.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved teacher coaching and instruction	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Principal.				

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 2: Effective, Well-Supported Teachers - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 8 - Perceptions 4 **Funding Sources:** Hire an instructional Coach for ELAR - 420 - State			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: STAAR Reading and Math meet scores are lower than the district target of 48% . Reading is 42% Math 39%. **Root Cause**: We currently have 33% Tier 3 students in Math and 37% in Reading.
School Processes & Programs
Problem Statement 3: Individual PD plans are not developped for all teachers. **Root Cause**: Each year there is a large number of new or inexperienced teachers.
Problem Statement 8: STAAR Reading and Math meet scores are lower than the district target of 48% . Reading is 42% Math 39%. **Root Cause**: We currently have 33% Tier 3 students in Math and 37% in Reading.
Perceptions
Problem Statement 4: STAAR Reading and Math meet scores are lower than the district target of 48% . Reading is 42% Math 39%. **Root Cause**: We currently have 33% Tier 3 students in Math and 37% in Reading.

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

Performance Objective 1: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 39% to 48% by June 2022

    Targeted or ESF High Priority

    Evaluation Data Sources: BOY, MOY, EOY Map data and STAAR data.

Strategy 1 Details	Reviews			
Strategy 1: NRH teachers will use MAP data to define student gaps and generate individual student learning pathways through Study Island.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Improve instruction.
    Staff Responsible for Monitoring: Principal, AP.
    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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy**
    Problem Statements: Student Learning 1, 2 - School Processes & Programs 7, 8 - Perceptions 4, 5
    Funding Sources: Purchase NWEA program and Study Island Program. - 420 - State				

Strategy 2 Details	Reviews			
Strategy 2: NRH teachers will use Imagine Math data to triangulate and address student needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved instruction	**Nov**	**Jan**	**May**	**June**

Staff Responsible for Monitoring: Principal, AP
    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 2: Effective, Well-Supported Teachers - **Targeted Support Strategy**
    Problem Statements: Student Learning 1, 2 - School Processes & Programs 7, 8 - Perceptions 4, 5
    Funding Sources: Hire a dedicated Mathematics Instructional Coach. - 420 - State				

Strategy 3 Details	Reviews			
Strategy 3: Hire an instructional teacher coach dedicated to Math.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved Instruction	**Nov**	**Jan**	**May**	**June**

Staff Responsible for Monitoring: Principal
    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 2: Effective, Well-Supported Teachers - **Targeted Support Strategy**
    Problem Statements: Student Learning 1 - School Processes & Programs 8 - Perceptions 4
    Funding Sources: Hire an instructional Coach - 420 - State				

Strategy 4 Details	Reviews			
Strategy 4: Provide instructional materials and before, after, and Saturday School tutoring for teachers and students for use in Reading/LA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessment (including Study Island, All in Learning, STAAR, Master, Brain Pop, Measuring Up, etc)	Formative			Summative
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Student Success **Staff Responsible for Monitoring:** Principal, AP **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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 8 - Perceptions 4 **Funding Sources:** Purchase All in Learning - 420 - State				

0% No Progress	100% Accomplished	Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: STAAR Reading and Math meet scores are lower than the district target of 48% . Reading is 42% Math 39%. **Root Cause**: We currently have 33% Tier 3 students in Math and 37% in Reading.
Problem Statement 2: STAAR Reading and Math scores are lower than the state average for special populations (SPED, LEP, Low SES) by 2% - 8%. **Root Cause**: Teachers training in differentiated instruction for subpopulations and students who need heavy interventions.

School Processes & Programs
Problem Statement 7: STAAR Reading and Math scores are lower than the state average for special populations (SPED, LEP, Low SES) by 2% - 8%. **Root Cause**: Teachers training in differentiated instruction for subpopulations and students who need heavy interventions.
Problem Statement 8: STAAR Reading and Math meet scores are lower than the district target of 48% . Reading is 42% Math 39%. **Root Cause**: We currently have 33% Tier 3 students in Math and 37% in Reading.

Perceptions
Problem Statement 4: STAAR Reading and Math meet scores are lower than the district target of 48% . Reading is 42% Math 39%. **Root Cause**: We currently have 33% Tier 3 students in Math and 37% in Reading.
Problem Statement 5: STAAR Reading and Math scores are lower than the state average for special populations (SPED, LEP, Low SES) by 2% - 8%. **Root Cause**: Teachers training in differentiated instruction for subpopulations and students who need heavy interventions.

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: 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

Evaluation Data Sources: Actfl

Strategy 1 Details	Reviews			
Strategy 1: Purchase supplemental technology (such as Chromebooks), 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, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increase teacher efficacy.
     Staff Responsible for Monitoring: Principal, Ap's
     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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy**
     Problem Statements: Student Learning 2 - School Processes & Programs 7 - Perceptions 5
     Funding Sources: Instructional Coach - 420 - State				

Strategy 2 Details	Reviews			
Strategy 2: All Instructional coaches will monitor fidelity of the DLI model by June 2022.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Actfl scores	**Nov**	**Jan**	**May**	**June**

Staff Responsible for Monitoring: Principal, AP
     Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers
     Problem Statements: School Processes & Programs 4				

Strategy 3 Details	Reviews			
Strategy 3: Send campus (teachers/coaches/principals/assistant principals) and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

programs that will increase student achievement of all students (particularly our special populations).

    Strategy's Expected Result/Impact: Improve teachers understanding of DLI.

    Staff Responsible for Monitoring: Principal, AP, IC's

    Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

    Problem Statements: Demographics 2 - Student Learning 4 - School Processes & Programs 1, 3

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: We will increase staff retention so that 90% of our staff has 3 or more years classroom experience by June 2022. **Root Cause**: Increase competition from charters and ISD's with higher salaries.

Student Learning
Problem Statement 2: STAAR Reading and Math scores are lower than the state average for special populations (SPED, LEP, Low SES) by 2% - 8%. **Root Cause**: Teachers training in differentiated instruction for subpopulations and students who need heavy interventions.
Problem Statement 4: We will increase staff retention so that 90% of our staff has 3 or more years classroom experience by June 2022. **Root Cause**: Increase competition from charters and ISD's with higher salaries.

School Processes & Programs
Problem Statement 1: We will increase staff retention so that 90% of our staff has 3 or more years classroom experience by June 2022. **Root Cause**: Increase competition from charters and ISD's with higher salaries.
Problem Statement 3: Individual PD plans are not developed for all teachers. **Root Cause**: Each year there is a large number of new or inexperienced teachers.
Problem Statement 4: 85% of DLI classes are delivered with fidelity. **Root Cause**: Shorter higher volume training is required.
Problem Statement 7: STAAR Reading and Math scores are lower than the state average for special populations (SPED, LEP, Low SES) by 2% - 8%. **Root Cause**: Teachers training in differentiated instruction for subpopulations and students who need heavy interventions.

Perceptions
Problem Statement 5: STAAR Reading and Math scores are lower than the state average for special populations (SPED, LEP, Low SES) by 2% - 8%. **Root Cause**: Teachers training in differentiated instruction for subpopulations and students who need heavy interventions.

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

Performance Objective 1: NRH campus will improve the percent of teacher retained annually will increase from 62.5% to 76% by June 2022

 Evaluation Data Sources: HR end of year report.

Strategy 1 Details			Reviews		
Strategy 1: Improve feedback and teacher support by using the Whetstone program.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve new teacher efficacy. **Staff Responsible for Monitoring:** Principal, Assistant Principal.		**Nov**	**Jan**	**May**	**June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 4 - School Processes & Programs 1					

Strategy 2 Details			Reviews		
Strategy 2: Implement book studies for teachers. Get Better Faster, Fundamental 5, etc. Initiate community and parent communication. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Improve teacher effectiveness. **Staff Responsible for Monitoring:** Principal, Assistant Principal. **Title I Schoolwide Elements:** 2.4, 2.6, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 3 **Funding Sources:** Books for teacher training and development. - 420 - State					

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: We will increase staff retention so that 90% of our staff has 3 or more years classroom experience by June 2022. **Root Cause**: Increase competition from charters and ISD's with higher salaries.
Student Learning
Problem Statement 4: We will increase staff retention so that 90% of our staff has 3 or more years classroom experience by June 2022. **Root Cause**: Increase competition from charters and ISD's with higher salaries.

School Processes & Programs
Problem Statement 1: We will increase staff retention so that 90% of our staff has 3 or more years classroom experience by June 2022. **Root Cause**: Increase competition from charters and ISD's with higher salaries.
Problem Statement 3: Individual PD plans are not developped for all teachers. **Root Cause**: Each year there is a large number of new or inexperienced teachers.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Bring in subject matter experts (such as but not limited to AIM for Success) and purchase resources (such as but not limit to purchasing kits for counselors) aimed an improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students).	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	NRH teachers will use MAP data to define student gaps.
1	1	2	NRH teachers will use Istation data to triangulate and address student needs.
1	1	3	Hire an instructional teacher-coach to ELAR.
2	1	1	NRH teachers will use MAP data to define student gaps and generate individual student learning pathways through Study Island.
2	1	2	NRH teachers will use Imagine Math data to triangulate and address student needs.
2	1	3	Hire an instructional teacher coach dedicated to Math.
2	1	4	Provide instructional materials and before, after, and Saturday School tutoring for teachers and students for use in Reading/LA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessment (including Study Island, All in Learning, STAAR, Master, Brain Pop, Measuring Up, etc)
3	1	1	Purchase supplemental technology (such as Chromebooks), 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, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs
4	1	1	Improve feedback and teacher support by using the Whetstone program.
4	1	2	Implement book studies for teachers. Get Better Faster, Fundamental 5, etc. Initiate community and parent communication. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.

Campus Funding Summary

			420 - State		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	NWEA program		$0.00
1	1	2	Istation Program		$0.00
1	1	3	Hire an instructional Coach for ELAR		$0.00
2	1	1	Purchase NWEA program and Study Island Program.		$0.00
2	1	2	Hire a dedicated Mathematics Instructional Coach.		$0.00
2	1	3	Hire an instructional Coach		$0.00
2	1	4	Purchase All in Learning		$0.00
3	1	1	Instructional Coach		$0.00
4	1	2	Books for teacher training and development.		$0.00
				Sub-Total	$0.00
				Grand Total	$0.00

Addendums