International Leadership of Texas

Aggieland High School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

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

Vision

ILTexas Aggieland High School will grow and nurture students while guiding them as they reach their academic capacity. While attending ILTexas, students will build relationships and excel academically. At the same time, learners will develop a love for serving others and a desire to live ahealthy lifestyle.

Value Statement

All students have value. All students have potential. All students have the right to high expectations, caring teachers and a loving learning environment. Our job is to receive students as they are, then move them forward as much as possible. School and parent collaboration is paramount.

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Comprehensive Needs Assessment

Revised/Approved: June 17, 2021

Demographics

Demographics Summary

Student Demographics Summary

ILTexas serves students from various academic backgrounds that include different public school districts, charter schools, private schools and home school. Our campus population for the year 2020 - 2021 had a total of 91 students. A variety of different ethnic groups are represented, with the top three being Hispanic/Latino 46%, White 31% and Black/African American
16%.

Demographic Breakdown

Gender	
Male	40.66%
Female	59.34%

Ethinicity	
Hispanic-Latino	46.15%
African American	16.48%
White	31.87%
Asian	2.20%
Two or More Races	3.30%

Economically Dis.	
Free Lunch	15.38%
Reduced Lunch	7.69%
Other Eco Dis	30.77%

Students by Program

Gender

LEP	5.49%
GT	12.09%
SPED	5.49%
Dyslexia	5.49%
Section 504	16.48%

This will be our second year that we will be serving our students. Aggieland High School is a college prep high school which will focus on International Leadership and trilingual education. Our projected enrollment for the 2021-2022 school year will be 200 students. We are also expecting a 9th grade class consisting of 110 coming from our College Station K8 and students new to the ILTexas charter. Our curriculum will include Spanish, Mandarin, leadership, fitness, and a grade level community service project which will be led by our students. Our focus will be to foster exceptional leaders for the international community by strengthening the body, mind and character.

Demographics Strengths

At ILTexas Aggieland HS, we have a very diverse student population. Our class sizes are below the state averages. Our students will recieve high quality instruction focusing on core content, CTE while acquiring forgein languges in Spanish and Chinese (Mandarin). We provide students Leadership development to prepare for the Global World as well has strength in mind and body through fitness. Agglieland HS is a school of choice that has exceeded its enrollment benchmark.

- ILTexas is a School of Choice - Our families decide to send their students to our school and not sending here because they are zoned to our district.
- ILTexas Aggieland High School has built a family community and safe environment which both students and parents appreciate.
- Diversity of Learners - our student population is made up of students from unique backgrounds, multiple countries and cultures represented.
- Students will learn from different cultures which is not provided at most US schools.
- The diversity, of this school, supports our core mission to "prepare students for exceptional leadership roles in the international community".
- We have two leadership teachers that will specify in the Leadership curriculum to also further our mission within our student body.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Academic gaps in newly enrolled students. **Root Cause:** Students are enrolling from surrounding districts, charters, home schooling, etc. with significant gaps.

Problem Statement 2: Students without English as a first language struggle to master content. **Root Cause:** Students have a lack of academic vocabulary in English.

Problem Statement 3 (Prioritized): Students are coming in with academic gaps. **Root Cause:** Beginning in March of 2019, students have had gaps in receiving instruction as well as less than best practices of lesson delivery due to the pandemic.

Problem Statement 4 (Prioritized): Curriculum at times does not align with the rigor of the state assessments. **Root Cause:** TEKS Resource does not provide adequate level of rigor for novice teachers.

Problem Statement 5 (Prioritized): Percentage of students to achieve the Meets and Masters level of STAAR. **Root Cause:** Teacher capacity to better understand standards and level of rigor needed.

Problem Statement 6: Lack of resources for students acquiring English and for those acquiring a second language such as Spanish and Chinese. **Root Cause:** Resources provided by the charter are inadequate for secondary learners.

Problem Statement 7 (Prioritized): Teacher development to have a better capacity to address diverse learners in the classroom. **Root Cause:** Students come from various ISD's, charters, homeschool, etc.

Student Learning

Student Learning Summary

Spring 2021 STAAR EOC, Algebra I

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ILTexas Aggieland HS	37	22	3605	40.92%	45.95%	21.62%	8.11%	05/01/21
Economic Disadvantage	12	21	3549	38.17%	41.67%	16.67%	0%	05/01/21
Black/African American	8	19	3498	35.88%	25%	12.50%	0%	05/01/21
Hispanic	16	23	3646	42.31%	50%	18.75%	12.50%	05/01/21
White	13	23	3621	42.31%	53.85%	30.77%	7.69%	05/01/21
LEP	3	20	3527	37.67%	33.33%	33.33%	0%	05/01/21
Special Ed Indicator	4	13	3223	23.25%	0%	0%	0%	05/01/21

Spring 2021 STAAR EOC, English I

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ILTexas Aggieland HS	45	46	4113	67.44%	77.78%	71.11%	15.56%	05/01/21
Economic Disadvantage	17	47	4108	68.35%	82.35%	70.59%	5.88%	05/01/21
Asian	1	48	4114	71%	100%	100%	0%	05/01/21
Black/African American	7	45	4065	65.71%	85.71%	57.14%	14.29%	05/01/21
Hispanic	21	44	4031	64.19%	66.67%	66.67%	4.76%	05/01/21
White	16	49	4240	72.25%	87.50%	81.25%	31.25%	05/01/21
LEP	3	24	3339	34.67%	0%	0%	0%	05/01/21
Special Ed Indicator	4	24	3355	35%	0%	0%	0%	05/01/21

Spring 2021 STAAR EOC, English II

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ILTexas Aggieland HS	33	48	4226	70.79%	81.82%	63.64%	12.12%	05/01/21
Economic Disadvantage	20	46	4051	67.50%	80%	55%	0%	05/01/21
Black/African American	6	44	3967	64.17%	66.67%	50%	0%	05/01/21
Hispanic	15	43	3953	63.60%	73.33%	46.67%	0%	05/01/21
Two or More Races	1	54	4374	79%	100%	100%	0%	05/01/21
White	11	57	4727	83.45%	100%	90.91%	36.36%	05/01/21
First Year of Monitoring	1	44	3964	65%	100%	0%	0%	05/01/21
LEP	3	32	3573	47.67%	33.33%	0%	0%	05/01/21

Spring 2021 STAAR EOC, Biology

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ILTexas Aggieland HS	43	30	4031	60%	81.40%	51.16%	18.60%	05/01/21
Economic Disadvantage	16	31	4070	62.25%	93.75%	50%	12.50%	05/01/21
Asian	1	34	4148	68%	100%	100%	0%	05/01/21
Black/African American	7	26	3848	52.29%	57.14%	42.86%	14.29%	05/01/21
Hispanic	21	29	3998	58.67%	85.71%	42.86%	14.29%	05/01/21
White	14	33	4164	65.29%	85.71%	64.29%	28.57%	05/01/21
LEP	3	20	3535	39.33%	33.33%	0%	0%	05/01/21
Special Ed Indicator	4	16	3386	32.50%	25%	0%	0%	05/01/21

Student Learning Strengths

- Biology - 81.40% Aproaches, 18.60% masters
- English II - 81.82% Approaches, 63.64% Meets
- English I - 77.78% Approaches, 71.11% Meets

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are coming in with academic gaps. **Root Cause:** Beginning in March of 2019, students have had gaps in receiving instruction as well as less than best practices of lesson delivery due to the pandemic.

Problem Statement 2 (Prioritized): Curriculum at times does not align with the rigor of the state assessments. **Root Cause:** TEKS Resource does not provide adequate level of rigor for novice teachers.

Problem Statement 3 (Prioritized): Percentage of students to achieve the Meets and Masters level of STAAR. **Root Cause:** Teacher capacity to better understand standards and level of rigor needed.

Problem Statement 4: Students without English as a first language struggle to master content. **Root Cause:** Students have a lack of academic vocabulary in English.

Problem Statement 5: Lack of resources for students acquiring English and for those acquiring a second language such as Spanish and Chinese. **Root Cause:** Resources provided by the charter are inadequate for secondary learners.

Problem Statement 6: Academic gaps in newly enrolled students. **Root Cause:** Students are enrolling from surrounding districts, charters, home schooling, etc. with significant gaps.

Problem Statement 7 (Prioritized): Teacher development to have a better capacity to address diverse learners in the classroom. **Root Cause:** Students come from various ISD's, charters, homeschool, etc.

Problem Statement 8: Teachers have a lack of experience going in depth within online platforms. **Root Cause:** Professional development has been surface level on newly adopted programs.

Problem Statement 9: Timeliness of communication can frustrate families and community. **Root Cause:** Campus receives last minute communication.

School Processes & Programs

School Processes & Programs Summary

Staff Demographics

Last year at Aggieland HS we have a total of 9 teachers, 2 for foreign languages, 4 core content and 1 physical fitness, 1 for fine arts, and 1 for SPED. This year, we will be doubling our staff as our student body is doubling. Our teachers are dedicated to their profession and the students and work hard for the mission of ILTexas.

STAFF QUALITY, RECRUITMENT AND RETENTION SUMMARY

- Virutal/physical job fairs
- Teacher stipends for growth in STAAR ELA/Math
- Mentor teachers
- Instructional Coach
- Math/Science Stipend
- PD teacher development
- Inclusive Culture

ILTexas Aggieland curriculum is TEKS based and is required to follow a scope and sequence rooted in state standards. Teachers are required to use these resources to guide their planning, instruction and assessment. Planning, instruction and assessment will be aligned - horizontally and vertically. Curriculum, instruction and assessment will be at the heart of all PLC meetings. Planning and instruction will be driven by and responsive to student data.

All teachers and students will have access to current technolgy and resources on a daily basis to enhance instruction. All teachers will have a Smart TV in the classroom and recieve training. Each student has their own Chromebook and a number of online platforms to utilize.

School Processes & Programs Strengths

Aggieland HS has an inclusive culture that encourages staff from all social economic class, ethinicities, cultures and walks of life.

- Monthly recognition for teachers
- Positve campus culture
- Stipends for mentors (mentor program)
- Mentor/buddy program for new teachers and new to ILTexas
- Stipends for math and science content teachers
- Stipends for lead representative positions

CURRRICULUM, 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

- PLCs with each grade level team and by content area
- TEKS-based resources
- Academic tools, online platforms
- Use of creativity in lesson design
- Pearson Envision is a useful tool, closely aligned to the TEKS
- Chromebooks will allow teachers to support technological literacy and incorporate various medias into their instruction
- Students will utilize technology daily for their instruction and learning
- Texas A&M partnership with Dr. Wijekumar, ELA strategies

- 1:1 campus with technology.
- Media specialist to support teachers and students with this technology.
- Access to programs that promote student learning.
- CTE pathway for AV and Engineering/Robotics

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Curriculum at times does not align with the rigor of the state assessments. **Root Cause:** TEKS Resource does not provide adequate level of rigor for novice teachers.

Problem Statement 2 (Prioritized): Percentage of students to achieve the Meets and Masters level of STAAR. **Root Cause:** Teacher capacity to better understand standards and level of rigor needed.

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Problem Statement 6: Academic gaps in newly enrolled students. **Root Cause:** Students are enrolling from surrounding districts, charters, home schooling, etc. with significant gaps.

Problem Statement 7: Students without English as a first language struggle to master content. **Root Cause:** Students have a lack of academic vocabulary in English.

Problem Statement 8 (Prioritized): Students are coming in with academic gaps. **Root Cause:** Beginning in March of 2019, students have had gaps in receiving instruction as well as less than best practices of lesson delivery due to the pandemic.

Problem Statement 9: Timeliness of communication can frustrate families and community. **Root Cause:** Campus receives last minute communication.

Problem Statement 10: Notification of changes are last minute. **Root Cause:** Receiving information last minute to communicate out.

Perceptions

Perceptions Summary

- Active PTO
- Multicultural Festival
- Student Service Projects
- Monthly Coffee with the Principal
- Language Classes for parents

Perceptions Strengths

Parents surveyed yields, overall 95.44% of our parents feel that our campus staff are welcoming, knowledgeable, and professional. There were 2.54% of parents that did not agree, and around 2% of parents that felt neutral about this category.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Timeliness of communication can frustrate families and community. **Root Cause:** Campus receives last minute communication.

Problem Statement 2: Notification of changes are last minute. **Root Cause:** Receiving information last minute to communicate out.

Problem Statement 3 (Prioritized): Curriculum at times does not align with the rigor of the state assessments. **Root Cause:** TEKS Resource does not provide adequate level of rigor for novice teachers.

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Problem Statement 7: Teachers have a lack of experience going in depth within online platforms. **Root Cause:** Professional development has been surface level on newly adopted programs.

Priority Problem Statements

Problem Statement 1: Students are coming in with academic gaps.
Root Cause 1: Beginning in March of 2019, students have had gaps in receiving instruction as well as less than best practices of lesson delivery due to the pandemic.
Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: Percentage of students to achieve the Meets and Masters level of STAAR.
Root Cause 2: Teacher capacity to better understand standards and level of rigor needed.
Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Curriculum at times does not align with the rigor of the state assessments.
Root Cause 3: TEKS Resource does not provide adequate level of rigor for novice teachers.
Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: Teacher development to have a better capacity to address diverse learners in the classroom.
Root Cause 4: Students come from various ISD's, charters, homeschool, etc.
Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

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

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
- Communications data
- Capacity and resources data

Goals

Revised/Approved: June 17, 2021

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 students that score "Meets Grade Level" on STAAR English I will increase from 71% to 85% by June 2022.

   Evaluation Data Sources: ECA, Benchmark

Strategy 1 Details	Reviews			
Strategy 1: Teachers will work directly with an instructional coach to help develop capacity in instructional design and implementation.	**Formative**			**Summative**
	Nov	Jan	May	June
Strategy's Expected Result/Impact: Increases in student achievement. **Staff Responsible for Monitoring:** Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 4, 5, 7 - Student Learning 2, 3, 7 - School Processes & Programs 1, 2, 3 - Perceptions 3, 4, 6 **Funding Sources:** Instructional Coach - 211 - Title 1-A - $50,000				
Strategy 2 Details	Reviews			
Strategy 2: Provide technology and instructional resources to support teacher instruction, and promote student engagement in core content classroom. (such as, hybrid instructional tools - monitors, headphones, cameras, microphones to help students overcome fear of public speaking to actively engage in classroom presentations. etc.)	**Formative**			**Summative**
	Nov	Jan	May	June
Strategy's Expected Result/Impact: Increase of students with Meets in Core Content Classrooms **Staff Responsible for Monitoring:** Teachers, Campus Admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 1 - School Processes & Programs 8 **Funding Sources:** Instructional Materials - 211 - Title 1-A - $2,000, Instructional Materials - 420 - State - $2,000				

Strategy 3 Details	Reviews			
Strategy 3: Provide after school, Saturday school tutorials for students identified At-Risk to close the academic gaps. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase in students identified At-Risk to attaining Meets. **Staff Responsible for Monitoring:** Principal, AP, IC, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 **Problem Statements:** Demographics 3 - Student Learning 1 - School Processes & Programs 8 **Funding Sources:** Tutorials - 211 - Title 1-A - $5,000				

Strategy 4 Details	Reviews			
Strategy 4: Send campus (teachers/coaches/principals/assistant principals) and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Director of EL K-12, Deputy Superintendent of Academics & Student Services, Academic Directors, Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - 263 - Title III				

Strategy 5 Details	Reviews			
Strategy 5: Purchase supplemental technology (such as Chromebooks), instructional materials and evaluation/assessment/data analysis resources (and subsequent related PD). This includes hardcopies as well as online tools/software to scaffold instruction (i.e, , Peoples Education-Measuring Up, Lead4ward data modules, Sped Evaluation kits, bilingual dictionaries, leveled readers etc).	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Academic Directors, Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - 263 - Title III				

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

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: Students are coming in with academic gaps. **Root Cause**: Beginning in March of 2019, students have had gaps in receiving instruction as well as less than best practices of lesson delivery due to the pandemic.

Problem Statement 4: Curriculum at times does not align with the rigor of the state assessments. **Root Cause**: TEKS Resource does not provide adequate level of rigor for novice teachers.

Problem Statement 5: Percentage of students to achieve the Meets and Masters level of STAAR. **Root Cause**: Teacher capacity to better understand standards and level of rigor needed.

Problem Statement 7: Teacher development to have a better capacity to address diverse learners in the classroom. **Root Cause**: Students come from various ISD's, charters, homeschool, etc.

Student Learning

Problem Statement 1: Students are coming in with academic gaps. **Root Cause**: Beginning in March of 2019, students have had gaps in receiving instruction as well as less than best practices of lesson delivery due to the pandemic.

Problem Statement 2: Curriculum at times does not align with the rigor of the state assessments. **Root Cause**: TEKS Resource does not provide adequate level of rigor for novice teachers.

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School Processes & Programs

Problem Statement 1: Curriculum at times does not align with the rigor of the state assessments. **Root Cause**: TEKS Resource does not provide adequate level of rigor for novice teachers.

Problem Statement 2: Percentage of students to achieve the Meets and Masters level of STAAR. **Root Cause**: Teacher capacity to better understand standards and level of rigor needed.

Problem Statement 3: Teacher development to have a better capacity to address diverse learners in the classroom. **Root Cause**: Students come from various ISD's, charters, homeschool, etc.

Problem Statement 8: Students are coming in with academic gaps. **Root Cause**: Beginning in March of 2019, students have had gaps in receiving instruction as well as less than best practices of lesson delivery due to the pandemic.

Perceptions

Problem Statement 3: Curriculum at times does not align with the rigor of the state assessments. **Root Cause**: TEKS Resource does not provide adequate level of rigor for novice teachers.

Problem Statement 4: Percentage of students to achieve the Meets and Masters level of STAAR. **Root Cause**: Teacher capacity to better understand standards and level of rigor needed.

Problem Statement 6: Teacher development to have a better capacity to address diverse learners in the classroom. **Root Cause**: Students come from various ISD's, charters, homeschool, etc.

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

Performance Objective 1: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 22% to 35% by June 2022.

    Evaluation Data Sources: ECA, Benchmark, MAP

Strategy 1 Details		Reviews			
Strategy 1: Teachers will work directly with instructional coach to improve practices.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in students with Meets in STAAR **Staff Responsible for Monitoring:** Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 4, 5, 7 - Student Learning 2, 3, 7 - School Processes & Programs 1, 2, 3 - Perceptions 3, 4, 6		**Nov**	**Jan**	**May**	**June**
Strategy 2 Details		Reviews			
Strategy 2: Provide professional development to teachers in the form of book studies, virtual conferences, charter professional development, and outside contract hours.		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase Math Scores **Staff Responsible for Monitoring:** Principal, AP, GLA **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 4, 5 - Student Learning 2, 3 - School Processes & Programs 1, 2 - Perceptions 3, 4 **Funding Sources:** PD - 211 - Title 1-A - $600					
Strategy 3 Details		Reviews			
Strategy 3: 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.		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 **Funding Sources:** - 263 - Title III					

Strategy 4 Details	Reviews			
Strategy 4: Develop curriculum resources and lesson plans (including targeted plans to meet the needs of our special populations) during the school year and during the summer (for summer, fall and spring semesters).	Formative			Summative
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increased student achievement, increased rigor, more closely aligned instruction.
    Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Academic and EL Director.
    Title I Schoolwide Elements: 2.4, 2.5, 2.6
    Funding Sources: - 263 - Title III, - 420 - State, - 244 - Carl Perkins, - 211 - Title 1-A, - 255 - Title II				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: Curriculum at times does not align with the rigor of the state assessments. **Root Cause**: TEKS Resource does not provide adequate level of rigor for novice teachers.
Problem Statement 5: Percentage of students to achieve the Meets and Masters level of STAAR. **Root Cause**: Teacher capacity to better understand standards and level of rigor needed.
Problem Statement 7: Teacher development to have a better capacity to address diverse learners in the classroom. **Root Cause**: Students come from various ISD's, charters, homeschool, etc.

Student Learning
Problem Statement 2: Curriculum at times does not align with the rigor of the state assessments. **Root Cause**: TEKS Resource does not provide adequate level of rigor for novice teachers.
Problem Statement 3: Percentage of students to achieve the Meets and Masters level of STAAR. **Root Cause**: Teacher capacity to better understand standards and level of rigor needed.
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| School Processes & Programs |
|---|
| **Problem Statement 1**: Curriculum at times does not align with the rigor of the state assessments. **Root Cause**: TEKS Resource does not provide adequate level of rigor for novice teachers. |
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| **Problem Statement 3**: Teacher development to have a better capacity to address diverse learners in the classroom. **Root Cause**: Students come from various ISD's, charters, homeschool, etc. |

Perceptions

Problem Statement 3: Curriculum at times does not align with the rigor of the state assessments. **Root Cause**: TEKS Resource does not provide adequate level of rigor for novice teachers.

Problem Statement 4: Percentage of students to achieve the Meets and Masters level of STAAR. **Root Cause**: Teacher capacity to better understand standards and level of rigor needed.

Problem Statement 6: Teacher development to have a better capacity to address diverse learners in the classroom. **Root Cause**: Students come from various ISD's, charters, homeschool, etc.

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

Performance Objective 1: The percent of graduates that demonstrate College, Career, and/or Military Readiness will be 70% by June 2022.

    Evaluation Data Sources: MAP, Benchmark

Strategy 1 Details	Reviews			
Strategy 1: All 10th graders will be provided the opportunity to take TSIA2 and will use Study Island or IXL to prepare students for the math portion of the assessment.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increased passing rates of TSIA2 and college readiness
    Staff Responsible for Monitoring: Teacher, Counselor, Campus Admin
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum
    Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 8
    Funding Sources: CCMR Instructional Supplies - 211 - Title 1-A - $1,000, CCMR Instructional Supplies - 289 - Title IV - $1,000				

Strategy 2 Details	Reviews			
Strategy 2: Provide Students with AP courses and reduced price/free AP testing for all AP students wishing to test.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increase results on SAT
    Staff Responsible for Monitoring: Campus Admin, Teachers
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
    Problem Statements: Demographics 7 - Student Learning 7 - School Processes & Programs 3 - Perceptions 6
    Funding Sources: Advanced Subject Material - 211 - Title 1-A - $2,500				

Strategy 3 Details	Reviews			
Strategy 3: Provide digital resources including but not limited to computer hardware, computer software, peripherals, and industry based tools.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increase academic performance and CCMR percentage
    Staff Responsible for Monitoring: Campus Administrators, Content Leads, and Instructional Coaches
    TEA Priorities: Connect high school to career and college				

Strategy 4 Details	Reviews			
Strategy 4: Provide professional development and professional growth opportunities via conferences, workshops, through subject matter experts and via book studies.	Formative			Summative
	Nov	Jan	May	June
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Principals, District Executive director of PD **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1 **Funding Sources:** - 211 - Title 1-A				

Strategy 5 Details	Reviews			
Strategy 5: Provide digital resources including but not limited to computer hardware, computer software, peripherals, and industry based tools.	Formative			Summative
	Nov	Jan	May	June
Strategy's Expected Result/Impact: Increased student achievement. **Staff Responsible for Monitoring:** Admin, charter ICs, teachers. **Title I Schoolwide Elements:** 2.5, 2.6				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Students are coming in with academic gaps. **Root Cause**: Beginning in March of 2019, students have had gaps in receiving instruction as well as less than best practices of lesson delivery due to the pandemic.
Problem Statement 7: Teacher development to have a better capacity to address diverse learners in the classroom. **Root Cause**: Students come from various ISD's, charters, homeschool, etc.

Student Learning
Problem Statement 1: Students are coming in with academic gaps. **Root Cause**: Beginning in March of 2019, students have had gaps in receiving instruction as well as less than best practices of lesson delivery due to the pandemic.
Problem Statement 7: Teacher development to have a better capacity to address diverse learners in the classroom. **Root Cause**: Students come from various ISD's, charters, homeschool, etc.

School Processes & Programs
Problem Statement 3: Teacher development to have a better capacity to address diverse learners in the classroom. **Root Cause**: Students come from various ISD's, charters, homeschool, etc.
Problem Statement 8: Students are coming in with academic gaps. **Root Cause**: Beginning in March of 2019, students have had gaps in receiving instruction as well as less than best practices of lesson delivery due to the pandemic.

Perceptions
Problem Statement 6: Teacher development to have a better capacity to address diverse learners in the classroom. **Root Cause**: Students come from various ISD's, charters, homeschool, etc.

Goal 4: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2022.

Performance Objective 1: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2022.

Evaluation Data Sources: Teacher, ACTFL ratings

Strategy 1 Details	Reviews			
Strategy 1: Students will use Seesaw as a routine classroom resource to measure performance and assessment	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will increase their language performance in speaking, listening, reading, and writing in target language	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Teacher, Campus Admin				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 8				
Funding Sources: Instructional Resources - 211 - Title 1-A - $3,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Students are coming in with academic gaps. **Root Cause**: Beginning in March of 2019, students have had gaps in receiving instruction as well as less than best practices of lesson delivery due to the pandemic.

Student Learning
Problem Statement 1: Students are coming in with academic gaps. **Root Cause**: Beginning in March of 2019, students have had gaps in receiving instruction as well as less than best practices of lesson delivery due to the pandemic.

School Processes & Programs
Problem Statement 8: Students are coming in with academic gaps. **Root Cause**: Beginning in March of 2019, students have had gaps in receiving instruction as well as less than best practices of lesson delivery due to the pandemic.

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

Performance Objective 1: The percentage of teachers retained annually will be 90% or higher by June 2022.

    Evaluation Data Sources: Staff Survey, retention

Strategy 1 Details	Reviews			
Strategy 1: New teachers assigned mentor teachers that will meet routinely throughout the year	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in teacher retention	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Campus Admin				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				
Problem Statements: Demographics 5 - Student Learning 3 - School Processes & Programs 2 - Perceptions 4				

Strategy 2 Details	Reviews			
Strategy 2: All teachers will participate in campus level PD throughout the year and specifically prior to school, PD Days, and Data Days	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase in teachers' capacity				
Staff Responsible for Monitoring: Campus Admin, IC				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Demographics 3, 5, 7 - Student Learning 1, 3, 7 - School Processes & Programs 2, 3, 8 - Perceptions 4, 6				
Funding Sources: Professional Development Instructional Supplies - 211 - Title 1-A - $1,000, Professional Development Instructional Supplies - 420 - State - $2,500				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Students are coming in with academic gaps. **Root Cause**: Beginning in March of 2019, students have had gaps in receiving instruction as well as less than best practices of lesson delivery due to the pandemic.
Problem Statement 5: Percentage of students to achieve the Meets and Masters level of STAAR. **Root Cause**: Teacher capacity to better understand standards and level of rigor needed.
Problem Statement 7: Teacher development to have a better capacity to address diverse learners in the classroom. **Root Cause**: Students come from various ISD's, charters, homeschool, etc.

Student Learning

Problem Statement 1: Students are coming in with academic gaps. **Root Cause**: Beginning in March of 2019, students have had gaps in receiving instruction as well as less than best practices of lesson delivery due to the pandemic.

Problem Statement 3: Percentage of students to achieve the Meets and Masters level of STAAR. **Root Cause**: Teacher capacity to better understand standards and level of rigor needed.

Problem Statement 7: Teacher development to have a better capacity to address diverse learners in the classroom. **Root Cause**: Students come from various ISD's, charters, homeschool, etc.

School Processes & Programs

Problem Statement 2: Percentage of students to achieve the Meets and Masters level of STAAR. **Root Cause**: Teacher capacity to better understand standards and level of rigor needed.

Problem Statement 3: Teacher development to have a better capacity to address diverse learners in the classroom. **Root Cause**: Students come from various ISD's, charters, homeschool, etc.

Problem Statement 8: Students are coming in with academic gaps. **Root Cause**: Beginning in March of 2019, students have had gaps in receiving instruction as well as less than best practices of lesson delivery due to the pandemic.

Perceptions

Problem Statement 4: Percentage of students to achieve the Meets and Masters level of STAAR. **Root Cause**: Teacher capacity to better understand standards and level of rigor needed.

Problem Statement 6: Teacher development to have a better capacity to address diverse learners in the classroom. **Root Cause**: Students come from various ISD's, charters, homeschool, etc.

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

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

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

2021-2022 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Linda Birdwell	Principal
Non-classroom Professional	Erin Hughes	Counselor
Paraprofessional	Kendel Hastings	Receptionist/Enrollment/Attendance
Classroom Teacher	Sofia Gutierrez	Teacher
Classroom Teacher	Yichen Wang	Teacher
Administrator	Sheila Smith	AP
Classroom Teacher	Stephanie Deveza	Teacher
Classroom Teacher	Riqia Owens	Teacher
Classroom Teacher	Christopher Phillips	Teacher/Coach
Classroom Teacher	Emily Mckay	SPED - Lead
Parent	Sharon Gardiner-Taylor	Parent
Community Representative	Steven Foster	Police Officer
Student	Micah Smith	Student
Business Representative	Anthony Strange	Business Owner

Campus Funding Summary

			420 - State		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Instructional Materials		$2,000.00
2	1	4			$0.00
5	1	2	Professional Development Instructional Supplies		$2,500.00
				Sub-Total	$4,500.00
			211 - Title 1-A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Coach		$50,000.00
1	1	2	Instructional Materials		$2,000.00
1	1	3	Tutorials		$5,000.00
2	1	2	PD		$600.00
2	1	4			$0.00
3	1	1	CCMR Instructional Supplies		$1,000.00
3	1	2	Advanced Subject Material		$2,500.00
3	1	4			$0.00
4	1	1	Instructional Resources		$3,000.00
5	1	2	Professional Development Instructional Supplies		$1,000.00
				Sub-Total	$65,100.00
			244 - Carl Perkins		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	4			$0.00
				Sub-Total	$0.00
			255 - Title II		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	4			$0.00
				Sub-Total	$0.00

263 - Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$0.00
1	1	5			$0.00
2	1	3			$0.00
2	1	4			$0.00
				Sub-Total	$0.00
289 - Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	CCMR Instructional Supplies		$1,000.00
				Sub-Total	$1,000.00
				Grand Total	$70,600.00

Addendums