

**International Leadership of Texas**  
**Orem Middle School**  
**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 English, Spanish, and Chinese languages, and strengthening the body, mind, and character.

## Vision

At ILTexas, we are continually creating an enriched educational community of knowledge, discovery, compassion, and collaboration, igniting a culture of active and accountable students who gain a lifelong appreciation for higher learning. As we pair self-reliance with selflessness, we encourage our students to lead by example, respect diversity, and welcome challenges. Through the combined determination of students, parents, and teachers, we embrace our local and global community as we strive for excellence.

## School Motto

Others Before Self

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Located in the Southeast area of Houston, TX, the campus is expected to open at full capacity with at least 1,416 total students. The middle school grades (6-8) will each have 156 students, and each classroom is expected to have a teacher: student ratio of 1:26. The students are expected to be from diverse cultural and ethnic backgrounds with at least 85% low SES to make the campus eligible for Title I. The CNA was conducted with the input of as many stakeholders as possible.

ILTexas Orem Elementary School needs assessment will identify strengths and weaknesses in the instructional program that may affect student performance. The data collected in the Needs Assessment will be used to review the overall effectiveness of the instructional program at ILTexas Orem.

The Campus Improvement Plan Committee will meet approximately four times annually, and a summary of the minutes will be distributed to all faculty and committee members.

Campus leadership 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 follow the TEKS RS Scope and Sequence and curriculum for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. Instruction will be data driven. Critical thinking and problem-solving skills will be emphasized in all core subject areas.

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 insure that home and school work together provide the necessary support to students to bring about student success. ILTexas Orem will provide student support services as outlined in IEPs, and 504 accommodations for qualifying students.

In order for students to be successful they must attend school on a regular basis. Student absences will be closely monitored by homeroom teachers, school registrar and school counselor. Parents will be contacted if a student is absent more than two days. Students with perfect attendance for the year will be recognized at the end of the school year during our awards program.

# Demographics

## Demographics Summary

### DEMOGRAPHICS

Currently enrollment is 408. We pride ourselves on being an international campus. ILT MS Orem has a very diverse student population. As an international school we have attracted families from a wide range of ethnic backgrounds and socio-economic levels.

The student population is represented as follows:

6th-143

7th- 152

8th- 113

Male = 49.75%

Female =50.25%

Hispanic/Latino = 43.63%

African American = 54.90%

White = 0%

Two-or-more = 1.47%

Asian = 0%

Special Education = 9.80%

LEP = 27.94%

Eco-Dis = 84.56%

At-Risk = 68.38%

### STAFF QUALITY

This domain has been an ongoing focus area for the district as a whole. 95% of positions have been filled for 6-8 Grade. All other teaching vacancies have been filled with a degreed professional; however, there are some classes with non-certified staff in place. Administrative staff members will continue to interview potential staff members

throughout the year in an effort to hire the most qualified personnel.

## Demographics Strengths

### DEMOGRAPHICS

Our strengths are that we are truly representative of need for the district's mission to prepare students for exceptional leadership roles in an international community, as our student body easily represents an international community. Our families see and support the value in being internationally aware, culturally sensitive and multilingual.

### STAFF QUALITY

- Stipends for mentors (mentor program)
- Mentor/buddy program for new teachers
- Participating at University Job Fairs
- Hosting campus/district job fairs
- Recruiting through university education programs and alternative certification programs
- Stipends for math and science content teachers
- Stipends for lead representatives such as for the Gifted and Talented program

## Problem Statements Identifying Demographics Needs

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

**Problem Statement 2 (Prioritized):** Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause:** Salary differences between charter and public schools.

**Problem Statement 3 (Prioritized):** Orem K8 has a large number of its population that is high poverty which leads to students not having access to internet at home, lack of focus on reading and low attendance. **Root Cause:** Lack of equitable household income.

**Problem Statement 4 (Prioritized):** Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause:** Salary differences between charter and public schools.

**Problem Statement 5 (Prioritized):** The lack of professional development to properly implement the technology. **Root Cause:** Staff efficacy.

**Problem Statement 6 (Prioritized):** ESL students need instruction that is differentiated in order to meet them at their level and assist with meeting academic proficiency. **Root Cause:** Students whose primary home language is other than English experience difficulties with English language acquisition.

# Student Learning

## Student Learning Summary

### 6<sup>th</sup> Math

	# Students	% Score	Approaches	Meets	Masters
Fall 2018 Benchmark	146	24.66%	<b>11.64%</b>	<b>1.37%</b>	<b>0%</b>
Spring 2019 Benchmark	141	28.48%	23.4%	1.42%	0%
2019 STAAR	137	38.82%	46.72%	12.41%	2.92%
2019 Interim Test	139	N/A	<b>37.51%*</b>	<b>8.76%*</b>	<b>2.83%*</b>

### 7<sup>th</sup> Math

	# Students	% Score	Approaches	Meets	Masters
Fall 2018 Benchmark	118	36.62%	<b>38.14%</b>	<b>7.63%</b>	<b>3.39%</b>
Spring 2019 Benchmark	111	40.23%	41.44%	11.71%	4.5%
2019 STAAR	106	48.75%	62.26%	28.3%	7.55%
2019 Interim Test	146	N/A	<b>29.99%*</b>	<b>6.12%*</b>	<b>1.09%*</b>

### 8<sup>th</sup> Math

	# Students	% Score	Approaches	Meets	Masters
Fall 2018 Benchmark	69	40.78%	<b>36.23%</b>	<b>11.59%</b>	<b>1.45%</b>
Spring 2019 Benchmark	64	39.31%	35.94%	10.94%	0%
2019 STAAR – April	84	50.38%	64.29%	25%	7.14%
2019 Interim Test	87	N/A	<b>20.94%*</b>	<b>3.06%*</b>	<b>1%*</b>

### 6<sup>th</sup> Reading

	# Students	Raw	% Score	Approaches	Meets	Masters
Fall 2018 Benchmark	139	18	<b>46.20%</b>	<b>29.5%</b>	<b>7.19%</b>	<b>2.16%</b>
Spring 2019 Benchmark	139	18	44.37%	25.18%	3.6%	2.16%
2019 STAAR	138	21	53.55%	43.48%	16.67%	5.8%
Fall 2019 Benchmark	130	18	<b>45.08%</b>	<b>26.15%</b>	<b>6.92%</b>	<b>3.08%</b>

### 7<sup>th</sup> Reading

	# Students	Raw	% Score	Approaches	Meets	Masters
Fall 2018 Benchmark	115	21	<b>50.84%</b>	<b>40%</b>	<b>12.17%</b>	<b>2.61%</b>
Spring 2019 Benchmark	109	21	52.68%	44.04%	21.1%	9.17%
2019 STAAR	106	24	58.23%	53.77%	32.08%	12.26%
Fall 2019 Benchmark	138	19	<b>44.75%</b>	<b>27.54%</b>	<b>7.25%</b>	<b>2.17%</b>

### 7<sup>th</sup> Writing

	# Students	Raw	% Score	Approaches	Meets	Masters
Fall 2018 Benchmark	118	17	<b>49.29%</b>	<b>31.36%</b>	<b>15.25%</b>	<b>2.54%</b>
Spring 2019 Benchmark	112	19	54.86%	48.21%	27.68%	7.14%
2019 STAAR	122	25	55.19%	53.85%	18.27%	4.81%
Fall 2019 Benchmark	144	17	<b>49.49%</b>	<b>31.25%</b>	<b>16.67%</b>	<b>3.47%</b>

### 8<sup>th</sup> Reading

	# Students	Raw	% Score	Approaches	Meets	Masters
Fall 2018 Benchmark	59	16	<b>39.95%</b>	<b>1.69%</b>	<b>0%</b>	<b>0%</b>
Spring 2019 Benchmark	54	20	44.81%	24.07%	3.7%	0%
2019 STAAR - April	80	28	62.85%	65%	41.25%	10%
Fall 2019 Benchmark	80	21	<b>47.66%</b>	<b>36.25%</b>	<b>11.25%</b>	<b>3.75%</b>

### 8<sup>th</sup> Science

	# Students	Raw	% Score	Approaches	Meets	Masters
Fall 2018 Benchmark	68	19	<b>46.40%</b>	<b>35.29%</b>	<b>14.71%</b>	<b>5.88%</b>
Spring 2019 Benchmark	64	18	42.19%	23.44%	4.69%	0%
2019 STAAR	91	25	59.99%	73.63%	27.47%	9.89%
Fall 2019 Benchmark	102	18	<b>43.75%</b>	<b>27.45%</b>	<b>10.78%</b>	<b>2.94%</b>

### 8<sup>th</sup> Social Studies

	# Students	Raw	% Score	Approaches	Meets	Masters
Fall 2018 Benchmark	62	15	<b>34.82%</b>	<b>6.45%</b>	<b>0%</b>	<b>0%</b>
Spring 2019 Benchmark	64	16	35.33%	6.25%	1.56%	0%
2019 STAAR	91	23	53.05%	57.14%	14.29%	6.59%
Fall 2019 Benchmark	103	16	<b>41.53%</b>	<b>16.5%</b>	<b>3.88%</b>	<b>1.94%</b>



## Student Learning Strengths

- Access to students' most recent report cards
- Extended instructional day
- Daily enrichment time
- Eagle Homework Academy for academic mastery
- District designated Data Days to analyze student achievement data

## Problem Statements Identifying Student Learning Needs

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

**Problem Statement 2 (Prioritized):** Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause:** Teachers often lack the foundation to progressively move students at the same consistent pace.

**Problem Statement 3 (Prioritized):** Teachers need resources that target differentiated instruction. **Root Cause:** Lack of resources that target various sub-pop groups.

**Problem Statement 4 (Prioritized):** Teachers need assistance with lesson planning, classroom management and creating student centered lessons. **Root Cause:** 80% of the school's teachers are first and second year teachers. In addition, some teachers are new to the field on education.

**Problem Statement 5 (Prioritized):** Students enrolled have gaps in learning from local zone campuses. **Root Cause:** Lack of focus on instructional development of teachers.

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

**Problem Statement 7 (Prioritized):** Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause:** Salary differences between charter and public schools.

**Problem Statement 8 (Prioritized):** Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause:** Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.

**Problem Statement 9 (Prioritized):** Lack parent and community volunteers and community resources to assist in organizing and facilitating school events. **Root Cause:** Inconvenient times of events, benefits recognition, and communications between school and families.

**Problem Statement 10 (Prioritized):** ESL students need instruction that is differentiated in order to meet them at their level and assist with meeting academic proficiency. **Root Cause:** Students whose primary home language is other than English experience difficulties with English language acquisition.

# School Processes & Programs

## School Processes & Programs Summary

### CURRICULUM, INSTRUCTION, & ASSESSMENT

Orem curriculum is TEKS-based, and teachers are required to follow a scope and sequence supported by state standards. Our teachers are required to use these resources to guide their planning, instruction and assessments. Teachers are also expected to gather data through formal and informal assessments and use the data to determine students' level of mastery of the TEKS. Our teachers plan horizontally and vertically to strengthen learning communities and ensure alignment with the state's curriculum.

### STAFF RECRUITMENT & RETENTION

This domain has been an ongoing focus area for the district as a whole. All positions have been filled for 6-8 Grade. Some teachers had to be replaced due to lack of capacity after multiple opportunities to show growth. Administrative staff members will continue to interview potential staff members and hold job fairs to recruit the best teachers and hire the most qualified personnel.

### SCHOOL ORGANIZATION

ILTexas Orem Middle 6-8 leadership structure consists of a principal, 1 associate principal, 3 grade level administrators, 1 instructional coach and 1 school counselor. The principal serves as entire K-8 campus principal. The associate principal serves alongside the principal. Each grade level has a grade level administrator that oversees the grade level activities. They also serve as mentors to new teachers and provide some level of instructional coaching. To facilitate our dual language model teachers meet in their PLCs 2x per week and with their partner teacher 2x per week. These are times for collaboration and data review. All instructional coaches and counselors provide support to teachers and students.

The school day is an extended day to facilitate the school's curriculum which places emphasis on developing a healthy mind, body and character. Character education is taught daily in the Physical Education Program and in the classroom.

### TECHNOLOGY

All staff members have been provided a laptop, we have document cameras and Interactive/whiteboards in all classrooms. In addition, students in grades 6-8 are provided their own Chromebooks. There is a need for more training to support a higher level of integration of technology into the classroom. Training is needed to train parents to complete necessary online documents and track their students progress. Additional laptops are needed to be provided to teachers.

## School Processes & Programs Strengths

### CURRICULUM, INSTRUCTION, & ASSESSMENT

- Structured intervention on a daily basis Instruction will be driven by a range of data points

- Data days will allow for teachers to review and plan to be responsive to student data
- Two-way immersion program structure
- Daily PLC with each grade level team
- TEKS-based resources
- Academic tools, including Learning A-Z, STEMScopes, Leveled Reading, Imagine Math, Studey Island and etc.
- Use of creativity in lesson design
- Pearson Envision is a useful tool, closely aligned to the TEKS
- Dual Language structure will improve student outcomes across languages and contents
- Chromebooks will allow teachers to support technological literacy and incorporate various medias into their instruction

## STAFF RECRUITMENT & RETENTION

- Stipends for mentors (mentor program)
- Mentor/buddy program for new teachers
- Participating at University Job Fairs
- Hosting campus/district job fairs
- Recruiting through university education programs and alternative certification programs
- Stipends for math and science content teachers
- Stipends for lead representatives such as for the Gifted and Talented program
- 2019-2020 updated job salaries helps to move salaries closer to ISD compensation scales

## SCHOOL ORGANIZATION

- The school organizational structure provides support at many levels for teachers, students and parents. Teachers have planning/meeting time built into their school day to meet and plan with grade level. Teachers also have dedicated data days built into the school year calendar. Professional development opportunities are also available to teachers. Each grade level has a grade level administrator (GLA) to oversee the grade and to support the teacher in the day to day operations. Each grade level also has a teacher assistant.
- Horizontal (grade level) PLC built into workday
- Teacher support structure - Grade Level Administrators, APs, Principal Regular updates and newsletters to parents and faculty/staff
- District calendar includes Data Dive Days
- Student teaming (6th grade) to support transition to MS
- Master schedule includes A/B pattern for MS electives to increase exploration opportunities

## TECHNOLOGY

- SMART Boards in all classrooms
- Chromebook ratio 1:1 in 6th to 8th grade
- Laptops for all teachers

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause:** Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.

**Problem Statement 2 (Prioritized):** Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause:** Salary differences between charter and public schools.

**Problem Statement 3 (Prioritized):** The lack of professional development to properly implement the technology. **Root Cause:** Staff efficacy.

**Problem Statement 4 (Prioritized):** Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor to increase the percentage of Advancement. **Root Cause:** Vertical planning has been secondary to grade level planning.

**Problem Statement 5 (Prioritized):** Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause:** Teachers often lack the foundation to progressively move students at the same consistent pace.

**Problem Statement 6 (Prioritized):** Teachers need resources that target differentiated instruction. **Root Cause:** Lack of resources that target various sub-pop groups.

**Problem Statement 7 (Prioritized):** Teachers need assistance with lesson planning, classroom management and creating student centered lessons. **Root Cause:** 80% of the school's teachers are first and second year teachers. In addition, some teachers are new to the field on education.

# Perceptions

## Perceptions Summary

### FAMILY & COMMUNITY ENGAGEMENT

Generally speaking Charter schools tend to have more involved parents than the traditional public schools. The school will make improvements to provide more opportunities for parent involvement and parent compact to encourage and support parent involvement in their child's education.

We will have a PTO that actively organizes events and fund raising activities throughout the school year. The school partners with the PTO to organize major events such as Hispanic Heritage celebrations, Black History Month presentation, Chinese New Year, Nation Neighborhood Night Out, and Spirit Nights. The PTO will also hold monthly meetings.

Identified below are statements about the strengths, as well as the priority need areas of the district/school.

### SCHOOL CULTURE & CLIMATE

Our students and staff will have opportunities to share their attitudes regarding school culture in climate through survey, informal conversations, as well as suggestion boxes. Part of our students and staff feeling physically safe is also important and observed through our use of signs on our doors promoting safety and our bully free zones. Language clubs, video announcements created by our student population, and consistent policies throughout our campus will help our students and staff maintain academic, behavioral, social, and extracurricular expectations.

## Perceptions Strengths

### FAMILY & COMMUNITY ENGAGEMENT

- Community business partnerships
- Parent surveys
- Intercultural event calendar
- Intercultural committee expectation
- Parental excitement in regards to community having access to a high quality school

### SCHOOL CULTURE & CLIMATE

Being a third year campus, we hope to continue build on trust and collaboration among all stakeholders (i.e., administrators, teachers, paraprofessionals, students, parents and community).

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Lack parent and community volunteers and community resources to assist in organizing and facilitating school events. **Root Cause:** Inconvenient times of events, benefits recognition, and communications between school and families.

**Problem Statement 2 (Prioritized):** Orem K8 has a large number of its population that is high poverty which leads to students not having access to internet at home, lack of focus on reading and low attendance. **Root Cause:** Lack of equitable household income.

**Problem Statement 3 (Prioritized):** Students enrolled have gaps in learning from local zone campuses. **Root Cause:** Lack of focus on instructional development of teachers.

# Priority Problem Statements

**Problem Statement 1:** There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet.

**Root Cause 1:** Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

**Problem Statement 1 Areas:** Demographics - Student Learning

**Problem Statement 2:** Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems.

**Root Cause 2:** Salary differences between charter and public schools.

**Problem Statement 2 Areas:** Demographics - Student Learning

**Problem Statement 3:** Orem K8 has a large number of its population that is high poverty which leads to students not having access to internet at home, lack of focus on reading and low attendance.

**Root Cause 3:** Lack of equitable household income.

**Problem Statement 3 Areas:** Demographics - Perceptions

**Problem Statement 4:** Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems.

**Root Cause 4:** Salary differences between charter and public schools.

**Problem Statement 4 Areas:** Demographics - School Processes & Programs

**Problem Statement 5:** The lack of professional development to properly implement the technology.

**Root Cause 5:** Staff efficacy.

**Problem Statement 5 Areas:** Demographics - School Processes & Programs

**Problem Statement 6:** ESL students need instruction that is differentiated in order to meet them at their level and assist with meeting academic proficiency.

**Root Cause 6:** Students whose primary home language is other than English experience difficulties with English language acquisition.

**Problem Statement 6 Areas:** Demographics - Student Learning

**Problem Statement 7:** Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor to increase the percentage of Advancement.

**Root Cause 7:** Vertical planning has been secondary to grade level planning.

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

**Problem Statement 8:** Students work at various learning levels, creating learning gaps among the various tiered learning groups.

**Root Cause 8:** Teachers often lack the foundation to progressively move students at the same consistent pace.

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

**Problem Statement 9:** Teachers need resources that target differentiated instruction.

**Root Cause 9:** Lack of resources that target various sub-pop groups.

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

**Problem Statement 10:** Teachers need assistance with lesson planning, classroom management and creating student centered lessons.

**Root Cause 10:** 80% of the school's teachers are first and second year teachers. In addition, some teachers are new to the field on education.

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

**Problem Statement 11:** Students enrolled have gaps in learning from local zone campuses.

**Root Cause 11:** Lack of focus on instructional development of teachers.

**Problem Statement 11 Areas:** Student Learning - Perceptions

**Problem Statement 12:** Some teachers are not able to effectively use provided resources and implement strategies.

**Root Cause 12:** Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.

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

**Problem Statement 13:** Lack parent and community volunteers and community resources to assist in organizing and facilitating school events.

**Root Cause 13:** Inconvenient times of events, benefits recognition, and communications between school and families.

**Problem Statement 13 Areas:** Student Learning - 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 Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- STEM/STEAM data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

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

## Parent/Community Data

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

## Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# Goals

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

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

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Reading, English EOC, MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Bring in (or send our faculty/staff to ) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional technologist, campus principals and campus instructional coaches.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 4 - Student Learning 3 - School Processes &amp; Programs 2, 6</p> <p><b>Funding Sources:</b> Funds needed for trainings and hiring subject matter experts - 263 - Title III - \$50,000, Funds needed for trainings and hiring subject matter experts. - 211 - Title 1-A - \$50,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Send campus teachers, instructional 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 staff strengthen their ability to support our students, including and in particular our English learners, DLI and other programs that will increase achievement of all students, particularly our special populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on the STAAR/EOC Meets level.</p> <p><b>Staff Responsible for Monitoring:</b> CAO, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 8 - School Processes &amp; Programs 1, 4</p> <p><b>Funding Sources:</b> Funding needed for training and resources. - 263 - Title III - \$10,000, Funding needed for training and resources. - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Strategy 3: 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement. Build a foundation in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> CAO, Director of EL, Academic Directors, Instructional Technologist, Campus principal, Campus textbook coordinators, Campus instructional coaches, Campus media specialists.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3 - Perceptions 2</p> <p><b>Funding Sources:</b> Funding needed for resources. - 211 - Title 1-A - \$20,000, Funding needed for resources. - 263 - Title III - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide enrichment summer school to English learners to develop and strengthen their knowledge base as well as their English language proficiency in all four domains.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> CAO, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 6 - Student Learning 10</p> <p><b>Funding Sources:</b> Funding needed for summer school. - 263 - Title III - \$15,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Campuses that have newcomer ESL students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extending learning time for students, and parental engagement. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> CAO, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 6 - Student Learning 10</p> <p><b>Funding Sources:</b> Funding needed for PD - 263 - Title III - \$20,000, Funding needed for PD - 211 - Title 1-A - \$20,000, Funding needed for PD - 211 - Title I School Improvement - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> By June 2022, ILTexas will provide parents of English learners learning opportunities to support their children at home via webinars and face to face meetings. This will increase reading and math performance for EL students at least 10%.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Director of EL, EL Coordinators, campus principals, LPAC administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2, 3 - School Processes &amp; Programs 5, 6</p> <p><b>Funding Sources:</b> Funding needed for campus events to promote parent engagement. - 263 - Title III - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 3:</b> Orem K8 has a large number of its population that is high poverty which leads to students not having access to internet at home, lack of focus on reading and low attendance. <b>Root Cause:</b> Lack of equitable household income.</p>
<p><b>Problem Statement 4:</b> Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. <b>Root Cause:</b> Salary differences between charter and public schools.</p>
<p><b>Problem Statement 6:</b> ESL students need instruction that is differentiated in order to meet them at their level and assist with meeting academic proficiency. <b>Root Cause:</b> Students whose primary home language is other than English experience difficulties with English language acquisition.</p>
Student Learning
<p><b>Problem Statement 1:</b> Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor to increase the percentage of Advancement. <b>Root Cause:</b> Vertical planning has been secondary to grade level planning.</p>
<p><b>Problem Statement 2:</b> Students work at various learning levels, creating learning gaps among the various tiered learning groups. <b>Root Cause:</b> Teachers often lack the foundation to progressively move students at the same consistent pace.</p>
<p><b>Problem Statement 3:</b> Teachers need resources that target differentiated instruction. <b>Root Cause:</b> Lack of resources that target various sub-pop groups.</p>
<p><b>Problem Statement 8:</b> Some teachers are not able to effectively use provided resources and implement strategies. <b>Root Cause:</b> Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.</p>
<p><b>Problem Statement 10:</b> ESL students need instruction that is differentiated in order to meet them at their level and assist with meeting academic proficiency. <b>Root Cause:</b> Students whose primary home language is other than English experience difficulties with English language acquisition.</p>

## School Processes & Programs

**Problem Statement 1:** Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause:** Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.

**Problem Statement 2:** Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause:** Salary differences between charter and public schools.

**Problem Statement 4:** Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor to increase the percentage of Advancement. **Root Cause:** Vertical planning has been secondary to grade level planning.

**Problem Statement 5:** Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause:** Teachers often lack the foundation to progressively move students at the same consistent pace.

**Problem Statement 6:** Teachers need resources that target differentiated instruction. **Root Cause:** Lack of resources that target various sub-pop groups.

## Perceptions

**Problem Statement 2:** Orem K8 has a large number of its population that is high poverty which leads to students not having access to internet at home, lack of focus on reading and low attendance. **Root Cause:** Lack of equitable household income.





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

**Performance Objective 2:** By June 2022, EL students at ILTexas will increase the TELPAS performance level from 31% to, at least, 36%

**Targeted or ESF High Priority**

**Evaluation Data Sources:** 2021 TELPAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers of ELs know their students' English language proficiency as reflected in TELPAS and are using linguistic accommodations routinely to increase their students' English language proficiency.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in EL students' English proficiency level.</p> <p><b>Staff Responsible for Monitoring:</b> Funding needed for teacher training.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 6 - Student Learning 10</p> <p><b>Funding Sources:</b> Funding needed for teacher training. - 263 - Title III - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue





**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 6:</b> ESL students need instruction that is differentiated in order to meet them at their level and assist with meeting academic proficiency. <b>Root Cause:</b> Students whose primary home language is other than English experience difficulties with English language acquisition.</p>
<b>Student Learning</b>
<p><b>Problem Statement 10:</b> ESL students need instruction that is differentiated in order to meet them at their level and assist with meeting academic proficiency. <b>Root Cause:</b> Students whose primary home language is other than English experience difficulties with English language acquisition.</p>

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

**Performance Objective 3:** By the end of the 2020-2021 school year, ILTexas campuses newly identified as in need of comprehensive support will score a at least 60% on their Domain III from the current average of 30% for these campuses.

**Targeted or ESF High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Bring in (or send our faculty/staff to ) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with focus on increasing the Meets Target goal on the STAAR Reading assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> CAO, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, campus instructional coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 4 - Student Learning 4 - School Processes &amp; Programs 2, 7</p> <p><b>Funding Sources:</b> Funding needed for PD and trainings - 211 - Title 1-A - \$70,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Will utilize the Whetstone program to provide feedback and provide effective instructional strategies to teachers by campus administrators, instructional coaches and area office personnel.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher capacity and efficacy.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal, assistant principals, campus instructional coaches and area office personnel.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 7 - School Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> Funding needed to purchase Whetstone program and other teacher feedback and tracking systems. - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. <b>Root Cause:</b> Salary differences between charter and public schools.</p>



## Demographics

**Problem Statement 4:** Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause:** Salary differences between charter and public schools.

## Student Learning

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

**Problem Statement 4:** Teachers need assistance with lesson planning, classroom management and creating student centered lessons. **Root Cause:** 80% of the school's teachers are first and second year teachers. In addition, some teachers are new to the field on education.

**Problem Statement 7:** Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause:** Salary differences between charter and public schools.

## School Processes & Programs

**Problem Statement 2:** Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause:** Salary differences between charter and public schools.

**Problem Statement 4:** Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor to increase the percentage of Advancement. **Root Cause:** Vertical planning has been secondary to grade level planning.





**Problem Statement 7:** Teachers need assistance with lesson planning, classroom management and creating student centered lessons. **Root Cause:** 80% of the school's teachers are first and second year teachers. In addition, some teachers are new to the field on education.

**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:** The percent of 6th grade students that score "Meets Grade Level" on STAAR Reading will increase from 16% to 21% by June 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Reading

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hire campus reading interventionist to provide additional instructional remediation to students to help close the gaps. Provide before school, afterschool, and Saturday tutoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal and assistant principals.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 2 - School Processes &amp; Programs 5 - Perceptions 2</p> <p><b>Funding Sources:</b> Funding needed to hire interventionist. - 211 - Title 1-A - \$50,000, Funding needed to hire interventionist. - 211 - Title I School Improvement - \$50,000</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 4 Problem Statements:**





<b>Demographics</b>
<p><b>Problem Statement 3:</b> Orem K8 has a large number of its population that is high poverty which leads to students not having access to internet at home, lack of focus on reading and low attendance. <b>Root Cause:</b> Lack of equitable household income.</p>
<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Students work at various learning levels, creating learning gaps among the various tiered learning groups. <b>Root Cause:</b> Teachers often lack the foundation to progressively move students at the same consistent pace.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 5:</b> Students work at various learning levels, creating learning gaps among the various tiered learning groups. <b>Root Cause:</b> Teachers often lack the foundation to progressively move students at the same consistent pace.</p>
<b>Perceptions</b>
<p><b>Problem Statement 2:</b> Orem K8 has a large number of its population that is high poverty which leads to students not having access to internet at home, lack of focus on reading and low attendance. <b>Root Cause:</b> Lack of equitable household income.</p>

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

**Performance Objective 5:** The percent of 7th grade students that score "Meets Grade Level" on STAAR Reading will increase from 32% to 38% by June 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Reading

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hire campus reading interventionist to provide additional instructional remediation to students to help close the gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal and assistant principals.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> Funding needed to hire interventionist. - 211 - Title 1-A - \$50,000, Funding needed to hire interventionist. - 211 - Title I School Improvement - \$50,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 5 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Students work at various learning levels, creating learning gaps among the various tiered learning groups. <b>Root Cause:</b> Teachers often lack the foundation to progressively move students at the same consistent pace.</p>
School Processes & Programs
<p><b>Problem Statement 5:</b> Students work at various learning levels, creating learning gaps among the various tiered learning groups. <b>Root Cause:</b> Teachers often lack the foundation to progressively move students at the same consistent pace.</p>





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

**Performance Objective 6:** The percent of 8th grade students that score "Meets Grade Level" on STAAR Reading will increase from 41% to 46% by June 2022

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Reading, EOC

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hire campus reading interventionist to provide additional instructional remediation to students to help close the gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal and assistant principals.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 5 - Perceptions 3</p> <p><b>Funding Sources:</b> Funding needed to hire interventionists. - 211 - Title 1-A - \$50,000, Funding needed to hire interventionists. - 211 - Title I School Improvement - \$50,000</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 6 Problem Statements:**

Student Learning
<p><b>Problem Statement 5:</b> Students enrolled have gaps in learning from local zone campuses. <b>Root Cause:</b> Lack of focus on instructional development of teachers.</p>
Perceptions
<p><b>Problem Statement 3:</b> Students enrolled have gaps in learning from local zone campuses. <b>Root Cause:</b> Lack of focus on instructional development of teachers.</p>

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





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

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Math, Algebra I, MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Bring in (or send our faculty/staff to ) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional technologist, campus principals and campus instructional coaches.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 7 - School Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> Funds needed for trainings and hiring subject matter experts - 263 - Title III - \$50,000, Funds needed for trainings and hiring subject matter experts. - 211 - Title 1-A - \$50,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Send campus teachers, instructional 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 staff strengthen their ability to support our students, including and in particular our English learners, DLI and other programs that will increase achievement of all students, particularly our special populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on the STAAR/EOC Meets level.</p> <p><b>Staff Responsible for Monitoring:</b> CAO, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 3, 4 - School Processes &amp; Programs 6, 7</p> <p><b>Funding Sources:</b> Funding needed for training and resources. - 263 - Title III - \$10,000, Funding needed for training and resources. - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Strategy 3: 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement. Build a foundation in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> CAO, Director of EL, Academic Directors, Instructional Technologist, Campus principal, Campus textbook coordinators, Campus instructional coaches, Campus media specialists.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> Funding needed for resources. - 211 - Title 1-A - \$20,000, Funding needed for resources. - 263 - Title III - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide enrichment summer school to English learners to develop and strengthen their knowledge base as well as their English language proficiency in all four domains.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> CAO, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 6 - Student Learning 2, 10 - School Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> Funding needed for summer school. - 263 - Title III - \$15,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Campuses that have newcomer ESL students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extending learning time for students, and parental engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> CAO, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 6 - Student Learning 10</p> <p><b>Funding Sources:</b> Funding needed for PD - 263 - Title III - \$20,000, Funding needed for PD - 211 - Title 1-A - \$20,000, Funding needed for PD - 211 - Title I School Improvement - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> By June 2022, ILTexas will provide parents of English learners learning opportunities to support their children at home via webinars and face to face meetings. This will increase reading and math performance for EL students at least 10%.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Director of EL, EL Coordinators, campus principals, LPAC administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 6 - Student Learning 10</p> <p><b>Funding Sources:</b> Funding needed for campus events to promote parent engagement. - 263 - Title III - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. <b>Root Cause:</b> Salary differences between charter and public schools.</p>

## Demographics

**Problem Statement 6:** ESL students need instruction that is differentiated in order to meet them at their level and assist with meeting academic proficiency. **Root Cause:** Students whose primary home language is other than English experience difficulties with English language acquisition.

## Student Learning

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

**Problem Statement 2:** Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause:** Teachers often lack the foundation to progressively move students at the same consistent pace.

**Problem Statement 3:** Teachers need resources that target differentiated instruction. **Root Cause:** Lack of resources that target various sub-pop groups.

**Problem Statement 4:** Teachers need assistance with lesson planning, classroom management and creating student centered lessons. **Root Cause:** 80% of the school's teachers are first and second year teachers. In addition, some teachers are new to the field on education.

**Problem Statement 7:** Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause:** Salary differences between charter and public schools.

**Problem Statement 10:** ESL students need instruction that is differentiated in order to meet them at their level and assist with meeting academic proficiency. **Root Cause:** Students whose primary home language is other than English experience difficulties with English language acquisition.

## School Processes & Programs

**Problem Statement 4:** Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor to increase the percentage of Advancement. **Root Cause:** Vertical planning has been secondary to grade level planning.

**Problem Statement 5:** Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause:** Teachers often lack the foundation to progressively move students at the same consistent pace.

**Problem Statement 6:** Teachers need resources that target differentiated instruction. **Root Cause:** Lack of resources that target various sub-pop groups.





**Problem Statement 7:** Teachers need assistance with lesson planning, classroom management and creating student centered lessons. **Root Cause:** 80% of the school's teachers are first and second year teachers. In addition, some teachers are new to the field on education.



**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 2021-22 school year, ILTexas campuses newly identified as in need of comprehensive support will score a at least 60% on their Domain III from the current average of 30% for these campuses.

**Targeted or ESF High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Bring in (or send our faculty/staff to ) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with focus on increasing the Meets Target goal on the STAAR Reading assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> CAO, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, campus instructional coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 4, 5 - School Processes &amp; Programs 2, 3</p> <p><b>Funding Sources:</b> Funding needed for PD and trainings - 211 - Title 1-A - \$70,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Will utilize the Whetstone program to provide feedback and provide effective instructional strategies to teachers by campus administrators, instructional coaches and area office personnel.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher capacity and efficacy.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal, assistant principals, campus instructional coaches and area office personnel.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 3, 4 - School Processes &amp; Programs 6, 7</p> <p><b>Funding Sources:</b> Funding needed to purchase Whetstone program and other teacher feedback and tracking systems. - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 4:</b> Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. <b>Root Cause:</b> Salary differences between charter and public schools.</p>

### Demographics

**Problem Statement 5:** The lack of professional development to properly implement the technology. **Root Cause:** Staff efficacy.

### Student Learning

**Problem Statement 3:** Teachers need resources that target differentiated instruction. **Root Cause:** Lack of resources that target various sub-pop groups.

**Problem Statement 4:** Teachers need assistance with lesson planning, classroom management and creating student centered lessons. **Root Cause:** 80% of the school's teachers are first and second year teachers. In addition, some teachers are new to the field on education.

### School Processes & Programs

**Problem Statement 2:** Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause:** Salary differences between charter and public schools.

**Problem Statement 3:** The lack of professional development to properly implement the technology. **Root Cause:** Staff efficacy.

**Problem Statement 6:** Teachers need resources that target differentiated instruction. **Root Cause:** Lack of resources that target various sub-pop groups.

**Problem Statement 7:** Teachers need assistance with lesson planning, classroom management and creating student centered lessons. **Root Cause:** 80% of the school's teachers are first and second year teachers. In addition, some teachers are new to the field on education.





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

**Performance Objective 3:** The percent of 6th grade students that score "Meets Grade Level" on STAAR Math will increase from 12% to 17% by June 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Math

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hire campus math interventionist to provide additional instructional remediation to students to help close the gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal and assistant principals.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> Funding needed to hire interventionist. - 211 - Title 1-A - \$50,000, Funding needed to hire interventionist. - 211 - Title I School Improvement - \$50,000</p>	Formative			Summative
	Nov	Jan	May	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**





Student Learning
<p><b>Problem Statement 2:</b> Students work at various learning levels, creating learning gaps among the various tiered learning groups. <b>Root Cause:</b> Teachers often lack the foundation to progressively move students at the same consistent pace.</p>
School Processes & Programs
<p><b>Problem Statement 5:</b> Students work at various learning levels, creating learning gaps among the various tiered learning groups. <b>Root Cause:</b> Teachers often lack the foundation to progressively move students at the same consistent pace.</p>

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

**Performance Objective 4:** The percent of 7th grade students that score "Meets Grade Level" on STAAR Math will increase from 28% to 33% by June 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Math

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hire campus math interventionist to provide additional instructional remediation to students to help close the gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal and assistant principals.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> Funding needed to hire interventionist. - 211 - Title 1-A - \$50,000, Funding needed to hire interventionist. - 211 - Title I School Improvement - \$50,000</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 4 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Students work at various learning levels, creating learning gaps among the various tiered learning groups. <b>Root Cause:</b> Teachers often lack the foundation to progressively move students at the same consistent pace.</p>
School Processes & Programs
<p><b>Problem Statement 5:</b> Students work at various learning levels, creating learning gaps among the various tiered learning groups. <b>Root Cause:</b> Teachers often lack the foundation to progressively move students at the same consistent pace.</p>





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

**Performance Objective 5:** The percent of 8th grade students that score "Meets Grade Level" on STAAR Math will increase from 25% to 30% by June 2022

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Math, EOC

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hire campus math interventionist to provide additional instructional remediation to students to help close the gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal and assistant principals.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 3, 5 - School Processes &amp; Programs 6 - Perceptions 3</p> <p><b>Funding Sources:</b> Funding needed to hire interventionists. - 211 - Title 1-A - \$50,000, Funding needed to hire interventionists. - 211 - Title I School Improvement - \$50,000</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 5 Problem Statements:**





<b>Student Learning</b>
<b>Problem Statement 3:</b> Teachers need resources that target differentiated instruction. <b>Root Cause:</b> Lack of resources that target various sub-pop groups.
<b>Problem Statement 5:</b> Students enrolled have gaps in learning from local zone campuses. <b>Root Cause:</b> Lack of focus on instructional development of teachers.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 6:</b> Teachers need resources that target differentiated instruction. <b>Root Cause:</b> Lack of resources that target various sub-pop groups.
<b>Perceptions</b>
<b>Problem Statement 3:</b> Students enrolled have gaps in learning from local zone campuses. <b>Root Cause:</b> Lack of focus on instructional development of teachers.

**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 2021-22 school year, all students at ILTexas Orem K-8 will show growth on ACTFL rating by 1 measure from novice low.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** ACTFL

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Bring in a tool to more effectively track language proficiency, to include artifacts of learning and progress.  <b>Strategy's Expected Result/Impact:</b> Increased student language proficiency.  <b>Staff Responsible for Monitoring:</b> Principals, assistant principals, GLAs and instructional coaches.  <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b>  <b>Problem Statements:</b> Student Learning 2, 3 - School Processes &amp; Programs 5, 6  <b>Funding Sources:</b> Funding needed to purchase tracking systems. - 211 - Title 1-A - \$200</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide teachers with bilingual resources for student engagement.  <b>Strategy's Expected Result/Impact:</b> Increased student engagement and achievement.  <b>Staff Responsible for Monitoring:</b> Principals, assistant principals, GLAs and instructional coaches.  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b>  <b>Problem Statements:</b> Demographics 6 - Student Learning 10</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 6:</b> ESL students need instruction that is differentiated in order to meet them at their level and assist with meeting academic proficiency. <b>Root Cause:</b> Students whose primary home language is other than English experience difficulties with English language acquisition.</p>

### Student Learning

**Problem Statement 2:** Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause:** Teachers often lack the foundation to progressively move students at the same consistent pace.

**Problem Statement 3:** Teachers need resources that target differentiated instruction. **Root Cause:** Lack of resources that target various sub-pop groups.

**Problem Statement 10:** ESL students need instruction that is differentiated in order to meet them at their level and assist with meeting academic proficiency. **Root Cause:** Students whose primary home language is other than English experience difficulties with English language acquisition.

### School Processes & Programs

**Problem Statement 5:** Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause:** Teachers often lack the foundation to progressively move students at the same consistent pace.





**Problem Statement 6:** Teachers need resources that target differentiated instruction. **Root Cause:** Lack of resources that target various sub-pop groups.

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

**Performance Objective 2:** By the end of the 2020-2021 school year at ILTexas Orem K-8 50% of 8th grade students will show growth on AAPPL test from novice low to novice high.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** AAPPL

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Bring in a tool to more effectively track language proficiency, to include artifacts of learning and progress.  <b>Strategy's Expected Result/Impact:</b> Increased student language proficiency.  <b>Staff Responsible for Monitoring:</b> Principals, assistant principals, GLAs and instructional coaches  <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b>  <b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 6  <b>Funding Sources:</b> Funding needed to purchase tracking systems. - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide teachers with bilingual resources for student engagement.  <b>Strategy's Expected Result/Impact:</b> Increased student engagement and achievement.  <b>Staff Responsible for Monitoring:</b> Principals, assistant principals, GLAs and instructional coaches.  <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b>  <b>Problem Statements:</b> Demographics 6 - Student Learning 10  <b>Funding Sources:</b> Funding needed for bilingual resources. - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 6:</b> ESL students need instruction that is differentiated in order to meet them at their level and assist with meeting academic proficiency. <b>Root Cause:</b> Students whose primary home language is other than English experience difficulties with English language acquisition.</p>



### Student Learning

**Problem Statement 3:** Teachers need resources that target differentiated instruction. **Root Cause:** Lack of resources that target various sub-pop groups.

**Problem Statement 10:** ESL students need instruction that is differentiated in order to meet them at their level and assist with meeting academic proficiency. **Root Cause:** Students whose primary home language is other than English experience difficulties with English language acquisition.

### School Processes & Programs

**Problem Statement 6:** Teachers need resources that target differentiated instruction. **Root Cause:** Lack of resources that target various sub-pop groups.





**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 2021-22 school year, we will increase the teacher retention rate from 80% to at least 85%.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Surveys and teacher retention data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> By June 2022, 100% of the teachers new to ILTexas will have participated in the district mentorship program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher retention rate.</p> <p><b>Staff Responsible for Monitoring:</b> Area Superintendents, PD Executive Director, Principals, Assistant Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 4, 5 - School Processes &amp; Programs 2, 3</p> <p><b>Funding Sources:</b> Funding needed to hire teachers - 211 - Title 1-A - \$50,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Support new teachers by meeting, observing, coaching, and helping to develop professional development for new to third year teachers and purchase Whetstone teacher feedback program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher retention rate and effectiveness of teachers in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> PD Executive Director, Chief Academic Officer, Assistant Principals and Principals.</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2, 4 - Student Learning 7 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Funding needed to hire teachers. - 211 - Title 1-A - \$50,000</p>	Formative			Summative
	Nov	Jan	May	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize Whetstone to provide feedback to teachers and observe instructional practices</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher retention and effectiveness.</p> <p><b>Staff Responsible for Monitoring:</b> PD Executive Director, Chief Academic Officer, Assistant Principals and Principals.</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 7</p> <p><b>Funding Sources:</b> Funding needed to hire teachers. - 211 - Title 1-A - \$50,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. <b>Root Cause:</b> Salary differences between charter and public schools.</p>
<p><b>Problem Statement 4:</b> Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. <b>Root Cause:</b> Salary differences between charter and public schools.</p>
<p><b>Problem Statement 5:</b> The lack of professional development to properly implement the technology. <b>Root Cause:</b> Staff efficacy.</p>
<b>Student Learning</b>
<p><b>Problem Statement 7:</b> Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. <b>Root Cause:</b> Salary differences between charter and public schools.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. <b>Root Cause:</b> Salary differences between charter and public schools.</p>
<p><b>Problem Statement 3:</b> The lack of professional development to properly implement the technology. <b>Root Cause:</b> Staff efficacy.</p>

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Bring in subject matter experts (such as but not limited to AIM for Success) and purchase resources (such as but not limited to purchasing kits for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students).	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <span>No Progress</span> </div> <div style="text-align: center;">  <span>Accomplished</span> </div> <div style="text-align: center;">  <span>Continue/Modify</span> </div> <div style="text-align: center;">  <span>Discontinue</span> </div> </div>				

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Bring in (or send our faculty/staff to ) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners.
1	1	2	Send campus teachers, instructional 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 staff strengthen their ability to support our students, including and in particular our English learners, DLI and other programs that will increase achievement of all students, particularly our special populations.
1	1	3	Strategy 3: 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.
1	1	4	Provide enrichment summer school to English learners to develop and strengthen their knowledge base as well as their English language proficiency in all four domains.
1	1	5	Campuses that have newcomer ESL students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extending learning time for students, and parental engagement. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.
1	1	6	By June 2022, ILTexas will provide parents of English learners learning opportunities to support their children at home via webinars and face to face meetings. This will increase reading and math performance for EL students at least 10%.
1	2	1	All teachers of ELs know their students' English language proficiency as reflected in TELPAS and are using linguistic accommodations routinely to increase their students' English language proficiency.
1	3	2	Will utilize the Whetstone program to provide feedback and provide effective instructional strategies to teachers by campus administrators, instructional coaches and area office personnel.
1	4	1	Hire campus reading interventionist to provide additional instructional remediation to students to help close the gaps. Provide before school, afterschool, and Saturday tutoring.
1	5	1	Hire campus reading interventionist to provide additional instructional remediation to students to help close the gaps.
1	6	1	Hire campus reading interventionist to provide additional instructional remediation to students to help close the gaps.
2	1	1	Bring in (or send our faculty/staff to ) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners.

Goal	Objective	Strategy	Description
2	1	2	Send campus teachers, instructional 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 staff strengthen their ability to support our students, including and in particular our English learners, DLI and other programs that will increase achievement of all students, particularly our special populations.
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2	2	2	Will utilize the Whetstone program to provide feedback and provide effective instructional strategies to teachers by campus administrators, instructional coaches and area office personnel.
2	3	1	Hire campus math interventionist to provide additional instructional remediation to students to help close the gaps.
2	4	1	Hire campus math interventionist to provide additional instructional remediation to students to help close the gaps.
2	5	1	Hire campus math interventionist to provide additional instructional remediation to students to help close the gaps.
3	1	1	Bring in a tool to more effectively track language proficiency, to include artifacts of learning and progress.
3	1	2	Provide teachers with bilingual resources for student engagement.
3	2	1	Bring in a tool to more effectively track language proficiency, to include artifacts of learning and progress.
3	2	2	Provide teachers with bilingual resources for student engagement.
4	1	1	By June 2022, 100% of the teachers new to ILTexas will have participated in the district mentorship program.
4	1	2	Support new teachers by meeting, observing, coaching, and helping to develop professional development for new to third year teachers and purchase Whetstone teacher feedback program.
4	1	3	Utilize Whetstone to provide feedback to teachers and observe instructional practices

# Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Bring in (or send our faculty/staff to ) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners.
1	1	2	Send campus teachers, instructional 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 staff strengthen their ability to support our students, including and in particular our English learners, DLI and other programs that will increase achievement of all students, particularly our special populations.
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1	1	4	Provide enrichment summer school to English learners to develop and strengthen their knowledge base as well as their English language proficiency in all four domains.
1	1	5	Campuses that have newcomer ESL students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extending learning time for students, and parental engagement. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.
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1	3	2	Will utilize the Whetstone program to provide feedback and provide effective instructional strategies to teachers by campus administrators, instructional coaches and area office personnel.
1	4	1	Hire campus reading interventionist to provide additional instructional remediation to students to help close the gaps. Provide before school, afterschool, and Saturday tutoring.
1	5	1	Hire campus reading interventionist to provide additional instructional remediation to students to help close the gaps.
1	6	1	Hire campus reading interventionist to provide additional instructional remediation to students to help close the gaps.
2	1	1	Bring in (or send our faculty/staff to ) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners.

Goal	Objective	Strategy	Description
2	1	2	Send campus teachers, instructional 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 staff strengthen their ability to support our students, including and in particular our English learners, DLI and other programs that will increase achievement of all students, particularly our special populations.
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3	2	1	Bring in a tool to more effectively track language proficiency, to include artifacts of learning and progress.
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4	1	1	By June 2022, 100% of the teachers new to ILTexas will have participated in the district mentorship program.
4	1	2	Support new teachers by meeting, observing, coaching, and helping to develop professional development for new to third year teachers and purchase Whetstone teacher feedback program.
4	1	3	Utilize Whetstone to provide feedback to teachers and observe instructional practices



## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Bring in (or send our faculty/staff to ) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners.
1	1	2	Send campus teachers, instructional 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 staff strengthen their ability to support our students, including and in particular our English learners, DLI and other programs that will increase achievement of all students, particularly our special populations.
1	1	3	Strategy 3: 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.
1	1	4	Provide enrichment summer school to English learners to develop and strengthen their knowledge base as well as their English language proficiency in all four domains.
1	1	5	Campuses that have newcomer ESL students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extending learning time for students, and parental engagement. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.
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1	4	1	Hire campus reading interventionist to provide additional instructional remediation to students to help close the gaps. Provide before school, afterschool, and Saturday tutoring.
1	5	1	Hire campus reading interventionist to provide additional instructional remediation to students to help close the gaps.
1	6	1	Hire campus reading interventionist to provide additional instructional remediation to students to help close the gaps.
2	1	1	Bring in (or send our faculty/staff to ) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners.

Goal	Objective	Strategy	Description
2	1	2	Send campus teachers, instructional 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 staff strengthen their ability to support our students, including and in particular our English learners, DLI and other programs that will increase achievement of all students, particularly our special populations.
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3	1	1	Bring in a tool to more effectively track language proficiency, to include artifacts of learning and progress.
3	1	2	Provide teachers with bilingual resources for student engagement.
3	2	1	Bring in a tool to more effectively track language proficiency, to include artifacts of learning and progress.
3	2	2	Provide teachers with bilingual resources for student engagement.
4	1	1	By June 2022, 100% of the teachers new to ILTexas will have participated in the district mentorship program.
4	1	2	Support new teachers by meeting, observing, coaching, and helping to develop professional development for new to third year teachers and purchase Whetstone teacher feedback program.
4	1	3	Utilize Whetstone to provide feedback to teachers and observe instructional practices

# Campus Funding Summary

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Funds needed for trainings and hiring subject matter experts.		\$50,000.00
1	1	2	Funding needed for training and resources.		\$10,000.00
1	1	3	Funding needed for resources.		\$20,000.00
1	1	5	Funding needed for PD		\$20,000.00
1	3	1	Funding needed for PD and trainings		\$70,000.00
1	3	2	Funding needed to purchase Whetstone program and other teacher feedback and tracking systems.		\$10,000.00
1	4	1	Funding needed to hire interventionist.		\$50,000.00
1	5	1	Funding needed to hire interventionist.		\$50,000.00
1	6	1	Funding needed to hire interventionists.		\$50,000.00
2	1	1	Funds needed for trainings and hiring subject matter experts.		\$50,000.00
2	1	2	Funding needed for training and resources.		\$10,000.00
2	1	3	Funding needed for resources.		\$20,000.00
2	1	5	Funding needed for PD		\$20,000.00
2	2	1	Funding needed for PD and trainings		\$70,000.00
2	2	2	Funding needed to purchase Whetstone program and other teacher feedback and tracking systems.		\$10,000.00
2	3	1	Funding needed to hire interventionist.		\$50,000.00
2	4	1	Funding needed to hire interventionist.		\$50,000.00
2	5	1	Funding needed to hire interventionists.		\$50,000.00
3	1	1	Funding needed to purchase tracking systems.		\$200.00
3	2	1	Funding needed to purchase tracking systems.		\$10,000.00
3	2	2	Funding needed for bilingual resources.		\$10,000.00
4	1	1	Funding needed to hire teachers		\$50,000.00
4	1	2	Funding needed to hire teachers.		\$50,000.00
4	1	3	Funding needed to hire teachers.		\$50,000.00
<b>Sub-Total</b>					<b>\$830,200.00</b>

263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Funds needed for trainings and hiring subject matter experts		\$50,000.00
1	1	2	Funding needed for training and resources.		\$10,000.00
1	1	3	Funding needed for resources.		\$20,000.00
1	1	4	Funding needed for summer school.		\$15,000.00
1	1	5	Funding needed for PD		\$20,000.00
1	1	6	Funding needed for campus events to promote parent engagement.		\$2,000.00
1	2	1	Funding needed for teacher training.		\$10,000.00
2	1	1	Funds needed for trainings and hiring subject matter experts		\$50,000.00
2	1	2	Funding needed for training and resources.		\$10,000.00
2	1	3	Funding needed for resources.		\$20,000.00
2	1	4	Funding needed for summer school.		\$15,000.00
2	1	5	Funding needed for PD		\$20,000.00
2	1	6	Funding needed for campus events to promote parent engagement.		\$2,000.00
<b>Sub-Total</b>					\$244,000.00
211 - Title I School Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Funding needed for PD		\$20,000.00
1	4	1	Funding needed to hire interventionist.		\$50,000.00
1	5	1	Funding needed to hire interventionist.		\$50,000.00
1	6	1	Funding needed to hire interventionists.		\$50,000.00
2	1	5	Funding needed for PD		\$20,000.00
2	3	1	Funding needed to hire interventionist.		\$50,000.00
2	4	1	Funding needed to hire interventionist.		\$50,000.00
2	5	1	Funding needed to hire interventionists.		\$50,000.00
<b>Sub-Total</b>					\$340,000.00
<b>Grand Total</b>					\$1,414,200.00

# Addendums