

**International Leadership of Texas**  
**Arlington Middle**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

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

## Vision

The vision of Arlington K-8 is to become the premier K-8 campus in ILTexas. While focusing on the district's mission and core values, Arlington K-8 will continue to excel academically while earning campus distinctions based off the state of Texas requirements.

## Value Statement

Others Before Self

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	8
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.	18
Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022.	26
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.	31
Goal 4: The percent of teachers retained annually will increase from 76% to 80% by June 2022.	33
Goal 5: To improve the culture and climate of our campuses by the end of the 2021-2022 school year.	39
Comprehensive Support Strategies	40
Targeted Support Strategies	42
Campus Funding Summary	44
Addendums	45

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Demographics

International Leadership of Texas Arlington 6-8 is a charter school rated as a C campus for the 2018-2019 accountability rating. In its 8th year open, the enrollment has slightly increased to 387 from 385 in the previous year. The grade level totals were 6th-135, 7th-120, and 8th-132. The ethnicity groups represented in 6-8 are 70.28% Hispanic, 22.74% African- American, 2.84% White, 2.07% two or more races, 2.07% Asian, 0% American Indian. The percentage of economically disadvantaged decreased from last year. Currently, it is at 68.73% for grades 6-8 The At-Risk student group is 80.62%. The LEP student group is 43.67%.

Resources- School Report Card, On Data Suite

#### Staff Quality

The staff is ethnically diverse. All teachers have at least a Bachelor's degree. Most have certifications, but only 5 hold ESL certifications.

Resources- Human Resources Data

#### Demographics Strengths

The campus is very ethnically diverse (students and staff). The enrollment has slightly decreased. The city of Arlington has implemented an enrollment limitation on the campus, which allows for us to retain a select number of students while remaining close to the 1,206 cap for elementary and middle school.

#### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

**Problem Statement 2 (Prioritized):** Struggles to keep SPED teachers when the support from the district-level is limited. **Root Cause:** No mentor program for SPED teachers. Turnover is high due to hiring teachers with limited or no experience.

**Problem Statement 3 (Prioritized):** Students need additional personnel to support their learning and to increase student achievement. **Root Cause:** There are several gaps in

student achievement and additional personnel are needed to close the gaps.

# Student Learning

## Student Learning Summary

The ILTexas Arlington Middle School campus earned a C rating for performance for acceptable performance by serving many students well but needs to provide additional academics support to many more students in 2018-2019. There was not a STAAR test to determine ratings for students in the 2019-2020 school year. According to 2018-2019 data, not enough students made adequate academic progress for eventual success in college, a career, or the military. The Overall rating for the school was a 79. The Student Achievement rating was a 74/C, the School Progress rating was a 82/B, and the Closing the Gaps rating was a 71/C. The campus did not receive any distinctions. For the 2018-2019 STAAR assessment, the AA student population scored the least amongst student groups at 72% in the All Subjects category. AA student population scored the least at 31% in the Meets performance for the All Subjects Category. The White student population scored the least at 57% in the Academic Growth Category, followed by the Hispanic student population scoring 60% for the Both Subjects Category.

There was no accountability rating for 2019-2020 nor 2020-2021. The preliminary 2021 STAAR data for 6-8 includes the following:

<b>May 2021 STAAR Mathematics, Grade 6</b>					<b>Summarized Results</b>			
<b>Total Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>		<b>Total Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
ILTexas Arlington MS	106	40.57%	8.49%	0.94%	106	40.57%	8.49%	0.94%
<b>May 2021 STAAR Mathematics, Grade 7</b>					<b>Summarized Results</b>			
<b>Total Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>		<b>Total Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
ILTexas Arlington MS	97	47.42%	17.53%	8.25%	97	47.42%	17.53%	8.25%
<b>April 2021 STAAR Mathematics, Grade 8</b>					<b>Summarized Results</b>			
<b>Total Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>		<b>Total Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
ILTexas Arlington MS	94	22.34%	6.38%	2.13%	94	22.34%	6.38%	2.13%
<b>May 2021 STAAR Reading, Grade 6</b>					<b>Summarized Results</b>			
<b>Total Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>		<b>Total Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
ILTexas Arlington MS	105	47.62%	20%	6.67%	105	47.62%	20%	6.67%
<b>May 2021 STAAR Reading, Grade 7</b>					<b>Summarized Results</b>			
<b>Total Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>		<b>Total Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
ILTexas Arlington MS	97	55.67%	37.11%	21.65%	97	55.67%	37.11%	21.65%
<b>April 2021 STAAR Reading, Grade 8</b>					<b>Summarized Results</b>			
<b>Total Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>		<b>Total Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
ILTexas Arlington MS	81	59.26%	20.99%	7.41%	81	59.26%	20.99%	7.41%

**May 2021 STAAR Science, Grade 8****Summarized Results**

	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
ILTexas Arlington MS	110	54.55%	31.82%	17.27%	110	54.55%	31.82%	17.27%

**May 2021 STAAR Social Studies, Grade 8****Summarized Results**

	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
ILTexas Arlington MS	109	48.62%	20.18%	10.09%	109	48.62%	20.18%	10.09%

Resources (School Report Card, TAPR, AWARE, ISIP reports, and Imagine Math Reports)

**Student Learning Strengths**

The first strength to notate is that multiple campus interventions have successfully been implemented on campus to grow students based on data based on NWA data in All in Learning. The second strength is the increase in the number of students scoring in the Approaches range for STAAR in 2018-2019. Lastly the growth in student progress overall as noted in the 2018 School Report Card.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

**Problem Statement 2 (Prioritized):** Fragmented implementation of district and campus initiatives creates a lack of consistency for students and staff. **Root Cause:** Campus and district initiatives are not established in a clear, concise manner and are implemented all year long, instead of being established at the beginning of the year and allowing the initiatives to grow and develop.

**Problem Statement 3 (Prioritized):** Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

**Problem Statement 4 (Prioritized):** Students need additional resources to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

**Problem Statement 5 (Prioritized):** Students need additional personnel to support their learning and to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

**Problem Statement 6 (Prioritized):** Teachers need additional personnel to support their instructional practices for students in order to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

**Problem Statement 7 (Prioritized):** Students need additional time to focus on acquiring language skills in Spanish and Chinese. **Root Cause:** There are several gaps in student achievement

**Problem Statement 8 (Prioritized):** Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement. **Root Cause:** Parent engagement opportunities are limited.

**Problem Statement 9 (Prioritized):** The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

**Problem Statement 10 (Prioritized):** Technology is not updated. **Root Cause:** Hard to update technology programs because district has strict rules. Tablets for driveline, Wifi drops, etc.



# School Processes & Programs

## School Processes & Programs Summary

### Curriculum, Instruction, and Assessment

As a campus when it comes to our school processes & programs, some of our strongest areas are collaborating with staff and having a voice and assisting in making campus-wide decisions. Areas of opportunity that we will continue to focus on is mentoring new staff members and providing ongoing support for teachers via professional development opportunities. Our curriculum, instruction, and assessment supports and challenges all students with all of our teachers following the state standards (TEKS) guidelines. The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Teachers will utilize the TEKS RS Year at a Glance and Instructional Focus Document for all core subject areas, as well as analyze data based on the state, district and local assessments in order to be data driven. Teachers will need to differentiate instruction based on students' needs and learning styles in order to reach a diverse group of students.

### Staff Recruitment and Retention

Our goal is to recruit and retain high caliber staff. We use sources such as, campus website, the Teacher Job Network (TJN), District and Region 10 and 11 job fairs, social media, and word of mouth. Our goal is that all teachers are highly qualified. We have teachers in alternative certification programs, including the new ILTexas charter alternative certification program, as well as visiting teachers from other countries to support our district mission of being a trilingual school district. Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers.

### Technology

All staff members have been provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, students in grades 6-8 are provided their own Chromebooks. Due to virtual learning, all students K-8 had a 1:1 ratio chromebooks. We utilize the following academic resources to assist us in our daily learning and communication: Kahoot, Measuring Up, Dojo, Study Island, IStation, Reading A-Z, Stemsscopes, Kuder, MAP, STAAR-AR, Imagine Math, Splash Math, All in Learning, Google Classroom, and Seesaw; and finally, technology pieces that also encourage and engage parents through the use of programs such as Edmodo, Peachjar, Dojo, Smores, Facebook, Call-Messenger and Parent Portal. With the use of this kind of technology we have increased our parent communication, improved behavior, while continuing to make teaching and the delivery more engaging, attainable, and fun. Virtual learning allowed us to provide more technology support to parents through a technology help desk.

Resources (Eduphoria, Forethought, Staff Climate Survey)

## School Processes & Programs Strengths

### Curriculum, Instruction, and Assessment:

Low turnover among staff allows for consistency in content areas which ultimately results in stronger content knowledge and effective use of instructional practices. With the addition of two Campus Instructional Coaches, teachers are able to get more support in areas of lesson design, curriculum alignment,

data analysis, and data-driven instruction.

### **Staff Recruitment and Retention:**

Very low turnover among staff in comparison to the overall district. This allows for the campus to maintain a consistent culture/climate, while increasing student achievement.

### **Technology:**

Each student in grades K-8 has access to technology via chromebooks. Students in grades 4th-8th receive their own personal chromebook for academic usage.

### **School Processes & Program Strengths:**

The campus does a great job of adhering to the many cultural and international festivities that are mandated by the district. Strong systems are in place to ensure organizational and academic strengths.

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

**Problem Statement 1 (Prioritized):** Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

**Problem Statement 2 (Prioritized):** Struggles to keep SPED teachers when the support from the district-level is limited. **Root Cause:** No mentor program for SPED teachers. Turnover is high due to hiring teachers with limited or no experience.

**Problem Statement 3 (Prioritized):** Technology is not updated. **Root Cause:** Hard to update technology programs because district has strict rules. Tablets for driveline, Wifi drops, etc.

**Problem Statement 4 (Prioritized):** The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

**Problem Statement 5 (Prioritized):** Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement. **Root Cause:** Parent engagement opportunities are limited.

**Problem Statement 6 (Prioritized):** Teachers need additional personnel to support their instructional practices for students in order to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

**Problem Statement 7 (Prioritized):** Students need additional resources to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

**Problem Statement 8 (Prioritized):** Students need additional time to focus on acquiring language skills in Spanish and Chinese. **Root Cause:** There are several gaps in student achievement

# Perceptions

## Perceptions Summary

As a campus, our climate and culture survey indicates that majority of our campus staff feel as if our campus' environment is positive and encouraging. Our staff does a great job of collaborating and working together for the greater good. The campus does a great job of reinforcing the district's vision and mission. For the upcoming school year, the campus will work on streamlining systems related to student discipline and strengthening staff morale overall.

Resources (Fall and Spring Staff Climate Survey, Fall and Spring Parent Climate Survey)

## Perceptions Strengths

Campus strengths are the positive culture and climate and which staff feels as if they are a "family" with a "family-oriented" environment.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

**Problem Statement 2 (Prioritized):** Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement. **Root Cause:** Parent engagement opportunities are limited.

**Problem Statement 3 (Prioritized):** Technology is not updated. **Root Cause:** Hard to update technology programs because district has strict rules. Tablets for driveline, Wifi drops, etc.

**Problem Statement 4 (Prioritized):** Fragmented implementation of district and campus initiatives creates a lack of consistency for students and staff. **Root Cause:** Campus and district initiatives are not established in a clear, concise manner and are implemented all year long, instead of being established at the beginning of the year and allowing the initiatives to grow and develop.

**Problem Statement 5 (Prioritized):** Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

**Problem Statement 6 (Prioritized):** The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

**Problem Statement 7 (Prioritized):** Lack of parental involvement on campus and in the classrooms. **Root Cause:** Lack of communication of needs and planned parent's events

**Problem Statement 8 (Prioritized):** High number of student behavior referrals. **Root Cause:** Lack of consistent classroom management and campus discipline protocol.

**Problem Statement 9 (Prioritized):** Low morale among faculty and staff **Root Cause:** Lack of positive team building opportunities and lack of accountability systems for faculty and staff.

# Priority Problem Statements

**Problem Statement 1:** Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps.

**Root Cause 1:** Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

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

**Problem Statement 2:** Fragmented implementation of district and campus initiatives creates a lack of consistency for students and staff.

**Root Cause 2:** Campus and district initiatives are not established in a clear, concise manner and are implemented all year long, instead of being established at the beginning of the year and allowing the initiatives to grow and develop.

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

**Problem Statement 3:** Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development.

**Root Cause 3:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

**Problem Statement 3 Areas:** Student Learning - Perceptions

**Problem Statement 4:** Students need additional resources to increase student achievement.

**Root Cause 4:** There are several gaps in student achievement and additional resources are needed to close the gaps.

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

**Problem Statement 5:** Students need additional personnel to support their learning and to increase student achievement.

**Root Cause 5:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

**Problem Statement 5 Areas:** Demographics - Student Learning

**Problem Statement 6:** Teachers need additional personnel to support their instructional practices for students in order to increase student achievement.

**Root Cause 6:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

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

**Problem Statement 7:** Students need additional time to focus on acquiring language skills in Spanish and Chinese.

**Root Cause 7:** There are several gaps in student achievement

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

**Problem Statement 8:** Struggles to keep SPED teachers when the support from the district-level is limited.

**Root Cause 8:** No mentor program for SPED teachers. Turnover is high due to hiring teachers with limited or no experience.

**Problem Statement 8 Areas:** Demographics - School Processes & Programs

**Problem Statement 9:** Technology is not updated.

**Root Cause 9:** Hard to update technology programs because district has strict rules. Tablets for driveline, Wifi drops, etc.

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

**Problem Statement 10:** The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management.

**Root Cause 10:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

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

**Problem Statement 11:** Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement.

**Root Cause 11:** Parent engagement opportunities are limited.

**Problem Statement 11 Areas:** Student Learning - School Processes & Programs - Perceptions

**Problem Statement 12:** Lack of parental involvement on campus and in the classrooms.

**Root Cause 12:** Lack of communication of needs and planned parent's events

**Problem Statement 12 Areas:** Perceptions

**Problem Statement 13:** High number of student behavior referrals.

**Root Cause 13:** Lack of consistent classroom management and campus discipline protocol.

**Problem Statement 13 Areas:** Perceptions

**Problem Statement 14:** Low morale among faculty and staff

**Root Cause 14:** Lack of positive team building opportunities and lack of accountability systems for faculty and staff.

**Problem Statement 14 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records



**Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data

**Parent/Community Data**

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

# Goals

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

**Performance Objective 1:** By the end of the 2021-2022 school year, all Special Populations (to include AA student group, EC Disadv student group, 2 or more races student group, SPED, Bilingual, and ESL students) will increase in their performance at the Meets Performance Level on State Assessments by 10-15%.

**Targeted or ESF High Priority**





**Evaluation Data Sources:** ECA Data, Benchmark Data, MAP Data, STAAR Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitor implementation of curriculum and Scope of Sequence and use resources such as Lead4ward Field Guides to assist with planning aligned lessons. <b>Strategy's Expected Result/Impact:</b> Increased student achievement <b>Staff Responsible for Monitoring:</b> Admin, ICs, GLAs, and Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 6, 8 - School Processes & Programs 1, 5, 6 - Perceptions 1, 2	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use data driven instruction based on teacher and district assessment to drive instructional needs of students and have teachers monitor using All in Learning. <b>Strategy's Expected Result/Impact:</b> Increased student achievement <b>Staff Responsible for Monitoring:</b> Administrators, IC, GLAs, Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 4 - School Processes & Programs 1, 7 - Perceptions 1	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Administer MAP and I-Station testing to determine and target reading instructional levels. <b>Strategy's Expected Result/Impact:</b> Increase reading levels for students <b>Staff Responsible for Monitoring:</b> Instructional Coaches, ELA Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 4 - School Processes & Programs 7	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Conduct tutorials before/during/after the school day and for Saturday School for those students not demonstrating mastery. <b>Strategy's Expected Result/Impact:</b> Increase student achievement <b>Staff Responsible for Monitoring:</b> Administrators, GLAs, Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 3 - Student Learning 4, 5, 7 - School Processes & Programs 7, 8 <b>Funding Sources:</b> Supplemental Pay - 211 - Title 1-A - \$6,000	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide online programs to include RAZ kids, Study Island, Brain Pop, MAP, Measuring Up, Flocabulary, Freedom Run, and other online resources to enhance instruction and increase student academic achievement. <b>Strategy's Expected Result/Impact:</b> Increased student achievement in Reading and Math <b>Staff Responsible for Monitoring:</b> Instructional Coach, GLAs, Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1, 3 - Student Learning 1, 4, 5 - School Processes & Programs 1, 7 - Perceptions 1 <b>Funding Sources:</b> Supplemental resources for Tutoring and Saturday School - 211 - Title 1-A - \$5,000	Formative			Summative
	Nov	Jan	May	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide instructional materials for students in Reading/LA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessments (including Kamico, STAAR Master, Measuring Up, MAP, etc.) <b>Strategy's Expected Result/Impact:</b> Increased student academic achievement <b>Staff Responsible for Monitoring:</b> Administrators, GLAs, ICs, and Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 4 - School Processes & Programs 7 <b>Funding Sources:</b> Supplemental resources needed for instruction - 211 - Title 1-A - \$3,000	Formative			Summative
	Nov	Jan	May	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide parent resources to support instruction. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents. <b>Strategy's Expected Result/Impact:</b> Increased parental involvement <b>Staff Responsible for Monitoring:</b> Administrators, GLAs, Teachers <b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Perceptions 7, 8 <b>Funding Sources:</b> Resources for parent meetings - 211 - Title 1-A - \$1,500	Formative			Summative
	Nov	Jan	May	June

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide teachers with Professional Development Opportunities that are Campus- Based via Super Saturday Sessions. <b>Strategy's Expected Result/Impact:</b> Increase student achievement, teacher retention, and teacher professional growth <b>Staff Responsible for Monitoring:</b> Administrators, GLAs, ICs, Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 3, 4, 9 - School Processes & Programs 1, 4, 7 - Perceptions 1, 5, 6 <b>Funding Sources:</b> Supplemental Pay - 211 - Title 1-A - \$3,000	Formative			Summative
	Nov	Jan	May	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Bring in subject matter experts and consultants to help ILTexas Teachers, Administrators, and District Support Staff strengthen their ability to support our ESL, DLI, and other programs that will increase student achievement, with particular attention to ELL's. <b>Strategy's Expected Result/Impact:</b> Increased student achievement and teacher growth <b>Staff Responsible for Monitoring:</b> Administrators, GLAs, ICs, Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 3 - Student Learning 2, 3, 5, 9 - School Processes & Programs 4 - Perceptions 4, 5, 6 <b>Funding Sources:</b> Contracted Services - 211 - Title 1-A - \$3,000	Formative			Summative
	Nov	Jan	May	June

Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Hire additional personnel such as instructional coach to support teacher instruction in math and science <b>Strategy's Expected Result/Impact:</b> Increased student achievement <b>Staff Responsible for Monitoring:</b> Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 3 - Student Learning 5 <b>Funding Sources:</b> Personnel - 211 - Title 1-A - \$55,000	Formative			Summative
	Nov	Jan	May	June
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Hire additional personnel such as instructional aide to support small group instruction <b>Strategy's Expected Result/Impact:</b> Increased student achievement <b>Staff Responsible for Monitoring:</b> ICs, GLAs, Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 3 - Student Learning 5, 6 - School Processes & Programs 6 <b>Funding Sources:</b> Personnel - 211 - Title 1-A - \$40,000	Formative			Summative
	Nov	Jan	May	June
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Purchase technology such as laptops, monitors, tablets, chromebooks, and accessories (docking stations, HDMI cords, etc.) to support instruction in all content areas. <b>Strategy's Expected Result/Impact:</b> Increased Student achievement <b>Staff Responsible for Monitoring:</b> Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 4, 10 - School Processes & Programs 3, 7 - Perceptions 3, 7 <b>Funding Sources:</b> Laptops, Tablets, Chromebooks - 211 - Title 1-A - \$5,000	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

## Demographics

**Problem Statement 1:** Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

**Problem Statement 3:** Students need additional personnel to support their learning and to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

## Student Learning

**Problem Statement 1:** Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

**Problem Statement 2:** Fragmented implementation of district and campus initiatives creates a lack of consistency for students and staff. **Root Cause:** Campus and district initiatives are not established in a clear, concise manner and are implemented all year long, instead of being established at the beginning of the year and allowing the initiatives to grow and develop.

**Problem Statement 3:** Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

**Problem Statement 4:** Students need additional resources to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

**Problem Statement 5:** Students need additional personnel to support their learning and to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

**Problem Statement 6:** Teachers need additional personnel to support their instructional practices for students in order to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

**Problem Statement 7:** Students need additional time to focus on acquiring language skills in Spanish and Chinese. **Root Cause:** There are several gaps in student achievement

**Problem Statement 8:** Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement. **Root Cause:** Parent engagement opportunities are limited.

**Problem Statement 9:** The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

**Problem Statement 10:** Technology is not updated. **Root Cause:** Hard to update technology programs because district has strict rules. Tablets for driveline, Wifi drops, etc.

## School Processes & Programs

**Problem Statement 1:** Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

**Problem Statement 3:** Technology is not updated. **Root Cause:** Hard to update technology programs because district has strict rules. Tablets for driveline, Wifi drops, etc.

## School Processes & Programs

**Problem Statement 4:** The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

**Problem Statement 5:** Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement. **Root Cause:** Parent engagement opportunities are limited.

**Problem Statement 6:** Teachers need additional personnel to support their instructional practices for students in order to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

**Problem Statement 7:** Students need additional resources to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

**Problem Statement 8:** Students need additional time to focus on acquiring language skills in Spanish and Chinese. **Root Cause:** There are several gaps in student achievement

## Perceptions

**Problem Statement 1:** Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

**Problem Statement 2:** Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement. **Root Cause:** Parent engagement opportunities are limited.

**Problem Statement 3:** Technology is not updated. **Root Cause:** Hard to update technology programs because district has strict rules. Tablets for driveline, Wifi drops, etc.

**Problem Statement 4:** Fragmented implementation of district and campus initiatives creates a lack of consistency for students and staff. **Root Cause:** Campus and district initiatives are not established in a clear, concise manner and are implemented all year long, instead of being established at the beginning of the year and allowing the initiatives to grow and develop.

**Problem Statement 5:** Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

**Problem Statement 6:** The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

**Problem Statement 7:** Lack of parental involvement on campus and in the classrooms. **Root Cause:** Lack of communication of needs and planned parent's events

**Problem Statement 8:** High number of student behavior referrals. **Root Cause:** Lack of consistent classroom management and campus discipline protocol.







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

**Performance Objective 2:** By the end of the 2021-2022 school year, we will improve parental involvement on our campus by increasing the communication between the school and the all stakeholders to increase student achievement.

**Evaluation Data Sources:** Fall and Spring Parent Surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Be more intentional with using social media to display postive achievements. <b>Strategy's Expected Result/Impact:</b> Increased Parental involvement <b>Staff Responsible for Monitoring:</b> Admin, GLAs, Teachers <b>Title I Schoolwide Elements:</b> 2.5, 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 4 - School Processes & Programs 7	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide a Principal's newsletter so that stakeholders are current with events. <b>Strategy's Expected Result/Impact:</b> Increase parental involvement <b>Staff Responsible for Monitoring:</b> Admin, GLAs, Teachers <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 3 - Student Learning 5 <b>Funding Sources:</b> SMORE Newsletter - 211 - Title 1-A - \$300	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Promote and host more events such as STEM nights or Family fun nights. <b>Strategy's Expected Result/Impact:</b> Increase parental involvement <b>Staff Responsible for Monitoring:</b> Admin, GLAs, ICs, Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 3 - Student Learning 5 <b>Funding Sources:</b> Materials for Family nights events - 211 - Title 1-A - \$1,000	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Purchase technology to support parental involvement <b>Strategy's Expected Result/Impact:</b> Increase parental involvement <b>Staff Responsible for Monitoring:</b> Admin <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 4 - School Processes & Programs 7 <b>Funding Sources:</b> Laptops, chromebooks, tablets - 211 - Title 1-A - \$2,500	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Purchase food and snacks for meetings to increase parental involvement <b>Strategy's Expected Result/Impact:</b> Increased parental involvement <b>Staff Responsible for Monitoring:</b> Admin <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Funding Sources:</b> Food, snacks, beverages - 211 - Title 1-A - \$1,000	Formative			Summative
	Nov	Jan	May	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

## Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 3:</b> Students need additional personnel to support their learning and to increase student achievement. <b>Root Cause:</b> There are several gaps in student achievement and additional personnel are needed to close the gaps.
Student Learning
<b>Problem Statement 4:</b> Students need additional resources to increase student achievement. <b>Root Cause:</b> There are several gaps in student achievement and additional resources are needed to close the gaps.
<b>Problem Statement 5:</b> Students need additional personnel to support their learning and to increase student achievement. <b>Root Cause:</b> There are several gaps in student achievement and additional personnel are needed to close the gaps.
School Processes & Programs
<b>Problem Statement 7:</b> Students need additional resources to increase student achievement. <b>Root Cause:</b> There are several gaps in student achievement and additional resources are needed to close the gaps.

**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:** Performance Objective 2: By the end of the 2021-2022 school year, all Special Populations (to include AA student group, EC Disadv student group, 2 or more races student group, SPED, Bilingual, and ESL students) will increase in their performance at the Meets Performance Level on State Assessments by 12-18%.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** ECA Data, Benchmark Data, MAP data, STAAR Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitor implementation of curriculum and Scope of Sequence. <b>Strategy's Expected Result/Impact:</b> Increased student achievement <b>Staff Responsible for Monitoring:</b> Administrators, GLAs, Teachers, ICs <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1, 4	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use data driven instruction based on teacher and district assessment to drive instructional needs of students and have teachers monitor using All in Learning. <b>Strategy's Expected Result/Impact:</b> Increased student achievement <b>Staff Responsible for Monitoring:</b> Administrators, ICs, GLAs, Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 4, 6 - School Processes & Programs 1, 6, 7 - Perceptions 1 <b>Funding Sources:</b> All in Learning - 211 - Title 1-A - \$2,000	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Administer Imagine Math assessments and MAP testing to determine and target math instructional levels. <b>Strategy's Expected Result/Impact:</b> Increased student Achievement <b>Staff Responsible for Monitoring:</b> Administrators, GLAs, ICs, Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 <b>Funding Sources:</b> MAP - 211 - Title 1-A - \$3,000		Formative			Summative
		Nov	Jan	May	June
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Conduct tutorials before/during/after the school day and for Saturday School for those students not demonstrating mastery. <b>Strategy's Expected Result/Impact:</b> Increased student achievement <b>Staff Responsible for Monitoring:</b> Administrators, GLAs, Teachers, IC <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 3 - Student Learning 5, 6, 7 - School Processes & Programs 6, 8 <b>Funding Sources:</b> Supplemental Pay - 211 - Title 1-A - \$5,000		Formative			Summative
		Nov	Jan	May	June
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Provide online programs to include Study Island, Brain Pop, MAP, Measuring Up, and other online resources to enhance instruction and increase student academic achievement. <b>Strategy's Expected Result/Impact:</b> Increased student achievement <b>Staff Responsible for Monitoring:</b> Administrators, GLAs, Teachers, ICs <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 4 - School Processes & Programs 7 <b>Funding Sources:</b> Online resources for students - 211 - Title 1-A - \$3,000		Formative			Summative
		Nov	Jan	May	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Attend conferences and workshops to increase teaching and leadership capacity (Teacher and Administrators) <b>Strategy's Expected Result/Impact:</b> Increase student achievement <b>Staff Responsible for Monitoring:</b> Administrators, ICs, GLAs, Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 2, 3, 9 - School Processes & Programs 4 - Perceptions 4, 5, 6 <b>Funding Sources:</b> Registration, Travel, Per Diem - 211 - Title 1-A - \$8,000	Formative			Summative
	Nov	Jan	May	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Hire additional personnel such as instructional coach to support teacher instruction in math and science <b>Strategy's Expected Result/Impact:</b> Increased student achievement <b>Staff Responsible for Monitoring:</b> Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 3 - Student Learning 5, 6 - School Processes & Programs 6	Formative			Summative
	Nov	Jan	May	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Hire additional personnel such as instructional aide to support small group instruction <b>Strategy's Expected Result/Impact:</b> Increased student achievement <b>Staff Responsible for Monitoring:</b> Administrators, GLAs, IC, Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 3 - Student Learning 5, 6 - School Processes & Programs 6	Formative			Summative
	Nov	Jan	May	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

## Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. <b>Root Cause:</b> Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

## Demographics

**Problem Statement 3:** Students need additional personnel to support their learning and to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

## Student Learning

**Problem Statement 1:** Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

**Problem Statement 2:** Fragmented implementation of district and campus initiatives creates a lack of consistency for students and staff. **Root Cause:** Campus and district initiatives are not established in a clear, concise manner and are implemented all year long, instead of being established at the beginning of the year and allowing the initiatives to grow and develop.

**Problem Statement 3:** Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

**Problem Statement 4:** Students need additional resources to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

**Problem Statement 5:** Students need additional personnel to support their learning and to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

**Problem Statement 6:** Teachers need additional personnel to support their instructional practices for students in order to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

**Problem Statement 7:** Students need additional time to focus on acquiring language skills in Spanish and Chinese. **Root Cause:** There are several gaps in student achievement

**Problem Statement 9:** The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

## School Processes & Programs

**Problem Statement 1:** Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

**Problem Statement 4:** The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

**Problem Statement 6:** Teachers need additional personnel to support their instructional practices for students in order to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

**Problem Statement 7:** Students need additional resources to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

**Problem Statement 8:** Students need additional time to focus on acquiring language skills in Spanish and Chinese. **Root Cause:** There are several gaps in student achievement

## Perceptions

**Problem Statement 1:** Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

**Problem Statement 4:** Fragmented implementation of district and campus initiatives creates a lack of consistency for students and staff. **Root Cause:** Campus and district initiatives are not established in a clear, concise manner and are implemented all year long, instead of being established at the beginning of the year and allowing the initiatives to grow and develop.





**Problem Statement 5:** Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

**Problem Statement 6:** The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

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

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

**Evaluation Data Sources:** AAPPL Testing Data

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Purchase supplemental resources such as bilingual dictionaries, leveled readers, and enrichment summer school materials to support instruction of English Learners. <b>Strategy's Expected Result/Impact:</b> Increased student language performance in Reading, Writing, Listening, and Speaking <b>Staff Responsible for Monitoring:</b> Administrators, ICs, Teachers, GLAs <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 4, 7 - School Processes & Programs 7, 8 <b>Funding Sources:</b> Bilingual Dictionaries - 211 - Title 1-A - \$300		Formative			Summative
		Nov	Jan	May	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

### Performance Objective 1 Problem Statements:





Student Learning
<b>Problem Statement 4:</b> Students need additional resources to increase student achievement. <b>Root Cause:</b> There are several gaps in student achievement and additional resources are needed to close the gaps.
<b>Problem Statement 7:</b> Students need additional time to focus on acquiring language skills in Spanish and Chinese. <b>Root Cause:</b> There are several gaps in student achievement
School Processes & Programs
<b>Problem Statement 7:</b> Students need additional resources to increase student achievement. <b>Root Cause:</b> There are several gaps in student achievement and additional resources are needed to close the gaps.
<b>Problem Statement 8:</b> Students need additional time to focus on acquiring language skills in Spanish and Chinese. <b>Root Cause:</b> There are several gaps in student achievement



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

**Performance Objective 2:** All Instructional coaches will monitor fidelity of the DLI model by June 2022.

**Evaluation Data Sources:** ACTFL

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Purchase supplemental technology (such as Chromebooks), instructional materials, and evaluation/assessment/data analysis resources (and subsequent related PD. This includes hard copies as well as online tools/software to scaffold instruction (i.e., Peoples Education - Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs <b>Strategy's Expected Result/Impact:</b> ACTFL increase <b>Staff Responsible for Monitoring:</b> Principal, AP <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 4, 7, 10 - School Processes & Programs 3, 7, 8 - Perceptions 3	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 2 Problem Statements:**

Student Learning
<b>Problem Statement 4:</b> Students need additional resources to increase student achievement. <b>Root Cause:</b> There are several gaps in student achievement and additional resources are needed to close the gaps.
<b>Problem Statement 7:</b> Students need additional time to focus on acquiring language skills in Spanish and Chinese. <b>Root Cause:</b> There are several gaps in student achievement
<b>Problem Statement 10:</b> Technology is not updated. <b>Root Cause:</b> Hard to update technology programs because district has strict rules. Tablets for driveline, Wifi drops, etc.
School Processes & Programs
<b>Problem Statement 3:</b> Technology is not updated. <b>Root Cause:</b> Hard to update technology programs because district has strict rules. Tablets for driveline, Wifi drops, etc.
<b>Problem Statement 7:</b> Students need additional resources to increase student achievement. <b>Root Cause:</b> There are several gaps in student achievement and additional resources are needed to close the gaps.
<b>Problem Statement 8:</b> Students need additional time to focus on acquiring language skills in Spanish and Chinese. <b>Root Cause:</b> There are several gaps in student achievement
Perceptions
<b>Problem Statement 3:</b> Technology is not updated. <b>Root Cause:</b> Hard to update technology programs because district has strict rules. Tablets for driveline, Wifi drops, etc.





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

**Performance Objective 1:** By the end of 2021-2022 school year, recruit and retain highly qualified teachers and staff for ILTexas by offering support to all staff.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Human Resources Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Advertise in the newspaper, on the web, through Teacher Job Network and through other educator recruitment portals. <b>Strategy's Expected Result/Impact:</b> Increase the number of highly qualified candidates <b>Staff Responsible for Monitoring:</b> Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 9 - School Processes & Programs 4 - Perceptions 6, 7, 8, 9	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Attend College, ESC, and Online Job Fairs as well as other educator Recruitment Job Fairs. <b>Strategy's Expected Result/Impact:</b> Increase the amount of high quality teacher candidates <b>Staff Responsible for Monitoring:</b> Administrators, ICs, GLAs <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 2 - School Processes & Programs 2 - Perceptions 9	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Purchase technology such as laptops, chromebooks, tablets, etc. to support instruction <b>Strategy's Expected Result/Impact:</b> Retain Teachers and Staff <b>Staff Responsible for Monitoring:</b> Administrators, GLAs, Teachers	Formative			Summative
	Nov	Jan	May	June

<p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 3, 9, 10 - School Processes &amp; Programs 3, 4 - Perceptions 3, 5, 6, 9</p> <p><b>Funding Sources:</b> Laptops, Tablets, Chromebooks - 211 - Title 1-A - \$3,000</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Performance Objective 1 Problem Statements:

Demographics
<p><b>Problem Statement 2:</b> Struggles to keep SPED teachers when the support from the district-level is limited. <b>Root Cause:</b> No mentor program for SPED teachers. Turnover is high due to hiring teachers with limited or no experience.</p>
Student Learning
<p><b>Problem Statement 3:</b> Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. <b>Root Cause:</b> Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.</p>
<p><b>Problem Statement 9:</b> The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. <b>Root Cause:</b> The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.</p>
<p><b>Problem Statement 10:</b> Technology is not updated. <b>Root Cause:</b> Hard to update technology programs because district has strict rules. Tablets for driveline, Wifi drops, etc.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> Struggles to keep SPED teachers when the support from the district-level is limited. <b>Root Cause:</b> No mentor program for SPED teachers. Turnover is high due to hiring teachers with limited or no experience.</p>
<p><b>Problem Statement 3:</b> Technology is not updated. <b>Root Cause:</b> Hard to update technology programs because district has strict rules. Tablets for driveline, Wifi drops, etc.</p>
<p><b>Problem Statement 4:</b> The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. <b>Root Cause:</b> The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.</p>

## Perceptions

**Problem Statement 3:** Technology is not updated. **Root Cause:** Hard to update technology programs because district has strict rules. Tablets for driveline, Wifi drops, etc.

**Problem Statement 5:** Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

**Problem Statement 6:** The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

**Problem Statement 7:** Lack of parental involvement on campus and in the classrooms. **Root Cause:** Lack of communication of needs and planned parent's events

**Problem Statement 8:** High number of student behavior referrals. **Root Cause:** Lack of consistent classroom management and campus discipline protocol.

**Problem Statement 9:** Low morale among faculty and staff **Root Cause:** Lack of positive team building opportunities and lack of accountability systems for faculty and staff.





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

**Performance Objective 2:** By the end of the 2021-2022 school year, we will improve the climate and culture by increasing our implementation of PBIS and Restorative Strategies with all administration and teachers

**Evaluation Data Sources:** Fall and Spring Climate Surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Attend PD on PBIS and Restorative Practices to prevent violence and promote a positive culture <b>Strategy's Expected Result/Impact:</b> Decrease in student discipline referrals and increase in climate and culture <b>Staff Responsible for Monitoring:</b> Admin, ICs, GLAs, Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Perceptions 7, 8, 9 <b>Funding Sources:</b> PD for PBIS, Restorative Discipline, and RCA - 211 - Title 1-A - \$3,000	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Purchase books to conduct book studies on improving climate and culture <b>Strategy's Expected Result/Impact:</b> Increased positive climate and culture <b>Staff Responsible for Monitoring:</b> Administrators, Teachers, GLAs, IC <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Perceptions 9 <b>Funding Sources:</b> Professional Literature - 211 - Title 1-A - \$500	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Purchase food and snacks for meetings to help build campus morale <b>Strategy's Expected Result/Impact:</b> Increase staff morale <b>Staff Responsible for Monitoring:</b> Administrators, ICs, GLAs <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Perceptions 7, 9 <b>Funding Sources:</b> Food, snacks, beverages - 211 - Title 1-A - \$1,500	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Purchase and utilize Whetstone to improve the quality of feedback to teachers. <b>Strategy's Expected Result/Impact:</b> Increase positive climate and culture <b>Staff Responsible for Monitoring:</b> Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 3 - Perceptions 5, 9 <b>Funding Sources:</b> Whetstone - 211 - Title 1-A - \$5,000		Formative			Summative
		Nov	Jan	May	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

## Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 3:</b> Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. <b>Root Cause:</b> Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.
Perceptions
<b>Problem Statement 5:</b> Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. <b>Root Cause:</b> Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback. <b>Problem Statement 7:</b> Lack of parental involvement on campus and in the classrooms. <b>Root Cause:</b> Lack of communication of needs and planned parent's events <b>Problem Statement 8:</b> High number of student behavior referrals. <b>Root Cause:</b> Lack of consistent classroom management and campus discipline protocol. <b>Problem Statement 9:</b> Low morale among faculty and staff <b>Root Cause:</b> Lack of positive team building opportunities and lack of accountability systems for faculty and staff.





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

**Performance Objective 3:** 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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	May	June

**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).  
**Strategy's Expected Result/Impact:** Increased Climate and Culture  
**Staff Responsible for Monitoring:** Counselors  
**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 3: Positive School Culture  
**Problem Statements:** Demographics 3 - Student Learning 5 - Perceptions 8, 9



 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 3:</b> Students need additional personnel to support their learning and to increase student achievement. <b>Root Cause:</b> There are several gaps in student achievement and additional personnel are needed to close the gaps.
Student Learning
<b>Problem Statement 5:</b> Students need additional personnel to support their learning and to increase student achievement. <b>Root Cause:</b> There are several gaps in student achievement and additional personnel are needed to close the gaps.
Perceptions
<b>Problem Statement 8:</b> High number of student behavior referrals. <b>Root Cause:</b> Lack of consistent classroom management and campus discipline protocol.
<b>Problem Statement 9:</b> Low morale among faculty and staff <b>Root Cause:</b> Lack of positive team building opportunities and lack of accountability systems for faculty and staff.

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

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

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



# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Monitor implementation of curriculum and Scope of Sequence and use resources such as Lead4ward Field Guides to assist with planning aligned lessons.
1	1	2	Use data driven instruction based on teacher and district assessment to drive instructional needs of students and have teachers monitor using All in Learning.
1	1	3	Administer MAP and I-Station testing to determine and target reading instructional levels.
1	1	4	Conduct tutorials before/during/after the school day and for Saturday School for those students not demonstrating mastery.
1	1	5	Provide online programs to include RAZ kids, Study Island, Brain Pop, MAP, Measuring Up, Flocabulary, Freedom Run, and other online resources to enhance instruction and increase student academic achievement.
1	1	6	Provide instructional materials for students in Reading/LA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessments (including Kamico, STAAR Master, Measuring Up, MAP, etc.)
1	1	7	Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide parent resources to support instruction. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.
1	1	8	Provide teachers with Professional Development Opportunities that are Campus- Based via Super Saturday Sessions.
1	1	9	Bring in subject matter experts and consultants to help ILTexas Teachers, Administrators, and District Support Staff strengthen their ability to support our ESL, DLI, and other programs that will increase student achievement, with particular attention to ELL's.
1	1	10	Hire additional personnel such as instructional coach to support teacher instruction in math and science
1	1	11	Hire additonal personnel such as instructional aide to support small group instruction
1	1	12	Purchase technology such as laptops, monitors, tablets, chromebooks, and accessories (docking stations, HDMI cords, etc.) to support instruction in all content areas.
1	2	1	Be more intentional with using social media to display postive achievements.
1	2	2	Provide a Principal's newsletter so that stakeholders are current with events.
1	2	3	Promote and host more events such as STEM nights or Family fun nights.
1	2	4	Purchase technology to support parental involvement
1	2	5	Purchase food and snacks for meetings to increase parental involvement
2	1	1	Monitor implementation of curriculum and Scope of Sequence.
2	1	2	Use data driven instruction based on teacher and district assessment to drive instructional needs of students and have teachers monitor using All in Learning.
2	1	3	Administer Imagine Math assessments and MAP testing to determine and target math instructional levels.

Goal	Objective	Strategy	Description
2	1	4	Conduct tutorials before/during/after the school day and for Saturday School for those students not demonstrating mastery.
2	1	5	Provide online programs to include Study Island, Brain Pop, MAP, Measuring Up, and other online resources to enhance instruction and increase student academic achievement.
2	1	6	Attend conferences and workshops to increase teaching and leadership capacity (Teacher and Administrators)
2	1	7	Hire additional personnel such as instructional coach to support teacher instruction in math and science
2	1	8	Hire additional personnel such as instructional aide to support small group instruction
3	1	1	Purchase supplemental resources such as bilingual dictionaries, leveled readers, and enrichment summer school materials to support instruction of English Learners.
4	1	1	Advertise in the newspaper, on the web, through Teacher Job Network and through other educator recruitment portals.
4	1	2	Attend College, ESC, and Online Job Fairs as well as other educator Recruitment Job Fairs.
4	1	3	Purchase technology such as laptops, chromebooks, tablets, etc. to support instruction
4	2	1	Attend PD on PBIS and Restorative Practices to prevent violence and promote a positive culture
4	2	2	Purchase books to conduct book studies on improving climate and culture
4	2	3	Purchase food and snacks for meetings to help build campus morale
4	2	4	Purchase and utilize Whetstone to improve the quality of feedback to teachers.

# Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Monitor implementation of curriculum and Scope of Sequence and use resources such as Lead4ward Field Guides to assist with planning aligned lessons.
1	1	2	Use data driven instruction based on teacher and district assessment to drive instructional needs of students and have teachers monitor using All in Learning.
1	1	3	Administer MAP and I-Station testing to determine and target reading instructional levels.
1	1	4	Conduct tutorials before/during/after the school day and for Saturday School for those students not demonstrating mastery.
1	1	5	Provide online programs to include RAZ kids, Study Island, Brain Pop, MAP, Measuring Up, Flocabulary, Freedom Run, and other online resources to enhance instruction and increase student academic achievement.
1	1	6	Provide instructional materials for students in Reading/LA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessments (including Kamico, STAAR Master, Measuring Up, MAP, etc.)
1	1	7	Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide parent resources to support instruction. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.
1	1	8	Provide teachers with Professional Development Opportunities that are Campus- Based via Super Saturday Sessions.
1	1	9	Bring in subject matter experts and consultants to help ILTexas Teachers, Administrators, and District Support Staff strengthen their ability to support our ESL, DLI, and other programs that will increase student achievement, with particular attention to ELL's.
1	1	10	Hire additional personnel such as instructional coach to support teacher instruction in math and science
1	1	11	Hire additonal personnel such as instructional aide to support small group instruction
1	1	12	Purchase technology such as laptops, monitors, tablets, chromebooks, and accessories (docking stations, HDMI cords, etc.) to support instruction in all content areas.
1	2	1	Be more intentional with using social media to display postive achievements.
1	2	2	Provide a Principal's newsletter so that stakeholders are current with events.
1	2	3	Promote and host more events such as STEM nights or Family fun nights.
1	2	4	Purchase technology to support parental involvement
1	2	5	Purchase food and snacks for meetings to increase parental involvement
2	1	1	Monitor implementation of curriculum and Scope of Sequence.
2	1	2	Use data driven instruction based on teacher and district assessment to drive instructional needs of students and have teachers monitor using All in Learning.
2	1	3	Administer Imagine Math assessments and MAP testing to determine and target math instructional levels.

Goal	Objective	Strategy	Description
2	1	4	Conduct tutorials before/during/after the school day and for Saturday School for those students not demonstrating mastery.
2	1	5	Provide online programs to include Study Island, Brain Pop, MAP, Measuring Up, and other online resources to enhance instruction and increase student academic achievement.
2	1	6	Attend conferences and workshops to increase teaching and leadership capacity (Teacher and Administrators)
2	1	7	Hire additional personnel such as instructional coach to support teacher instruction in math and science
2	1	8	Hire additional personnel such as instructional aide to support small group instruction
3	1	1	Purchase supplemental resources such as bilingual dictionaries, leveled readers, and enrichment summer school materials to support instruction of English Learners.
4	1	1	Advertise in the newspaper, on the web, through Teacher Job Network and through other educator recruitment portals.
4	1	2	Attend College, ESC, and Online Job Fairs as well as other educator Recruitment Job Fairs.
4	1	3	Purchase technology such as laptops, chromebooks, tablets, etc. to support instruction
4	2	1	Attend PD on PBIS and Restorative Practices to prevent violence and promote a positive culture
4	2	2	Purchase books to conduct book studies on improving climate and culture
4	2	3	Purchase food and snacks for meetings to help build campus morale
4	2	4	Purchase and utilize Whetstone to improve the quality of feedback to teachers.

# Campus Funding Summary

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplemental Pay		\$6,000.00
1	1	5	Supplemental resources for Tutoring and Saturday School		\$5,000.00
1	1	6	Supplemental resources needed for instruction		\$3,000.00
1	1	7	Resources for parent meetings		\$1,500.00
1	1	8	Supplemental Pay		\$3,000.00
1	1	9	Contracted Services		\$3,000.00
1	1	10	Personnel		\$55,000.00
1	1	11	Personnel		\$40,000.00
1	1	12	Laptops, Tablets, Chromebooks		\$5,000.00
1	2	2	SMORE Newsletter		\$300.00
1	2	3	Materials for Family nights events		\$1,000.00
1	2	4	Laptops, chromebooks, tablets		\$2,500.00
1	2	5	Food, snacks, beverages		\$1,000.00
2	1	2	All in Learning		\$2,000.00
2	1	3	MAP		\$3,000.00
2	1	4	Supplemental Pay		\$5,000.00
2	1	5	Online resources for students		\$3,000.00
2	1	6	Registration, Travel, Per Diem		\$8,000.00
3	1	1	Bilingual Dictionaries		\$300.00
4	1	3	Laptops, Tablets, Chromebooks		\$3,000.00
4	2	1	PD for PBIS, Restorative Discipline, and RCA		\$3,000.00
4	2	2	Professional Literature		\$500.00
4	2	3	Food, snacks, beverages		\$1,500.00
4	2	4	Whetstone		\$5,000.00
Sub-Total					\$160,600.00
Grand Total					\$160,600.00

# Addendums