International Leadership of Texas

Westpark Elementary

2021-2022 Campus Improvement Plan

Mission Statement

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

Vision

IL Texas Westpark will provide a second to none educational experience that focuses on mastery of trilingual curriculum, servant leadership, and student centered learning that encompasses high expectations, quality instruction and self-reflection.

Value Statement

Others Before Self

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our campus capacity is a total of 1,416 students. The students are expected to be from diverse cultural and ethnic backgrounds with at least 40% low SES to make the campus eligible for Title I.

Our school is in the process of enrolling students and is currently at/or beyond our maximum enrollment of 1416. The following breakdown per grade level distribution.

Kindergarten: 145 out of 160

First Grade: 171 out of 160

Second Grade: 166 out of 160

Third Grade: 166 out of 156

Fourth Grade: 166 out of 156

Fifth Grade: 166 out of 156

We have attracted a very diverse population of students in regards to race/ethnicity and socioeconomics status. We are expected to be over capacity of 1416 students at the beginning of SY 2022. This includes 160 students in each grade level for kindergarten, first, and second grades. In third to fifth grades, we expect 156 students for each respective grade level. Our teacher student ratios will be 1:20 in kindergarten to second grade and 1:26 in third grade and above.

Total Minority Staff: 94.2%

Teachers by Ethnicity and Sex:

African American 42.9%

Hispanic 43.5%

White 4.5%

American Indian 0%

Asian 9.1%

Pacific Islander 0%

Two or More Races 0%

Males 16.4%

Females 83.6%

Teachers by Highest Degree Held:

No Degree 0%

Bachelors 76.3%

Masters 23.7%

Doctorate 0%

Teachers by Years of Experience:

Beginning Teachers 19.3%

1-5 Years Experience 70.7%

6-10 Years Experience 3.6%

11-20 Years Experience 6.3%

Over 20 Years Experience 0%

We are still in the process of filling all of our teacher and staff vacancies. We are 100% staffed in our classroom positions. We anticipate filling 100% of our vacancies by August 2021.

Data Sources include: Skyward reports; Eklipse reports; Staff hired and vacancy list

Demographics Strengths

ILTexas WestPark Elementary School has many strengths.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students new to the country are unfamiliar with English language and American culture often struggle with acclimating to their social environment. **Root Cause:** No immediate induction service or support is available to students new to the country.

Problem Statement 2 (Prioritized): There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications. **Root Cause:** Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.

Problem Statement 3 (Prioritized): Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause:** Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

Problem Statement 4 (Prioritized): The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause:** Lack of knowledge of research based strategies.

Problem Statement 5: There are a significant number of students identified as at-risk students, therefore impacting the amount of time teachers and Instructional Aides can spend with individual students. **Root Cause:** Teacher student ratio minimizes the amount of time for individualized instruction and interventions.

Student Learning

Student Learning Summary

Preliminary STAAR results indicate that if we would have recieved an accountablity rating for 2021 ILTexas Westpark K-8 would have met standard with a rating/grade of a B. As of May 2021, significant improvement on the initial round of the STAAR test has been noted in 4th grade reading and math in 2020-2021 SY year. Due to Covid and students in remote learning environment, students have a learning gap that needs to be filled in the 2021-2022 school year. Although significant improvement is expected in all elementary school subjects, we still have many students who are not reading on grade level. Covid was a major contributor to this. The campus will continue to strive to partner with parents and be data driven in order to meet the individual needs of every student, regardless if they require intervention or challenge. The district is rolling out research based acceleration programs to fullfill the learning gap. New positions such as intervention reading and intervention math teachers were added to the school year 2021-2022 to help fill the gap.

Student Learning Strengths

- ILTexas Westpark K8 provided regular and ongoing communication with parents regarding student achievement.
- Students are provided extended day, Saturday, and holiday (Thanksgiving and Christmas) opportunities for academic support.
- ILTexas provides a rigourous curriculum to all students based on the TEKS.
- Instruction is provided in Chinese, Spanish, and English.
- Students are assessed throughout the year utilizing common formative assessments and common district level assessments to monitor progress of all students.
- Teachers are provided multiple opportunities for collaboration to review data and focus on student progress.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 2: Teachers and students struggled to navigate the virtual rollout. Teacher preparation, balancing to teach students in hybrid mode, and differentiation in the classroom was difficult. Students had to learn to use different platforms and this lead to difficulties with computer usage. Having different options to virtual (option 1), face to face (option 2), and asynchronous option was confusing for all **Root Cause:** Difficulty in capturing and retaining experienced teachers who have worked in the remote/virtual setting and being able to provide professional development in the differentiated classroom to help and reach our different types of learners.

Problem Statement 3 (Prioritized): Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause:** Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

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Problem Statement 5: There are a significant number of students identified as at-risk students, therefore impacting the amount of time teachers and Instructional Aides can spend with individual students. **Root Cause:** Teacher student ratio minimizes the amount of time for individualized instruction and interventions.

Problem Statement 6 (Prioritized): There is a lack of follow up after implementation of technology programs and/or professional development. **Root Cause:** Staff efficacy.

Problem Statement 7: Students leave chromebooks at home and realize that they do not have it to access their work or educational programs. **Root Cause:** Students will leave their chromebooks at home because they don't consider it part of their supplies to bring to school.

Problem Statement 8: Students new to the country are unfamiliar with English language and American culture often struggle with acclimating to their social environment. **Root Cause:** No immediate induction service or support is available to students new to the country.

Problem Statement 9 (Prioritized): There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications. **Root Cause:** Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction:

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

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

Staff Recruitment and Rentention:

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

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

School Organization

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

Technology

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

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

School Processes & Programs Strengths

Curriculum and Instructioin:

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

Staff Recruitment and Retention:

Campus has a significantly higher rate of teacher retention in camparison to other campuses.

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

School Organization:

* Quality Curriculum and resources
* New teacher support
* Data days built into the academic calendar
* Planning and Professional Learning community time for teachers is provided

- Tiered Administrative support - GLA, AP, Principal - on campus

Technology:

- chromebook device to student ratio 1:1
- updated classroom equipment
- Campus Technologist
- District level technology support
- Digital Learning Programs for students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of parent involvement, community volunteers, and resources to participate and assist in organizing and facilitating school events. **Root Cause:** The participation of parents is very minimal at school sponsored events due to Covid and competing priorities.

Problem Statement 2: Students leave chromebooks at home and realize that they do not have it to access their work or educational programs. **Root Cause:** Students will leave their chromebooks at home because they don't consider it part of their supplies to bring to school.

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Problem Statement 4 (Prioritized): Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 5: Teachers and students struggled to navigate the virtual rollout. Teacher preparation, balancing to teach students in hybrid mode, and differentiation in the classroom was difficult. Students had to learn to use different platforms and this lead to difficulties with computer usage. Having different options to virtual (option 1), face to face (option 2), and asynchronous option was confusing for all **Root Cause:** Difficulty in capturing and retaining experienced teachers who have worked in the remote/virtual setting and being able to provide professional development in the differentiated classroom to help and reach our different types of learners.

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Problem Statement 7 (Prioritized): The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause:** Lack of knowledge of research based strategies.

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Problem Statement 9 (Prioritized): There is a lack of follow up after implementation of technology programs and/or professional development. **Root Cause:** Staff efficacy.

Problem Statement 10 (Prioritized): There needs to be an alignment between campus and teachers when communicating information out to parents so that parents can receive information from one source instead of multiple sources. **Root Cause:** Teachers are using multiple avenues for communication with parents (Classdojo, email, texting, social media, and facebook) and excluding the skyward announcements that should be used in each grade level. No clear direction on acceptable use of communication.

Perceptions

Perceptions Summary

Family and Community Engagement:

Parents of ILTexas Westpark students are provided multiple opportunities to be involved with the school. This year the campus was limited in hosting events face to face and all events were completed virtually/remote. Chinese New Year, International Festival, Sports Awards Night, Grade Level Celebration Awards Ceremony, and several Breakfast With the Principal meetings, and National Junior Honor Society meetings featuring community members were completed. In addition, the campus held many events to celebrate the international community. Every year Westpark hosts the annual car show, breast cancer walk, fashion show however due to COVID while had to cancel these face to face events and will add them for the 2021-2022 school year. The community also has opportunities to be a part of the PTO, be a volunteer parent, or Watch D.O.G. To support middle school, a middle school parent group has been formed. The campus utilizes multiple social media to maintain communication with stakeholders.

School Culture and Climate

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

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

ILTexas Westpark strives to have strong relationships with the families and communities we serve. Creating opportunities for parental input and maintaining open line of communication with the parents is a priority. Communication avenues include Skyward access to student progress, School Messenger, Website, Facebook, tip411, email, Peachjar flyer distribution, parent conferences, Class Dojo, coffee with the principal, PTO meetings, and more. Based on the 2019-20 parent survey.

Perceptions Strengths

Family and Community Engagement:

- PTO
- Watch D.O.G. (Dads of Great Students) program
- Parent Academic Nights
- Community events - Car Show, Fashion Show, Breast Cancer Walk
- Career Day with community volunteers
- International Festival
- Lunar New Year Celebration
- Middle School Parent Group
- Joshua Academic Relay 6th grade

- Multiplication Tournament 3rd grade
- Social Media-Facebook, Smore, Skylert, Skyward

School Culture and Climate

- Most parents indicated they felt ILTexas Westpark is effectively preparing their child for their academic future
- Due to Covid, parents, community involvement, and student after school programs were very limited with no access to building due to policy of covid restrictions
- Climate of the school was safe and full of safety cleaniness precautions due to Covid pandemic.
- Increase of cleaniness, having a Wednesday independent day, postings of social distancing, requirements for students to fulfill in order to come in the school- temperature checks, routinely testing athletes, students recieved SMART thermometers, face masks, and each classroom had disinfecting wipes and hand sanitizer stations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There needs to be an alignment between campus and teachers when communicating information out to parents so that parents can receive information from one source instead of multiple sources. **Root Cause:** Teachers are using multiple avenues for communication with parents (Classdojo, email, texting, social media, and facebook) and excluding the skyward announcements that should be used in each grade level. No clear direction on acceptable use of communication.

Problem Statement 2 (Prioritized): Lack of parent involvement, community volunteers, and resources to participate and assist in organizing and facilitating school events. **Root Cause:** The participation of parents is very minimal at school sponsored events due to Covid and competing priorities.

Priority Problem Statements

Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels.

Root Cause 1: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

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

Problem Statement 2: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners).

Root Cause 2: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

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

Problem Statement 3: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery.

Root Cause 3: Lack of knowledge of research based strategies.

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

Problem Statement 4: There is a lack of follow up after implementation of technology programs and/or professional development.

Root Cause 4: Staff efficacy.

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

Problem Statement 5: Lack of parent involvement, community volunteers, and resources to participate and assist in organizing and facilitating school events.

Root Cause 5: The participation of parents is very minimal at school sponsored events due to Covid and competing priorities.

Problem Statement 5 Areas: School Processes & Programs - Perceptions

Problem Statement 6: There needs to be an alignment between campus and teachers when communicating information out to parents so that parents can receive information from one source instead of multiple sources.

Root Cause 6: Teachers are using multiple avenues for communication with parents (Classdojo, email, texting, social media, and facebook) and excluding the skyward announcements that should be used in each grade level. No clear direction on acceptable use of communication.

Problem Statement 6 Areas: School Processes & Programs - Perceptions

Problem Statement 7: There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications.

Root Cause 7: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: August 11, 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: Based on HB3 Board Goal requirement ... The percent of 3rd grade students that score on grade level or above in Reading will increase from 42% to 47% by June 2022 using iStation Indicator Progress Monitor tool - ISIP. The percent of 3rd grade students that grow one grade level in Spanish Reading (Spanish ISIP) will increase from 30% to 48% by June 2022.

Targeted or ESF High Priority

Evaluation Data Sources: ISIP English and Spanish

Strategy 1 Details	Reviews			
Strategy 1: In an effort to increase student achievement, we will provide Professional Development Opportunties for subject matter experts and consultants to assist Westpark teachers, administrators, and support staff so that they can strengthen their ability to support all of our students, participating in our ESL, DLI and other programs. Particular emphasis will be on English Learners. Conferences will occur on campus, off campus, and in Ed Service Centers.	Formative			Summative
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement and improvement in staff efficacy **Staff Responsible for Monitoring:** Administrators, Dean of Instruction, Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 4 **Funding Sources:** professional development registration and consultant fees - 211 - Title I School Improvement - $10,000				
Strategy 2 Details	Reviews			
Strategy 2: Provide enrichment opportunities to English learners and non-English learners to build background knowledge, close learning gaps, and increase proficiency in all four domains.	Formative			Summative
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Administrators, Dean of Instruction, Instructional Coaches, Summer School Coordinator. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 1, 4, 6 - School Processes & Programs 4, 7, 9 **Funding Sources:** supplemental resources and teacher wages - 263 - Title III - $20,000				

Strategy 3 Details	Reviews			
Strategy 3: Campus administrators, area coaches, and area office personnel will utilize the Whetstone program to provide feedback and track teacher progress.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased teacher effectiveness and efficacy in implementing research-based strategies. **Staff Responsible for Monitoring:** Administrators and Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 1, 4, 6 - School Processes & Programs 4, 7, 9 **Funding Sources:** technology platform - 420 - State - $10,000				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.

Student Learning
Problem Statement 1: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.
Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.
Problem Statement 6: There is a lack of follow up after implementation of technology programs and/or professional development. **Root Cause**: Staff efficacy.

School Processes & Programs
Problem Statement 4: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.
Problem Statement 7: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.
Problem Statement 9: There is a lack of follow up after implementation of technology programs and/or professional development. **Root Cause**: Staff efficacy.

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

Performance Objective 2: The percentage scores of students in K-2 that score on grade level or above will increase from 29% to 45% for Kindergarten, 36% to 48% for 1st grade and 41% to 47% for 2nd grade in Reading by June 2022 using IStation Indicator Progress Monitor tool - ISIP. The percent of K-2nd grade students that grow one grade level in Spanish Reading (Spanish ISIP) will increase from 30% to 48% by June 2022.

Targeted or ESF High Priority

Evaluation Data Sources: ISIP (English and Spanish)

Strategy 1 Details		Reviews		
Strategy 1: Provide effective support and PD opportunities to include support for teachers and partner content teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement in the area of reading in English and in Spanish.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Administrators, Dean of Instruction, Instructional Coaches and Special Education instructional coaches.				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**				
Problem Statements: Demographics 4 - Student Learning 1, 4, 6 - School Processes & Programs 4, 7, 9				
Funding Sources: professional development registration and consultant fees - 224 - IDEA B - $10,000				
Strategy 2 Details		Reviews		
Strategy 2: Provide PD and instructional resources to help language teachers deliver instruction in the target language.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement in English, Spanish and Chinese languages.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Administrators, Dean of Instruction, Instructional Coaches and GLAS				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**				
Problem Statements: Demographics 4 - Student Learning 1, 4 - School Processes & Programs 4, 7				
Funding Sources: professional development and registration fees - 211 - Title 1-A - $10,000				

Strategy 3 Details	Reviews			

Strategy 3: In an effort to increase student achievement of all students including the DLI & English learners, we will bring in (or send our faculty/staff to) subject matter experts and consultants (to IL Texas or at a conference/ED Service Center/Off campus) to assist Westpark teachers, administrators, and support staff strengthen their ability to support all of our students.
 	
    Strategy's Expected Result/Impact: increased student achievement and improvement in staff efficacy.
    Staff Responsible for Monitoring: Administrators, Dean of Instruction, Instructional Coaches
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
    Problem Statements: Demographics 4 - Student Learning 1, 4, 6 - School Processes & Programs 4, 7, 9
    Funding Sources: professional development registration and consultant fees - 263 - Title III - $20,000
	Formative			**Summative**

	Nov	**Jan**	**May**	**June**

Strategy 4 Details	Reviews			

Strategy 4: By June 2022, IL Texas will provide parents of English learners learning opportunities to support their children at home through face to face meetings and night programs. This will increase reading and math performance for EL students by at least 10%.
 	
    Strategy's Expected Result/Impact: increased student achievement
    Staff Responsible for Monitoring: Administration, Dean of Instruction, Instructional Coaches and GLAs
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy**
    Problem Statements: Student Learning 1 - School Processes & Programs 1, 4 - Perceptions 2
    Funding Sources: parent events - 211 - Title 1-A - $15,000, parent events - 263 - Title III - $15,000
	Formative			**Summative**

	Nov	**Jan**	**May**	**June**

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.

Student Learning
Problem Statement 1: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.
Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.

Student Learning
Problem Statement 6: There is a lack of follow up after implementation of technology programs and/or professional development. **Root Cause**: Staff efficacy.

School Processes & Programs
Problem Statement 1: Lack of parent involvement, community volunteers, and resources to participate and assist in organizing and facilitating school events. **Root Cause**: The participation of parents is very minimal at school sponsored events due to Covid and competing priorities.
Problem Statement 4: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.
Problem Statement 7: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.
Problem Statement 9: There is a lack of follow up after implementation of technology programs and/or professional development. **Root Cause**: Staff efficacy.

Perceptions
Problem Statement 2: Lack of parent involvement, community volunteers, and resources to participate and assist in organizing and facilitating school events. **Root Cause**: The participation of parents is very minimal at school sponsored events due to Covid and competing priorities.

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

Performance Objective 3: The percent of English learners that score "Meets Grade Level" on STAAR Reading will increase from 34% (2019) to 39% by June 2022 considering also the COVID gap.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Reading, English EOC

Strategy 1 Details	Reviews			
Strategy 1: Send campus (teachers/coaches/principals/assistant principals/Dean) 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:** administrators, instructional coaches, GLAs and Dean of Instruction **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 1, 4, 6 - School Processes & Programs 4, 7, 9 **Funding Sources:** Conference and professional development registration - 211 - Title I School Improvement - $15,000, Conference and professional development registration - 263 - Title III - $15,000				

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: increased student achievement and improvement in staff efficacy **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, Dean of Instruction **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 4 - Student Learning 1, 4, 6 - School Processes & Programs 4, 7, 9 **Funding Sources:** Professional development and consultation fees - 211 - Title I School Improvement - $20,000				

Strategy 3 Details	Reviews			
	Formative			**Summative**

Strategy 3: Purchase supplemental technology, instructional materials and evaluation/assessment kits plus - subsequent related PD (hardcopies as well as online tools/software) to scaffold instruction (i.e, Brainpop, Study Island, Imagine Learning, Peoples Education-Measuring Up, Sped Evaluation kits, bilingual dictionaries, leveled readers, All In Learning response systems, etc).

	Nov	**Jan**	**May**	**June**

    Strategy's Expected Result/Impact: increased student achievement and growth

    Staff Responsible for Monitoring: campus administrators, instructional coaches, Dean of Instruction

    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction

    Problem Statements: Demographics 4 - Student Learning 1, 4 - School Processes & Programs 4, 7

    Funding Sources: Supplemental resources - 263 - Title III - $10,000, Supplemental resources - 211 - Title I School Improvement - $5,000

Strategy 4 Details	Reviews			
	Formative			**Summative**

Strategy 4: Provide enrichment opportunities to English learners to build background knowledge, close learning gaps, and increase English language proficiency in all four domains.

	Nov	**Jan**	**May**	**June**

    Strategy's Expected Result/Impact: increased student achievement

    Staff Responsible for Monitoring: administrators, instructional coaches, Dean of Instruction, summer school coordinator

    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

    Problem Statements: Demographics 4 - Student Learning 4 - School Processes & Programs 7

    Funding Sources: Teacher wages and materials - 211 - Title 1-A - 20000, Supplemental resources - 255 - Title II - $10,000, Teacher wages and materials - 263 - Title III - $20,000

Strategy 5 Details	Reviews			
Strategy 5: Provide 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: campus administrators, Dean of Instruction, instructional coaches, and GLAs

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 4 - Student Learning 4, 6 - School Processes & Programs 1, 7, 9 - Perceptions 2

Funding Sources: Teacher resources and professional development registration - 211 - Title I School Improvement - $15,000, professional development registration - 263 - Title III - $7,500, Parent event resources - 461 - Campus Activity - $5,000

Strategy 6 Details	Reviews			
Strategy 6: Hire Math and Reading Interventionists to provide math and reading interventions during the day.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: administrators, Dean of Instruction, instructional coaches, and GLAs

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**

Problem Statements: Demographics 4 - Student Learning 1, 4 - School Processes & Programs 4, 7

Funding Sources: salary and wages - 211 - Title I School Improvement - $100,000

Strategy 7 Details	Reviews			
Strategy 7: Hire campus instructional coaches to coach teachers in various learning capacities.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: increase student achievement

Staff Responsible for Monitoring: administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy**

Problem Statements: Demographics 4 - Student Learning 1, 4, 6 - School Processes & Programs 4, 7, 9

Funding Sources: Salaries and wages - 211 - Title I School Improvement - $150,000

Strategy 8 Details	Reviews			
Strategy 8: Will utilize the Whetstone program to provide feedback and track teacher effectiveness and provide instructional strategies from campus administrators, assistant principals, dean of instruction, instructional coaches and area office personnel.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased teacher effectiveness and efficacy in implementing research-based strategies **Staff Responsible for Monitoring:** administrators, Dean of Instruction and instructional coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 1, 4 - School Processes & Programs 4, 7 **Funding Sources:** Staff communication; technology platform - 211 - Title 1-A - $10,000				

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.

Student Learning
Problem Statement 1: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.
Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.
Problem Statement 6: There is a lack of follow up after implementation of technology programs and/or professional development. **Root Cause**: Staff efficacy.

School Processes & Programs
Problem Statement 1: Lack of parent involvement, community volunteers, and resources to participate and assist in organizing and facilitating school events. **Root Cause**: The participation of parents is very minimal at school sponsored events due to Covid and competing priorities.
Problem Statement 4: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.
Problem Statement 7: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.
Problem Statement 9: There is a lack of follow up after implementation of technology programs and/or professional development. **Root Cause**: Staff efficacy.

Perceptions
Problem Statement 2: Lack of parent involvement, community volunteers, and resources to participate and assist in organizing and facilitating school events. **Root Cause**: The participation of parents is very minimal at school sponsored events due to Covid and competing priorities.

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

Performance Objective 4: By June 2022, EL students at ILTexas will increase the TELPAS performance level from 31% (2019) to, at least, 36% in 2022.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Provide on-campus and off-campus professional development for instructional staff that will support effective facilitation of instruction using sheltered instruction strategies.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: improvement in instructional practices and student achievement **Staff Responsible for Monitoring:** campus administrators, dean of instruction, instructional coaches, and area personnel **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 1, 4 - School Processes & Programs 4, 7 **Funding Sources:** professional development registration - 211 - Title I School Improvement - $10,000, - 263 - Title III - $3,500				

Strategy 2 Details	Reviews			
Strategy 2: Purchase assistive technologies and other supplemental resources that can be used to provide support to students EL students.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: provide linguistic accommodations to students who need language acquisition supports **Staff Responsible for Monitoring:** campus administration, instructional coaches, budget clerk, area coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 1, 4 - School Processes & Programs 4, 7 **Funding Sources:** Supplemental resources - 263 - Title III - $10,000, Supplemental resources - 255 - Title II - $10,000, Supplemental resources - 211 - Title 1-A - $10,000				

Strategy 3 Details	Reviews			
Strategy 3: Organize and host events and workshops that encourage parents to take a more active approach to reinforcing student learning by equipping them with information and tools that can be used at home. 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: increased parental involvement and reinforcement of learning at home **Staff Responsible for Monitoring:** campus administration, dean of instruction, instructional coaches, GLAs **Title I Schoolwide Elements:** 2.4, 2.5, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 4 - Student Learning 1, 4 - School Processes & Programs 4, 7 **Funding Sources:** Parent event materials - 461 - Campus Activity - $5,000				

Strategy 4 Details	Reviews			
Strategy 4: Bring in (or send our faculty/staff to) subject matter experts and consultants (to IL Texas or at a conference/Ed Service Center/Off campus) to help IL Texas teachers, administrators, and district support staff strengthen their ability to support all our students, including ESl, DLI and other programs that will increase student achievement, with particular attention to English Learners and with focus on increasing the Meets Target goal on the STAAR Reading Assessment.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase all four language domains **Staff Responsible for Monitoring:** Campus Administration, Dean, Instructional Coaches, DLI Area Coach **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 6 - School Processes & Programs 4, 9 **Funding Sources:** - 263 - Title III - $3,500, - 211 - Title 1-A - $3,500				

Strategy 5 Details	Reviews			
Strategy 5: Send Campus (teachers/coaches/principals/assistant principals) and district staff to conference (e.g. Title III Summit, La Cosheca, TESOL, TESOL, TASA, Charter Summer Summit) to assist IL Texas 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: Increase knowledge and tools for teachers to use in their classrooms to help improve students increase all four domains in language **Staff Responsible for Monitoring:** Campus Administrators, Dean, Instructional Coaches, DLI Area Coach **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 1, 4 - School Processes & Programs 4, 7 **Funding Sources:** - 211 - Title 1-A - $3,500, - 263 - Title III - $3,500				

Strategy 6 Details	Reviews			
Strategy 6: 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., People Education-Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as students access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase resources and technology tools for teachers use and implement				

Strategy's Expected Result/Impact: Increase resources and technology tools for teachers use and implement
Increase knowledge and tools for teachers to use in their classrooms to help improve students increase all four domains in language

Staff Responsible for Monitoring: Campus administration, Dean of Instruction, Instructional Coaches, DLI Area Coach

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Comprehensive Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 6

Funding Sources: - 263 - Title III - $3,500, - 211 - Title 1-A - $3,500

Strategy 7 Details	Reviews			
Strategy 7: Campuses that have newcomer ESL students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extended learning time for students, and parental engagement.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increase professional development for staff as well as incorporating DLI strategies with EL students
Increase resources and technology tools for teachers use and implement
Increase knowledge and tools for teachers to use in their classrooms to help improve students increase all four domains in language

Staff Responsible for Monitoring: Campus Administration, Dean of Instruction, Instructional Coaches, and Area DLI Coach

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: Demographics 3 - Student Learning 1, 3, 6 - School Processes & Programs 4, 6, 9

Funding Sources: - 211 - Title 1-A - $3,500, - 263 - Title III - $3,500

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

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 3: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.

Student Learning

Problem Statement 1: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 3: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.

Problem Statement 6: There is a lack of follow up after implementation of technology programs and/or professional development. **Root Cause**: Staff efficacy.

School Processes & Programs

Problem Statement 4: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 6: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

Problem Statement 7: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.

Problem Statement 9: There is a lack of follow up after implementation of technology programs and/or professional development. **Root Cause**: Staff efficacy.

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

Performance Objective 1: The percent of 3rd grade students that score on grade level or above in math will increase from 12% to 30% by June 2022 using the MAP tool.

   Targeted or ESF High Priority

   HB3 Goal

   Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
Strategy 1: Purchase supplemental technology, instructional materials and evaluation/assessment kits plus - subsequent related PD (hard copies as well as online tools/software) to scaffold instruction (i.e, Brainpop, Study Island, Imagine Learning, Peoples Education-Measuring Up, Sped Evaluation kits, bilingual dictionaries, leveled readers, All In Learning response systems, etc).	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: increased student achievement and growth **Staff Responsible for Monitoring:** campus administrators, instructional coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 1, 4 - School Processes & Programs 4, 7 **Funding Sources:** Supplemental resources - 211 - Title 1-A - $10,000				

Strategy 2 Details	Reviews			
Strategy 2: Hire Math and Reading Interventionists to provide math and reading interventions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: administrators, instructional coaches, and GLAs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 9 - School Processes & Programs 3 **Funding Sources:** salaries and wages - 211 - Title I School Improvement - $60,000				

Strategy 3 Details	Reviews			
Strategy 3: Hire campus intsrtuctional coaches to coach teachers in various learning capacities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: increase student achievement	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: administrators				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**				
Problem Statements: Demographics 4 - Student Learning 1, 4, 6 - School Processes & Programs 4, 7, 9				
Funding Sources: Salaries and wages - 211 - Title I School Improvement - $175,000				

Strategy 4 Details	Reviews			
Strategy 4: Will utilize the Whetstone program to provide feedback, track teacher progress among campus administrators, instructional coaches and area office personnel.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased teacher effectiveness and efficacy in implementing research-based strategies				
Staff Responsible for Monitoring: administrators and instructional coaches				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**				
Problem Statements: Demographics 4 - Student Learning 1, 4 - School Processes & Programs 4, 7				
Funding Sources: Staff observation communication platform - 211 - Title 1-A - $10,000				

Strategy 5 Details	Reviews			
Strategy 5: Provide effective support PD opportunities to include support for teachers and partner content teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: increased student achievement and improved classroom management	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: administrators, campus IC, and Special Education instructional coaches				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**				
Problem Statements: Demographics 4 - Student Learning 1, 4 - School Processes & Programs 4, 7				
Funding Sources: Professional development registration and consultation fees - 211 - Title I School Improvement - $5,000				

Strategy 6 Details	Reviews			
Strategy 6: Provide PD and instructional resources to help language teachers deliver instruction in the target language.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement in English, Spanish, and Chinese languages.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: administrators, instructional coaches and GLAs				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**				
Problem Statements: Demographics 4 - Student Learning 1, 4, 6 - School Processes & Programs 4, 7, 9				
Funding Sources: Supplemental resources - 211 - Title 1-A - $10,000				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications. **Root Cause**: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.
Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.

Student Learning
Problem Statement 1: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.
Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.
Problem Statement 6: There is a lack of follow up after implementation of technology programs and/or professional development. **Root Cause**: Staff efficacy.
Problem Statement 9: There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications. **Root Cause**: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.

School Processes & Programs
Problem Statement 3: There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications. **Root Cause**: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.
Problem Statement 4: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

School Processes & Programs
Problem Statement 7: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.
Problem Statement 9: There is a lack of follow up after implementation of technology programs and/or professional development. **Root Cause**: Staff efficacy.

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

Performance Objective 2: The percent of students in 1st and 2nd grade that score on grade level or above in math will increase from 6% to 30% for 1st grade and 9% to 30% for 2nd grade by June 2022 using the Imagine Math and MAP tool.

Targeted or ESF High Priority

Evaluation Data Sources: MAP,
Imagine Math

Strategy 1 Details	Reviews			
Strategy 1: Purchase supplemental technology, instructional materials and evaluation/assessment kits plus - subsequent related PD (hard copies as well as online tools/software) to scaffold instruction (i.e, Brainpop, Study Island, Imagine Learning, Peoples Education-Measuring Up, Sped Evaluation kits, bilingual dictionaries, leveled readers, All In Learning response systems, etc).	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** campus administrators, instructional coaches, GLAs, Dean of Insruction **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 3 - School Processes & Programs 6 **Funding Sources:** Supplemental materials - 211 - Title 1-A - Title 1-A - $10,000				
Strategy 2 Details	Reviews			
Strategy 2: Provide PD and instructional resources to help language teachers deliver instruction in the target language.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement in English, Spanish, and Chinese languages.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: administrators, instructional coaches and GLAs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 4, 6 - School Processes & Programs 7, 9 **Funding Sources:** Professional Development - 211 - Title I School Improvement - $5,000, Instructional resources - 211 - Title 1-A - $5,000				

Strategy 3 Details	Reviews			
Strategy 3: Send campus (teachers/coaches/principals/assistant principals) and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other 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:** administrators, instructional coaches, GLAs, media specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 6 - School Processes & Programs 4, 9 **Funding Sources:** Professional developmnt registration and consultation fees - 211 - Title I School Improvement - $10,000				

Strategy 4 Details	Reviews			
Strategy 4: 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.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: increased student achievement and improvement in staff efficacy **Staff Responsible for Monitoring:** administrators, instructional coaches, meida sparicalist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 4 - Student Learning 1, 4, 6 - School Processes & Programs 4, 7, 9 **Funding Sources:** Professional development registration and consultation fees - 211 - Title I School Improvement - $7,500				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.
Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.

Student Learning
Problem Statement 1: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.
Problem Statement 3: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.
Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.
Problem Statement 6: There is a lack of follow up after implementation of technology programs and/or professional development. **Root Cause**: Staff efficacy.

School Processes & Programs
Problem Statement 4: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.
Problem Statement 6: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.
Problem Statement 7: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.
Problem Statement 9: There is a lack of follow up after implementation of technology programs and/or professional development. **Root Cause**: Staff efficacy.

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 English learners that score "Meets Grade Level" on STAAR Math will increase from 35% (2019) to 40% by June 2022 taking also into consideration the COVID gaps that need to be addressed.

    Targeted or ESF High Priority

    Evaluation Data Sources: STAAR Math

Strategy 1 Details	Reviews			
Strategy 1: Purchase assistive technologies and other supplemental resources that can be used to provide support to students EL students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: increased student achievement	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: administrators, instructional coaches, GLAs and Dean of Instruction **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 4 **Funding Sources:** Supplemental resources and technology - 211 - Title I School Improvement - Title 1-A - $5,000, supplemental materials and technology - 263 - Title III - Title III - $5,000				
Strategy 2 Details	Reviews			
Strategy 2: Organize and host events and workshops that encourage parents to take a more active approach to reinforcing student learning by equipping them with information and tools that can be used at home.	**Formative**			**Summative**
Strategy's Expected Result/Impact: increased parental involvement and reinforcement of learnng at home	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: campus administration, instructional coaches, GLAs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 2 **Funding Sources:** Parent event materials - 211 - Title I School Improvement - $7,500				

Strategy 3 Details	Reviews			
Strategy 3: 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.	Formative			Summative
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: increased student achievement and improvement in staff efficacy **Staff Responsible for Monitoring:** administrators, instructional coaches, media specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 6 - School Processes & Programs 4, 9 **Funding Sources:** Professional development and consultation fees - 211 - Title I School Improvement - $5,000				

Strategy 4 Details	Reviews			
Strategy 4: Provide teacher support for newcomer EL students 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:** campus administrators, instructional coaches, and GLAs **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 4 - Student Learning 1, 4, 6 - School Processes & Programs 4, 7, 9 **Funding Sources:** Professional development and consultation fees - 263 - Title III - $5,000				

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.

Student Learning
Problem Statement 1: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.
Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.
Problem Statement 6: There is a lack of follow up after implementation of technology programs and/or professional development. **Root Cause**: Staff efficacy.

School Processes & Programs

Problem Statement 1: Lack of parent involvement, community volunteers, and resources to participate and assist in organizing and facilitating school events. **Root Cause**: The participation of parents is very minimal at school sponsored events due to Covid and competing priorities.

Problem Statement 4: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 7: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.

Problem Statement 9: There is a lack of follow up after implementation of technology programs and/or professional development. **Root Cause**: Staff efficacy.

Perceptions

Problem Statement 2: Lack of parent involvement, community volunteers, and resources to participate and assist in organizing and facilitating school events. **Root Cause**: The participation of parents is very minimal at school sponsored events due to Covid and competing priorities.

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

Performance Objective 4: By the end of the school year, ILTexas campuses 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

Evaluation Data Sources: MAP, STAAR, Imagine Math

Strategy 1 Details	Reviews			
Strategy 1: Provide afterschool and tutorial classes for students	**Formative**			**Summative**
Strategy's Expected Result/Impact: increased student achievement, closing the gap	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: administrators, instructional coaches, Dean of instruction, GLAs				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 6				
Funding Sources: salaries and wages - 211 - Title I School Improvement - $35,000				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

Student Learning
Problem Statement 3: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

School Processes & Programs
Problem Statement 6: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

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

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

Targeted or ESF High Priority

Evaluation Data Sources: ACTFL

Strategy 1 Details			Reviews		
Strategy 1: Provide professional development via consultants, education service centers, instructional/area coaches, etc.			**Formative**		**Summative**
Strategy's Expected Result/Impact: improvement in academic achievement and proficiency levels in all language domains	**Nov**	**Jan**	**May**		**June**
Staff Responsible for Monitoring: administrators, instructional coaches, GLAs area coaches					
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools					
Problem Statements: Student Learning 1 - School Processes & Programs 4					
Funding Sources: Professional development registration and consultation fees - 211 - Title I School Improvement - $10,000					

Strategy 2 Details			Reviews		
Strategy 2: Purchase linguistically appropriate resources to assist teachers with engaging students			**Formative**		**Summative**
Strategy's Expected Result/Impact: increased student achievement and engagement	**Nov**	**Jan**	**May**		**June**
Staff Responsible for Monitoring: administrators, instructional coaches, area coaches, GLAs					
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction					
Problem Statements: Demographics 2 - Student Learning 9 - School Processes & Programs 3					
Funding Sources: Supplemental resources - 211 - Title I School Improvement - $10,000					

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications. **Root Cause**: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.

Student Learning
Problem Statement 1: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.
Problem Statement 9: There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications. **Root Cause**: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.

School Processes & Programs
Problem Statement 3: There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications. **Root Cause**: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.
Problem Statement 4: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

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

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

> **Targeted or ESF High Priority**

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

Strategy 1 Details	Reviews			
Strategy 1: Enroll and promote district professional development.	**Formative**			**Summative**
Specific: Attend District Trainings	**Nov**	**Jan**	**May**	**June**
Attend on-going PD provided from staff and recommended PD from best practices. Provide subs in order to implement lesson planning day and professional development. Develop a collaborative plan for instruction and assessment. Provide opportunity for shadowing master teacher and increase instructional rounds. Observe implementation of instruction. Provide time for meetings to analyze data collaboratively. Observe and give feedback on the informed teams action plan. Keep building on our culture, grade level and campus.				
Strategy's Expected Result/Impact: Increased collaboration with staff, teachers, faculty and students. Consistent implementation of highly effective instruction in the classrooms. Shared best practices across our campus. The percentage of student achievement in the meets category will increase on STAAR. An increase in our ISTATION and MAP scores.				
Staff Responsible for Monitoring: Administration, Instructional Coaches, GLAs, Teachers, Counselors				
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 2 - Student Learning 9 - School Processes & Programs 3				
Funding Sources: - 211 - Title 1-A - $5,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications. **Root Cause**: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.

Student Learning
Problem Statement 9: There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications. **Root Cause**: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.

School Processes & Programs
Problem Statement 3: There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications. **Root Cause**: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.

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.

Evaluation Data Sources: Climate surveys from students, parents and staff

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**
Staff Responsible for Monitoring: Principal, Assistant Principals, Dean and Guidance Counselors **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** - 289 - Title IV - $1,400				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	4	6	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., People Education-Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as students access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Provide enrichment opportunities to English learners and non-English learners to build background knowledge, close learning gaps, and increase proficiency in all four domains.
1	1	3	Campus administrators, area coaches, and area office personnel will utilize the Whetstone program to provide feedback and track teacher progress.
1	2	1	Provide effective support and PD opportunities to include support for teachers and partner content teachers.
1	2	2	Provide PD and instructional resources to help language teachers deliver instruction in the target language.
1	2	4	By June 2022, IL Texas will provide parents of English learners learning opportunities to support their children at home through face to face meetings and night programs. This will increase reading and math performance for EL students by at least 10%.
1	3	1	Send campus (teachers/coaches/principals/assistant principals/Dean) 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).
1	3	6	Hire Math and Reading Interventionists to provide math and reading interventions during the day.
1	3	7	Hire campus instructional coaches to coach teachers in various learning capacities.
1	3	8	Will utilize the Whetstone program to provide feedback and track teacher effectiveness and provide instructional strategies from campus administrators, assistant principals, dean of instruction, instructional coaches and area office personnel.
1	4	1	Provide on-campus and off-campus professional development for instructional staff that will support effective facilitation of instruction using sheltered instruction strategies.
1	4	2	Purchase assistive technologies and other supplemental resources that can be used to provide support to students EL students.
1	4	4	Bring in (or send our faculty/staff to) subject matter experts and consultants (to IL Texas or at a conference/Ed Service Center/Off campus) to help IL Texas teachers, administrators, and district support staff strengthen their ability to support all our students, including ESl, DLI and other programs that will increase student achievement, with particular attention to English Learners and with focus on increasing the Meets Target goal on the STAAR Reading Assessment.
1	4	5	Send Campus (teachers/coaches/principals/assistant principals) and district staff to conference (e.g. Title III Summit, La Cosheca, TESOL, TESOL, TASA, Charter Summer Summit) to assist IL Texas 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).
2	1	1	Purchase supplemental technology, instructional materials and evaluation/assessment kits plus - subsequent related PD (hard copies as well as online tools/software) to scaffold instruction (i.e, Brainpop, Study Island, Imagine Learning, Peoples Education-Measuring Up, Sped Evaluation kits, bilingual dictionaries, leveled readers, All In Learning response systems, etc).
2	1	2	Hire Math and Reading Interventionists to provide math and reading interventions.

Goal	Objective	Strategy	Description
2	1	3	Hire campus intsrtuctional coaches to coach teachers in various learning capacities.
2	1	4	Will utilize the Whetstone program to provide feedback, track teacher progress among campus administrators, instructional coaches and area office personnel.
2	1	5	Provide effective support PD opportunities to include support for teachers and partner content teachers.
2	1	6	Provide PD and instructional resources to help language teachers deliver instruction in the target language.
2	2	2	Provide PD and instructional resources to help language teachers deliver instruction in the target language.
2	2	3	Send campus (teachers/coaches/principals/assistant principals) and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).
2	3	1	Purchase assistive technologies and other supplemental resources that can be used to provide support to students EL students.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	4	5	Send Campus (teachers/coaches/principals/assistant principals) and district staff to conference (e.g. Title III Summit, La Cosheca, TESOL, TESOL, TASA, Charter Summer Summit) to assist IL Texas 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).
1	4	6	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., People Education-Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as students access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.

2021-2022 Needs Assessment Team

Committee Role	Name	Position
Administrator	Aries Hilaire	Principal
Business Representative	Tamesha Bullock	Business Representative
Parent	Nora Garcia	Parent
Community Representative	Ingrid Ajo-Fagundo	Community Representative
Administrator	Dion Holley	Instructional Coach
Classroom Teacher	Dulce Cruz	Classroom teacher
Classroom Teacher	Grayden Howard	Classroom teacher
Paraprofessional	Johanna Canales	Paraprofessional
District-level Professional	Christin Bryant	District Representative RLA

2021-2022 Campus Advisory Council

Committee Role	Name	Position
Administrator	Arelis Hilaire	Principal
Parent	Nora Garcia	Parent
Community Representative	Ingrid Fagundo	Community Representative
Business Representative	Tamesha Bullock	Business Representative
District-level Professional	Christin Bryant	District Representative RLA
Administrator	Dion Holley	Instructional Coach
Classroom Teacher	Dulce Cruz	Classroom teacher
Classroom Teacher	Grayden Howard	Classroom teacher
Paraprofessional	Johanna Canales	Paraprofessional

Campus Funding Summary

			420 - State		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	technology platform		$10,000.00
				Sub-Total	$10,000.00

			461 - Campus Activity		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	5	Parent event resources		$5,000.00
1	4	3	Parent event materials		$5,000.00
				Sub-Total	$10,000.00

			211 - Title 1-A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	professional development and registration fees		$10,000.00
1	2	4	parent events		$15,000.00
1	3	4	Teacher wages and materials	20000	$0.00
1	3	8	Staff communication; technology platform		$10,000.00
1	4	2	Supplemental resources		$10,000.00
1	4	4			$3,500.00
1	4	5			$3,500.00
1	4	6			$3,500.00
1	4	7			$3,500.00
2	1	1	Supplemental resources		$10,000.00
2	1	4	Staff observation communication platform		$10,000.00
2	1	6	Supplemental resources		$10,000.00
2	2	1	Supplemental materials	Title 1-A	$10,000.00
2	2	2	Instructional resources		$5,000.00
4	1	1			$5,000.00
				Sub-Total	$109,000.00

224 - IDEA B

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	professional development registration and consultant fees		$10,000.00
				Sub-Total	$10,000.00

255 - Title II

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	Supplemental resources		$10,000.00
1	4	2	Supplemental resources		$10,000.00
				Sub-Total	$20,000.00

263 - Title III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	supplemental resources and teacher wages		$20,000.00
1	2	3	professional development registration and consultant fees		$20,000.00
1	2	4	parent events		$15,000.00
1	3	1	Conference and professional development registration		$15,000.00
1	3	3	Supplemental resources		$10,000.00
1	3	4	Teacher wages and materials		$20,000.00
1	3	5	professional development registration		$7,500.00
1	4	1			$3,500.00
1	4	2	Supplemental resources		$10,000.00
1	4	4			$3,500.00
1	4	5			$3,500.00
1	4	6			$3,500.00
1	4	7			$3,500.00
2	3	1	supplemental materials and technology	Title III	$5,000.00
2	3	4	Professional development and consultation fees		$5,000.00
				Sub-Total	$145,000.00

289 - Title IV

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			$1,400.00
				Sub-Total	$1,400.00

			211 - Title I School Improvement		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	professional development registration and consultant fees		$10,000.00
1	3	1	Conference and professional development registration		$15,000.00
1	3	2	Professional development and consultation fees		$20,000.00
1	3	3	Supplemental resources		$5,000.00
1	3	5	Teacher resources and professional development registration		$15,000.00
1	3	6	salary and wages		$100,000.00
1	3	7	Salaries and wages		$150,000.00
1	4	1	professional development registration		$10,000.00
2	1	2	salaries and wages		$60,000.00
2	1	3	Salaries and wages		$175,000.00
2	1	5	Professional development registration and consultation fees		$5,000.00
2	2	2	Professional Development		$5,000.00
2	2	3	Professional developmnt registration and consultation fees		$10,000.00
2	2	4	Professional development registration and consultation fees		$7,500.00
2	3	1	Supplemental resources and technology	Title 1-A	$5,000.00
2	3	2	Parent event materials		$7,500.00
2	3	3	Professional development and consultation fees		$5,000.00
2	4	1	salaries and wages		$35,000.00
3	1	1	Professional development registration and consultation fees		$10,000.00
3	1	2	Supplemental resources		$10,000.00
				Sub-Total	$660,000.00
				Grand Total	$965,400.00

Addendums