International Leadership of Texas

District Improvement Plan

2021-2022

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

ILTexas will fulfill the promises of the ILTexas mission, as increasingly evidenced by each graduating class.

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STUDENT DEMOGRAPHICS

ILTexas serves students from various academic backgrounds that include different public school districts, charter schools, private schools and home school. A total of 20,853 students enrolled at ILTexas during the 2020-2021 snapshot date.

A variety of different race and ethnicities are represented, with the top three being Hispanic/Latino 52.26%, Black/African Amer 29.12%, and White 10.33%. District-wide our students are at about 64.0% economic disadvantage (below is a breakdown of economic disadvantage status by campus). ILTexas has seen a significant decrease in student homlessness from 169 students in 2019-2020 to 60 in 2020-2021. Further, we have seen a drop in our white studnet population who decreased by 1.46% from the prior school year.

We serve a significant number of English Language Learners with 6,144 students served, approximately 29.02% of our total student population. Further special program breakdown shows 5.65% Gifted and Talented enrollment, 5.03% Section 504 enrollment and 5.96% in Special Education enrollment.

2020-2021 Economic Disadvantaged Status by Campus from highest to lowest % :

Campus	ADA Count	Eco Dis%
057848028 - ILTEXAS HOUSTON OREM MIDDLE	455	89.45
057848033 - ILTEXAS HOUSTON WINDMILL LAKES OREM H S	335	87.16
057848027 - ILTEXAS HOUSTON OREM EL	862	87.01
057848020 - ILTEXAS LANCASTER MIDDLE	452	85.84
057848026 - ILTEXAS HOUSTON WINDMILL LAKES MIDDLE	458	84.06
057848019 - ILTEXAS LANCASTER EL	805	79.5
057848025 - ILTEXAS HOUSTON WINDMILL LAKES EL	838	76.85
057848016 - ILTEXAS WESTPARK EL	911	76.29
057848032 - ILTEXAS LANCASTER DESOTO H S	153	75.16
057848011 - ILTEXAS GRAND PRAIRIE MIDDLE	473	74.84
057848022 - ILTEXAS EAST FORT WORTH MIDDLE	485	74.23
057848004 - ILTEXAS ARLINGTON EL	810	72.35
057848021 - ILTEXAS EAST FORT WORTH EL	992	71.47
057848010 - ILTEXAS GRAND PRAIRIE EL	950	69.79
057848017 - ILTEXAS WESTPARK MIDDLE	454	69.38
057848005 - ILTEXAS ARLINGTON MIDDLE	387	68.73

Campus	ADA Count	Eco Dis%
057848002 - ILTEXAS GARLAND MIDDLE	474	67.72
057848006 - ILTEXAS ARLINGTON-GRAND PRAIRIE H S	717	65.27
057848018 - ILTEXAS KATY WESTPARK H S	691	63.97
057848001 - ILTEXAS GARLAND EL	946	63.53
057848012 - ILTEXAS NORTH RICHLAND HILLS EL	894	62.42
057848013 - ILTEXAS NORTH RICHLAND HILLS MIDDLE	414	61.59
057848015 - ILTEXAS KATY MIDDLE	409	59.17
057848003 - ILTEXAS GARLAND H S	634	57.57
057848014 - ILTEXAS KATY EL	913	54.33
057848034 - ILTEXAS AGGIELAND H S	91	53.85
057848024 - ILTEXAS SAGINAW MIDDLE	438	51.83
057848023 - ILTEXAS SAGINAW EL	932	50.64
057848009 - ILTEXAS KELLER SAGINAW H S	725	43.17
057848031 - ILTEXAS COLLEGE STATION MIDDLE	427	41.69
057848030 - ILTEXAS COLLEGE STATION EL	941	36.45
057848007 - ILTEXAS KELLER EL	944	32.52
057848008 - ILTEXAS KELLER MIDDLE	443	31.38
TOTALS	20,853	64

STAFF DEMOGRAPHICS

International leadership of Texas employs a highly diverse population throughout multiple roles within the organization. The top three ethnicity's represented at ILTexas are Hispanic/Latino(739), Black or African American(540) and Asian(166).

Role/Auxiliary Role ID Gender/Ethn Summary Report 2020 for All Campuses

County-District Number: 057848 District Name:

Role/Auxiliary Role ID Gender/Ethn Summary Report 2020 for All Campuses

Role ID	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	White	Male	Female	Total
(003) - Assistant Principal	2	17	17	0	1	11	17	31	48
(004) - Assistant/assoc/deputy Super	0	1	1	0	0	2	3	1	4
(008) - Counselor	1	27	5	0	0	14	5	42	47
(011) - Educational Diagnostician	2	3	0	0	0	6	0	11	11
(012) - Instructional Officer	3	22	15	0	2	26	6	62	68
(013) - Librarian	0	4	3	0	0	9	5	11	16
(020) - Principal	0	8	6	0	0	6	10	10	20
(022) - School Nurse	0	5	4	0	1	6	0	16	16
(023) - Lssp/psychologist	0	1	0	0	0	1	0	2	2
(026) - Speech Therapist/speech-Language Pathologist	0	3	2	0	0	5	1	9	10
(027) - Superintendent	0	0	0	0	0	1	1	0	1
(033) - Educational Aide	12	59	107	1	3	32	24	190	214
(040) - Athletic Director	0	1	0	0	0	0	1	0	1
(043) - Business Manager	0	0	0	0	0	1	1	0	1
(045) - Director Of Personnel/hr	0	0	1	0	0	0	0	1	1
(047) - Substitute Teacher	0	2	3	0	0	0	1	4	5
(055) - Registrar	0	0	1	0	0	0	0	1	1
(087) - Teacher	138	332	429	2	14	331	319	927	1,246
(102) - Communications Professional (Including But Not Limited To Public Information Officer, Community Liaison)	0	0	1	0	0	0	1	0	1
(105) - Security (Including But Not Limited To Chief Of Police, Investigators, Police Officers)	0	0	0	0	0	1	1	0	1
(106) - District/campus Information Technology Professional (Including But Not Limited To Programmer/analyst, Network Specialist, Database Administrator, Peims Coordinator, Other)	0	1	1	0	0	1	2	1	3
(107) - Food Service Professional (Including But Not Limited To Dietician)	0	1	2	0	0	0	0	3	3
(108) - Transportation	0	1	0	0	0	0	1	0	1
(109) - Athletics (Other Than Athletic Director)	0	0	0	0	0	1	1	0	1

Role									
(110) - Custodial	0	0	1	0	0	0	1	0	1
(111) - Maintenance	0	0	0	0	0	1	1	0	1
(112) - Business Services Professional (Including But Not Limited To Accounting, Budget, Professional Payroll Staff)	0	1	4	0	0	1	3	3	6
(113) - Other District Exempt Professional Auxiliary - Assign This Role To District Staff Who Are --Professional-Level, --Professional-Level,-Non-Instructional Staff Who Cannot Be Classified In Any Other Role Regardless Of Where Assigned. Physical Work Location Is Not A Determining Factor.	4	5	13	1	3	30	20	36	56
(114) - Other Campus Exempt Professional Auxiliary - Serves As A Professional Staff Member At One Or More Campuses. Do Not Use This Role Unless No Other Role Applies To The Staff Member. Examples: Campus/community Liaisons, Campus Volunteer Coordinators, Dean And, Instructional Officers Assigned To A Campus	0	3	2	0	0	1	3	3	6
(201) - Business/finance (Accounting Clerk, Accounts Payable Clerk, Payroll Clerk, Purchasing Clerk)	0	1	6	0	0	1	0	8	8
(202) - Campus Office/clerical (Receptionist, Secretary, Certification Specialist, Bookkeeper, Data Clerk, Peims Data Clerk, Registrar)	2	21	60	1	1	21	2	104	106
(203) - Central Office/clerical (Receptionist, Secretary)	0	2	18	1	0	9	0	30	30
(204) - Child Nutrition	1	1	7	0	0	4	1	12	13
(205) - Human Resources (Certification Specialist, Human Resources Specialist)	0	0	9	0	0	1	0	10	10
(206) - Information Technology (Computer Technician, District Peims Data Coordinator, Help Desk Technician, Telecommunications Technician)	0	0	0	0	0	2	0	2	2
(207) - Campus Technology Specialist	1	7	4	0	1	1	12	2	14
(213) - Custodial	0	0	1	0	0	0	0	1	1

(214) - Maintenance	0	1	8	0	0	4	13	0	13
(217) - Hvac	0	0	1	0	0	0	1	0	1
(221) - Transportation	0	10	7	0	2	1	9	11	20
Total	**166**	**540**	**739**	**6**	**28**	**531**	**466**	**1544**	**2010**

STAFF QUALITY: TEACHER YEARS OF EXPERIENCE

59% of teachers at ILTexas have between 1-5 years of experience, 14.6% have between 6-10 years of experience, and 10.5% have between 11-20 years of experience. ILTexas teachers are primarily new to the profession with zero years of experience at 14.2%. Our beginning teachers are recent college graduates or professionals electing a change in profession in the later part of their career.

Teacher Years of Experience for All Campuses for Multiple Years

Years of Experience by Subject	2019 - 2020	
	FTE Count	**Percentage**
Beginning Teachers	**175.4**	**14.2%**
All Core Subjects	114	65.0%
Reading / ELA	36.2	20.6%
Mathematics	34.5	19.6%
Science	22.3	12.7%
Social Studies	21	12.0%
1 - 5 Years Experience	**729**	**59.0%**
All Core Subjects	441.2	60.5%
Reading / ELA	138.2	19.0%
Mathematics	135.4	18.6%
Science	85.7	11.8%
Social Studies	81.9	11.2%
6 - 10 Years Experience	**180.6**	**14.6%**
All Core Subjects	111	61.5%
Reading / ELA	33.9	18.8%
Mathematics	44.8	24.8%
Science	17.7	9.8%
Social Studies	14.6	8.1%
11 - 20 Years Experience	**129.5**	**10.5%**

Teacher Years of Experience for All Campuses for Multiple Years

All Core Subjects	89	68.8%
Reading / ELA	29.5	22.8%
Mathematics	25.8	19.9%
Science	16.5	12.8%
Social Studies	17.2	13.3%
Over 20 Years Experience	**21.7**	**1.8%**
All Core Subjects	13.4	61.9%
Reading / ELA	2.9	13.1%
Mathematics	3.5	15.9%
Science	4	18.4%
Social Studies	3.1	14.4%
Total Teacher FTEs	**1236.1**	**100.0%**

Demographics Strengths

Diversity of Learners-

* Student enrollment represents a wide range of educational backgrounds and cultures-

* In 2020-2021 we predict serving over 56 different home languages and cultures represented among our 33 campuses

* With our partnership at our ILTexas Private School, our GHS students have an opportunity to take classes alongside international students from China, Vietnam, Rwanda and Taiwan (32 total interantional students).

* At each campus Chinese and Spanish international teachers are a part of the instructional team for content (DLI program) and language courses (secondary).

* Over 140 international teachers projected in our classrooms for the 2020-2021 school year.

STAFF QUALITY

*Diverse teachers and staff to increase multicultural awareness by providing real world experiences

*Promote leadership opportunities and build aspiring administrators through our AAA academy

*Build a strong foundation at K-5 by placing experience educators in these grade levels

*Increase social platform use (Linkedin) to attract & retain quality applicants

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): ELL students are one of our lowest performing target group in state exams (6th & 9th). **Root Cause:** Limited resources and strategies in ELL instruction.

Problem Statement 2 (Prioritized): Our high poverty schools have the largest achievement gaps and are the lowest performing campuses. **Root Cause:** Insufficient differentiation (specifically addressing students of poverty).

Problem Statement 3 (Prioritized): 43% of students were performing at the Meets grade level standard or above in ELA/Reading which falls below the federal target by 1%-pt. and 10%-pts. below the State average of 48%. **Root Cause:** Gaps exist in early literacy, exacerbated by the pandemic.

Problem Statement 4 (Prioritized): The Career & Technical Education (CTE) program was rated at a Performance Level 1 in the federal Results Driven Accountability (RDA) system based low performance of economically disadvantaged students at a passing rate of 51% and special education students at a passing rate of 42% with the desired target for CTE students being 75% or higher on the Mathematics EOC. **Root Cause:** There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment, exacerbated by the pandemic.

Problem Statement 5 (Prioritized): The Special Education (SPED) program was rated at a Performance Level 1 in the federal Results Driven Accountability (RDA) system based low performance of special education students on the grades 3-8 STAAR tests (below 35% across all subjects), Mathematics EOC (46% passing), and English Language Arts EOC (35% passing) with the desired target for SPED students being 70% or higher. **Root Cause:** There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessments, exacerbated by the pandemic.

Problem Statement 6 (Prioritized): There is a lack of fidelity to the ILTexas curriculum model and framework, thereby preventing our students from reaping the benefits of our model, exacerbated by the pandemic. **Root Cause:** Insufficient time by campus administrators, faculty, and staff is dedicated to planning from the ILTexas curriculum and assessment plan, exacerbated by the pandemic.

Problem Statement 7 (Prioritized): Not all teachers demonstrate proficiency using technology as effective educational tools. **Root Cause:** Appropriate planning and decision-making for hardware and software requirements necessary for a given course completed prior to offering the course.

Student Learning

Student Learning Summary

Significant improvements noted after a review of the Measure of Academic Progress (MAP) data from spring 2020. Further, in comparing benchmark 2010 to benchmark 2020, 90% of our target areas perfromed at, or in most cases significantly higher, indicating we would see significant growth had STAAR 2020 been administered.

ILTexas District in 2019 received a Final Rating of 85 = B. In 2020 the ILTexas school district as well as each campus will receive a state rating of "Not Rated: Declared State of Disaster" to recognize that the closure of schools due to the COVID-19 crisis during the state's testing window inhibited the ability of the state to accurately measure district and campus performance. Additionally, the US Department of Education waived statewide assessment and accountability requirements under Every Student Succeeds Act (ESSA) for the 2019–2020 school year.

Under the "Not Rated: Declared State of Disaster" rating, districts and campuses shall continue to implement existing sanctions and interventions.

In 2019 fifteen campuses were identified as "In School Improvement" under State accountability monitoring. Even though STAAR 2020 was not administered, the same accountability ratings will remain for the 20-21 school year.

- (3) campuses received a 1st Year Overall F rating: Orem ES and MS, and East Ft. Worth HS (which has been closed)
- (6) campuses received an Overall D rating: East Ft. Worth ES, East Ft. Worth MS, Lancaster ES, Windmill Lakes-Orem HS, Arlington ES, and North Richland Hills ES
- (5) campuses received an Overall C with a D in a Domain rating: Windmill Lakes ES, College Station ES, Windmill Lakes MS, Saginaw ES, and Lancaster MS
- (1) campus received an Overall C rating: College Station MS

 In 2019 Twenty-four of the 32 campuses were designated as "In School Improvement" under Federal accountability monitoring:

- (2) campuses were identified as Comprehensive Support: Orem ES and Orem MS
- (5) campuses were idenified as Comprehensive Support Progress: Windmill Lakes ES, East Ft. Worth ES, Wast Ft. Worth MS, Lancaster ES, and Lancaster MS
- (3) campuses were identified as Additional Targeted Support Reidentified: Saginaw ES, Saginaw MS, and Grand Prairie MS
- (4) campuses were identified as Additional Targeted Support: East Ft. Worth HS (which has been closed), College Station ES, College Station MS, and Windmill Lakes-Orem HS
- (10) campuses were identified as Targeted Support: Arlington ES, Garland MS, Arlington MS, Grand Prairie ES, Katy MS, Westpark ES, Westpark MS, Garland ES, North Richland Hills ES, and North Richland Hills MS

Student Learning Strengths

* The focus for ILTexas is to provide a rigorous curriculum to all students based on the TEKS-RS scope and sequence

* All students receive instruction in both Spanish and Mandarin Chinese beginning in Kindergarten and continuing through High School

* Students at the elementary levels participate in a two-way dual language program

* Instruction and learning is supported through our leadership education at the high school level, character education in elementary and middle school, and the K-12 physical education program

* All campuses across the district operate on a common master schedule to allow for common planning times and inter-district PLC opportunities on a daily and weekly basis

* Common Unit Assessments and other on-going formative assessments are used at regular intervals during the learning cycles to gauge mastery learning

* Data Days are set aside for teachers to understand where students are and to purposefully plan for instruction, remediation, and extension

* High School students have the opportunity to participate in a dual credit arrangement with local institutes of higher learning with the goal of obtaining an Associate's Degree along with their High School diploma

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 40% of all students were performing at the Meets grade level standard or above on all assessments which is an equivalent of a scaled score of a 70% or "C" and 10%-pts. below the State average. **Root Cause:** There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.

Problem Statement 2 (Prioritized): 38% of students were performing at the Meets grade level standard or above in Mathematics which falls below the federal target by 8%-pts. and 14%-pts. below the State average of 52%. **Root Cause:** There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.

Problem Statement 3 (Prioritized): 43% of students were performing at the Meets grade level standard or above in ELA/Reading which falls below the federal target by 1%-pt. and 10%-pts. below the State average of 48%. **Root Cause:** Gaps exist in early literacy, exacerbated by the pandemic.

Problem Statement 4 (Prioritized): The Career & Technical Education (CTE) program was rated at a Performance Level 1 in the federal Results Driven Accountability (RDA) system based low performance of economically disadvantaged students at a passing rate of 51% and special education students at a passing rate of 42% with the desired target for CTE students being 75% or higher on the Mathematics EOC. **Root Cause:** There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment, exacerbated by the pandemic.

Problem Statement 5 (Prioritized): The Special Education (SPED) program was rated at a Performance Level 1 in the federal Results Driven Accountability (RDA) system based low performance of special education students on the grades 3-8 STAAR tests (below 35% across all subjects), Mathematics EOC (46% passing), and English Language Arts EOC (35% passing) with the desired target for SPED students being 70% or higher. **Root Cause:** There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessments, exacerbated by the pandemic.

Problem Statement 6 (Prioritized): Our high poverty schools have the largest achievement gaps and are the lowest performing campuses. **Root Cause:** Insufficient differentiation (specifically addressing students of poverty).

Problem Statement 7 (Prioritized): There is a lack of fidelity to the ILTexas curriculum model and framework, thereby preventing our students from reaping the benefits of our model, exacerbated by the pandemic. **Root Cause:** Insufficient time by campus administrators, faculty, and staff is dedicated to planning from the ILTexas curriculum and assessment plan, exacerbated by the pandemic.

Problem Statement 8 (Prioritized): There is a need to prioritize the instructional focus among all levels of leadership- district, campus, GLAs, PLCs. **Root Cause:** Campus administrative leaders are pulled towards devoting a higher percentage of their time to operational issues vs. focusing on instructional leadership.

Problem Statement 9 (Prioritized): Not all teachers demonstrate proficiency using technology as effective educational tools. **Root Cause:** Appropriate planning and decision-making for hardware and software requirements necessary for a given course completed prior to offering the course.

Problem Statement 10: We are in the need of increased opportunities for parental input, involvement and engagement. **Root Cause:** Being a charter school system, our families

do not always live near the school and distance and the feel of community can be a challenge.

Problem Statement 11: We offer few opportunities to provide parent workshops at both the campus and district levels. **Root Cause:** We tend to focus on other areas; providing learning opportunities for parents has not been at the forefront in our planning.

Problem Statement 12 (Prioritized): Faculty feedback indicates that communication at the campus and district levels need improvement. **Root Cause:** As a district, we have a lot of moving parts and decisions are sometimes made without consulting others or at the last minute resulting in late communication or miscommunication.

District Processes & Programs

District Processes & Programs Summary

CURRICULUM, INSTRUCTION, & ASSESSMENT

Curriculum, Instruction, and Assessment Goal:

Preparing 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 *via high quality, uniform and unified curriculum, instruction, professional development, and supportive operational and technological infrastructures.*

Focus	Summary
Curriculum & Instruction	ILTexas Curriculum for all content areas is the *Texas Essential Knowledge and Skills* (TEKS).
	Math, Science, Reading Language Arts & Social Studies teachers will use the TEKS Resource system as the primary resource for:
	* Year at a Glance, or YAG (TEKS vertically and horizontally aligned) broken up into units of study and offering a recommended pacing.
	* The units of study will come with a pacing guide and Instructional Focus Document (IFD), delineating not just the TEKS, but unpacking the TEKS. Teachers must plan from the IFD.
	* Each unit comes with a unit assessment. End of Cycle Assessments (administered at the end of each grading period) will consist of the 1-3 units taught that grading period.
	TEKS RS Component Chart:
	TEKS RS Components
	ILTexas Teacher Share Drive:
	Google Drive Teacher Share
	*ILTexas Trilingual Trajectory:
	ILTexas Trilingual Trajectory
	While our curriculum will be aligned (vertically/horizontally) our instruction will be as well (via supplemental resources, such as Cooperative Learning, SIOP, Thinking Maps & Cross Content Literacy Modules, S3 strategies & Marcia Tate's 20)

Focus	Summary
Assessments	* TEKS RS Unit Assessments will be combined to comprise the End of Cycle Exams, which are the ILTexas common summative assessments given at the end of each grading period. They are *common* (same across the district), *summative* (assessing entire cycle). * For STAAR tested grades/courses, benchmarks will be given up to twice a year. Please refer to testing calendar: 2017-2018 Assessment Calendar *Student's proficiency (based on ACTFL Proficiency Levels) will be rated continuously in Spanish and Chinese and reported alongside report cards (each grading period). * Mandarin & Spanish Language Assessments (based on sequence and guided by ACTFL) AAPPL exams will take place in April for grades 5, 8, and 12. * The Measure of Academic Progress (MAP) will be used as the ILTexas nationally normed assessment tool. * Students in K-5 will have reading level assessed and monitored at least three times a year (beginning, middle, and end) **Everyone will follow the ILTexas Assessment Calendar (for Early Reading Indicator, MAP, etc):** 2017-2018 Assessment Calendar **K-8 Reading Assessments Summary:** 2017-2018 Reading Assessments *Subsequent data analysis of ILTexas assessments will inform and further guide and pinpoint our instructional focus. ILTexas will maximize on Data Day (scheduled the day after each grading period ends) to analyze data and make informed instructional decisions directly impacting the following grading period, enrichment time, etc. *LAS Links for K-12 (listening and speaking) and MAP for 2nd-12th grade will be used to identify potential EL students newly enrolled in the district. *TELPAS (Texas English Language Proficiency Assessment System) K-12 is designed to assess the progress that EL students make in learning the English language.

Focus	Summary
Lesson Plans & Cycle	* Lesson plans must be submitted by ALL teachers (no exceptions) by Monday at 7:30am (principal's may require an earlier date/time) on *Eduphoria Forethought using the district's lesson plan template. With principal's approval, template may be reformatted, as long as all components on district template are still addressed. Fine Arts department, Performance Coaches, and LOTE Departments do have a modified lesson plan template/platform whereby the district's core components are addressed, but with additional layers and considerations for their disciplines.*

*Lessons must include:

- Content (CO) and language (LO) objectives. Sample frames poster: click here
- Warm up
- Lesson frame: Intro/Purpose, I do (teacher)-We Do (whole class/pair/small group)- You Do (individual students), Reflection/Closing.
- We must teach 'bell to bell.' **Every minute counts!**

* Due to our district/campus-wide DLI program, all K-5 teachers *must* plan and demonstrate evidence of Spanish instruction/linguistic accommodations. Further, lessons must address remediation and enrichment (differentiation).

* At least monthly, lessons must address the mission of ILTexas (i.e., how grade level is addressing the 'international', character trait, college prep, and leadership). |
| Learning and Language Objectives (continued & expanded from above) | Shall be posted and visible to students in the language of instruction.

The **content objective** tells what students will learn during the lesson.

Example: *"Today you will learn about the causes of the American Revolution."*

The **language objective** tells how the students will learn and/or demonstrate their mastery of the lesson by reading, speaking, writing, or listening.

Example: *"You will be able to explain the connection between the French and Indian War and the American Revolution" (if Spanish DL teacher- may include --* **in Spanish using sentence stems***)*.

Content (CO) and language (LO) objectives. Sample frames poster: click here |

Focus	Summary

Instructional Materials, K-12	Instructional Materials
	
	The link above has all of the currently adopted ILTexas Textbooks and Instructional Materials.
	
	• All items on this spreadsheet should be kept up to date on the campus controlled Inventory.
	• The initial purchase will be made by District Office.
	• Replenishment of Consumables is pre-scheduled
	  ◦ If a campus has a preferred date, delivery date can be adjusted.
	• Replacement of Non-consumables is the campus's responsibility.
	  ◦ Tom Merket (tmerket@iltexas.org) can assist with seeking out quotes.

Professional Learning Communities (PLC)	Every teacher will have a PLC and individual conference time. Teachers will meet *daily* with their PLC. K8 Master Schedule and HS Master Schedule GLAs need to maintain agendas w/ signatures • Every teacher needs to have a PLC they belong to (i.e., SpEd, LOTE, etc) • Provide opportunities for cross curricular planning • For K-12, Wednesday is designated as district wide PLC (though it may be campus led). High Schools may need to alternate Wed/Thurs (depending on if it's a grade level PLC or content PLC). Campus-wide, we will hold "Teachers Observing Teachers/Instructional Rounds" several times a year. More information on these to come. District-wide, we will hold instructional rounds for campus leadership as well with the purpose of learning from each other.

Focus	Summary
Professional Development	To prepare for the most successful 2017-2018 school year, with a focus on unifying the many parts of ILTexas to work in collaboration and unison towards helping the ILTexas mission come alive for each of our students, while increasing student achievement & helping each student realize their potential. Continuous professional development will be provided via PLCs and designated Data Days/PD days on our academic calendar. *PD will be tracked via Eduphoria Workshop (as CPE credits are awarded).* ILTexas teachers new to the profession will receive additional professional development via the ILTexas New Teacher induction program: Roster of Mentors/Mentees: New Teacher Roster by Campus
Master Schedule	Uniform and Unified, designed to support the ILTexas mission One District-wide master schedule K-8 (though each campus may need to personalize certain aspects): K8 Master Schedule High schools have master schedule parameters: HS Master Schedule

Focus	Summary
SST and RtI	**SST:** • Standard procedures and protocols across the district as led by our Director over Counseling • SST= **S**student **S**upport **T**eam • SST is the <u>name of the committee and the name of the meeting</u>. The <u>SST</u> Committee meets in the SST Meeting to discuss the needs of students and plans support • Campus Counselors are the Facilitators of the <u>SST</u> process • An <u>SST</u> meeting should be scheduled whenever we have concerns regarding a student; you do NOT have to go through the RtI process before an <u>SST</u> is held. However, the committee may recommend that the RtI process begin • SST FAQ's- SST FAQs • SST Referral Packet (3 pages)- SST Referral • To track students response to intervention (behavior, academic, GT, dyslexia, etc). • Grade Level PLCs to meet at least once a month to address student's RtI, discuss progress, update grade level google spreadsheet with up to date data (i.e., Reading Levels, benchmarks, ….) **Response to Interventions (RtI)** • RtI is the process for implementing research based instructional practices in every classroom to improve the ability of all teachers to meet the need of an ever increasing array of student strengths and needs • Students who continue to struggle either academically or behaviorally will require identification of the underlying cause of the their struggles and additional targeted instructional interventions,with documentation of their effectiveness • The SST (Student Support Team) referral and meeting process is the vehicle by which the required expertise meets to evaluate Tier 1 instruction and when necessary, plan for additional Tier 2 and Tier 3 interventions • The RtI Coordinator will assist whenever necessary to develop effective interventions plans and with training and support to assist teachers in implementing RtI Intervention plans with fidelity
Instructional Technology	• Please refer to Tech Tools document: Tech Tools • ILTexas Tech TEKS can be found at Tech TEKS Google Folder • The district Instructional Technologist is Allison Barkman (abarkman@iltexas.org)
Teacher Evaluations	ILTexas uses the T-TESS: Texas- Teacher Evaluation and Support System framework as a tool for helping teachers grow and perfect their craft. TEA T-TESS Page
Communications Plan	ILTexas will have full transparency of our curriculum, instruction, and plans. The more our parents are informed, the better partners they will be. Teacher/Grade Level Website - Weekly communication by the grade level Campus Website District Website Schoolmessenger

Focus	Summary
Leadership Team	Principal
	Instructional Coach
	APs
	GLAs
	Counselors
	Ldr Team Rep: Chinese/Spanish, Electives/Fine Arts, Sped, Athletics
Others Before Self Project (OBSP)	Required Service Learning Project and end of year student led community celebration.
	Others Before Self Project Guidelines and Timeline
Behavior/ Discipline	PBIS: **Positive Behavioral Interventions and Supports**
	Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide **PBIS** is to establish a climate in which appropriate behavior is the norm www.pbis.org/school/pbis-and-the-law
	http://www.pbisworld.com/
	Restorative Discipline - The Institute for Restorative Justice and Restorative Dialogue, University of Texas
	https://irjrd.org/
	Texas Behavior Support www.txbehaviorsupport.org
	USDOE: Civil Rights Data Collection Data Snapshot - School Discipline CRDC School Discipline
	Guiding Principles: A Resource Guide for Improving School Climate and Discipline Guiding Principles
	Breaking Schools' Rules Breaking Schools Rules Report
College Preparatory	K-20 Initiatives
	Kuder College Prep http://tx.kuder.com/

Focus	Summary
Intercultural Committee	The Intercultural Committee (District Coordinators: Nancy Salazar, Adriana Fletes and Julie Russell) * The goal of the intercultural committee is to promote cross cultural awareness on our campuses. Language and culture go hand in hand and one cannot exist without the other. It is the ILTexas Vision and Mission that our students gain cultural understanding and appreciation of the three languages/cultures studied. We must also prepare them to be global citizens and leadership roles in the international community. * Each campus' Intercultural Trilingual Committee (parents and staff) will help organize, execute and promote cultural initiatives and events on their campus (of course, to include US Holidays, affirm identity, and strengthen patriotism). * An Intercultural Calendar will be sent out before each 6 weeks. * The trilingual department has also created an Expression of the Week (EOW) presentation with audio recordings. Each week, the campus is encouraged to promote the EOW during the announcements, drive-line, etc. * Both the EOW and the Intercultural calendar can be shared in the parent newsletters, the campus website etc. and highlight the language and cultural components of our ILTexas Mission.Campus Intercultural Committee Three Key Events: Fall (Hispanic Heritage Month), Feb (CNY), and EOY (International)
Enrichment/ Remediation	K-8 Campuses offer an enrichment time where we may differentiate instruction (provide acceleration for GT students, enrichment groups, higher level reading groups, STEM groups, as well as remediation as needed) High School Campuses offer a Leadership Class whereby enrichment and leadership building will take place, providing a platform to specifically address the ILTexas mission (i.e., leadership speakers series, student led international festival, college and career prep, etc.) HS Leadership and K-8 Enrichment Shared Folder: Leadership and Enrichment Google Folder
Daily Announcements	• To highlight *Be On Time, Be Responsible, Be Respectful* • To include Trilingual Phrase of the Week and be led in three languages (as much as reasonably possible) • To highlight and include Character / Leadership Trait of the week(s)
Campus Building	Trilingual Labels: All *building labels* shall be placed under the door name plate. All *classroom labels* shall be placed throughout the classroom . Please click THIS LINK for the Google folder with guidelines and placement suggestions.

Focus	Summary
Special Populations	**EL:** *District Director of ELs K-12 (Compliance and Secondary ESL) is Vera Csorvasi *Campus principals are responsible for all federal and state compliance mandates regarding English language learners. *Each campus has an assigned LPAC Administrator and an LPAC Lead Teacher (Bilingual or ESL certified) that ensure that the LPAC process is implemented with fidelity and that ELs receive the support they need to be successful – LPAC Roster *The two documents that outline the Texas State Plan for educating English language learners are: 19 TAC Chapter 89, Subchapter BB. Adaptations for Special Populations Chapter 89 Special Pops - TEC 29.051 - 29.064 Subchapter B. Bilingual Education and Special Language Program– Bilingual Education *The English Language Proficiency Standards (ELPS) are required to be used along with the TEKS for EL instruction – ELPS *Teachers will complete EL Instructional Accommodations at the BOY, MOY, EOY and use them in instruction * Sheltered Instruction Training Series (EL Foundations, ELPS Academy, Implementing the ELPS, EL Instructional Videos)– 20 CPE hours – on Texas Gateway Sheltered Instruction Training **Dyslexia:** - District Dyslexia Coordinator - Each K8 has an assigned Dyslexia Facilitator who serves the identified Dyslexic students - If there are any HS students still receiving Dyslexia services, one of the DF from the feeder K8 campuses will serve those students - Minimum number of service hours for the pull out program is 150 minutes per week - Dyslexia and IEP Guidance Dyslexia Handbook-English Dyslexia Handbook-Spanish *504:* - Campus Counselors are the 504 Coordinators Students receiving 504 services must have a qualifying disability and it has been determined that they meet eligibility under Section

504

- At ILTexas, a 504 meeting is held annually for all 504 students

Parent and Educator 504 Resource Guide:

504 Resource Guide

Section 504 FAQ's:

504 FAQs

Special Education:

To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living. IDEA, 34 CFR §300.1(a)

- Case Manager Responsibilities
- Special Education Handbook
- SSI - http://tea.texas.gov/student.assessment/ssi/
- Legal Framework

GT (see Advanced Academics, below)

K-12 Advanced Academics/GT	K-12 Advanced Academics Plan: K-12 Advanced Academics *Folder:* GT_Share_Drive ILTexas GT Webpage with Resources: https://www.iltexas.org/gt

Focus	Summary
Physical Fitness	K-8: *Students have class daily (45 minutes) *Monday is Character Day *Tuesday through Friday is Physical Fitness Curriculum HS: *Students required to have 4 credits of P.E. to graduate *Class is 90 minutes every other day (block) *Leadership Class replaces character day from K-8s All (3-12): *Required to complete two rounds of Fitness Testing during school year. **ILTexas has 12 Fitness measurements that satisfy and go beyond the state required battery of FitnessGram All (6-12): *Students required to change from school uniform to fitness uniform (dress out) for class *Teachers of Physical Fitness have the title "Performance Coach" *Performance Coaches should have the following credentials: • Bachelor's degree in Exercise Science / Kinesiology or if another field of study - they should possess thorough knowledge and experience in the fitness / athletic industry (i.e. personal training certification(s) / previous college or professional athlete etc…) • Pass the content exam of the Texas EC-12 Physical Education

Focus	Summary
Eagle Academy & Mastery Learning	**Mastery Learning**: At ILTexas, failure is not an option. · *Mandatory Homework Academy*: Students are expected to complete and to turn in all homework or other assignments when due. For students in grades 4th or higher, failure to turn in homework will result in the student being required to stay at school that day or the following day to complete the assignment. Every campus must have a system of contacting parents (i.e., SchoolMessenger) to let the parents know that their student will be staying after school to complete missing homework. The details of each campus Homework Academy will be determined at the campus level by the Campus Principal. · *Retaking Exams (to include assignments, projects, end of cycle exams, etc.)*: The objective of Mastery Learning is to ensure that every student has an opportunity to demonstrate mastery of the content. After teachers have taught the content, an exam is given and results are received, exams (formative or summative) should be reviewed with students to solidify learning and correct and address gaps. If a student fails an exam, he or she should be given an opportunity to correct items on the exam and submit again for a better grade or the student may also, after receiving tutoring and support, be given a completely different exam (retake exams are to be given with a maximum grade of 70%). All students need to demonstrate mastery.

STAFF RECRUITMENT & RETENTION

International leadership of Texas employs highly qualified staff in all areas. Teachers are required to hold a bachelor's degree from an accredited university, furthermore bilingual and special education teachers are required to be fully certified by TEA. We aim to recruit teachers with diverse backgrounds and experiences to incorporate into the classroom. Teachers and staff are recruited throughout the US, Spain, China, and other countries. ILTexas recruitment efforts extend to multiple countries offering teachers J1 international visas. Our international educators provide students multicultural world experiences through learning.

The recruitment incentives include stipends in the areas of math, science, bilingual, and special education. In addition, our goal is to attract and retain certified experienced educators to build a strong foundation at our lower grade levels. Our experienced educators have an opportunity to lead within their grade level and participate in our aspiring administrators academy. We strive to develop our educators and encourage them to transition into leadership roles.

Staff retention is our highest priority and employees participate in extensive professional development sessions that provide ongoing guidance and support. The retention rate for 2019-2020 has steadily increased throughout the years and is currently at 71%.

087 Retention Rates 0

Campus	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
			[--] = No Data		
057848001 - Iltexas Garland EL	81%	65.6%	72.3%	66.6%	87%

	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
057848002 - Iltexas Garland Middle	59.3%	69.6%	57.1%	67.7%	76.6%
057848003 - Iltexas Garland H S	59.3%	71.1%	61.5%	68.6%	77.3%
057848004 - Iltexas Arlington EL	62.9%	63.7%	60%	74.5%	63.7%
057848005 - Iltexas Arlington Middle	77.7%	56.6%	53.3%	56%	63.3%
057848006 - Iltexas Arlington-Grand Prairie H S	33.3%	47.3%	62.8%	80%	60.4%
057848007 - Iltexas Keller EL	68.3%	70.9%	50.7%	63.1%	71.9%
057848008 - Iltexas Keller Middle	56.6%	75.7%	45.9%	62.9%	76.6%
057848009 - Iltexas Keller Saginaw H S	--	61.5%	67.8%	73.8%	61.2%
057848010 - Iltexas Grand Prairie EL	--	--	54.3%	54.2%	76.7%
057848011 - Iltexas Grand Prairie Middle	--	--	43.7%	54.8%	66.6%
057848012 - Iltexas North Richland Hills EL	--	--	56.1%	60.7%	62.5%
057848013 - Iltexas North Richland Hills Middle	--	--	48.4%	65.6%	56.2%
057848014 - Iltexas Katy EL	--	--	62.9%	69.6%	78.5%

087 Retention Rates 0

	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
057848015 - Iltexas Katy Middle	--	--	39.2%	48.4%	56.6%
057848016 - Iltexas Westpark EL	--	--	51.6%	48.3%	62.2%
057848017 - Iltexas Westpark Middle	--	--	45.4%	46.8%	38.7%
057848018 - Iltexas Katy Westpark H S	--	--	--	84.2%	96.4%
057848019 - Iltexas Lancaster EL	--	--	--	41.1%	72.7%
057848020 - Iltexas Lancaster Middle	--	--	--	48.2%	56.2%
057848021 - Iltexas East Fort Worth EL	--	--	--	52.6%	55.7%
057848022 - Iltexas East Fort Worth Middle	--	--	--	53.1%	62.5%

087 Retention Rates 0

	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
Campus			**[--] = No Data**		
057848023 - Iltexas Saginaw EL	--	--	--	66.6%	55.3%
057848024 - Iltexas Saginaw Middle	--	--	--	62.9%	48.1%

087 Retention Rates 0

	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
057848025 - Iltexas Houston Windmill Lakes EL	--	--	--	66%	50%
057848026 - Iltexas Houston Windmill Lakes Middle	--	--	--	46.8%	40%
057848 - District Rates	**71.20%**	**66.60%**	**65.90%**	**66.80%**	**70.70%**

SCHOOL ORGANIZATION

School Context and Organization

"Create the kind of climate in your organization where personal growth is expected, recognized and rewarded." Author Unknown

To what degree does the district/school support the organization and how?

Effective instruction makes the greatest impact on student academic achievement. Both our campuses and our district are structured to support the work of our teachers as they strive to provide high quality instruction for our students daily.

 Instructional support on the campuses is provided through the following district and campus support structure:

District Support

Superintendent

(with support of the Deputy Supt., Chief Academic Officer and Chief of Staff)

I

Area Superintendent

(with support of content coaches and other area managers & coordinators)

I

Principals

Campus Support

Principal

I

Assistant Principal

(with support of Instr. Coach and SpED Lead)

I

Grade Level Administrator

I

Teachers

This structure enables us as a district to keep the focus where it should be; on instruction.

TECHNOLOGY

The devices being utilized in the classroom setting include document cameras, interactive projectors and peripherals associated with the projector including smart pens. Windows devices are given to the teachers and the lab environment, while students are given tablets and Chromebooks for in class use. We have begun implementing touch screen chromebooks in Kinder and have plans to standardize that across the district. Additionally, multiple different software platforms are available for teachers and students to use to increase student proficiency in the different content areas.

Regarding the network, all connections are 500mbs to 1G connections and many are point to point connections to our data center. We have wireless connections for student devices and wired/wireless for staff connections.

District Processes & Programs Strengths

CURRICULUM, INSTRUCTION, & ASSESSMENT

* College Preparatory Trilingual Program

* Data Days/PD days built into the academic calendar, giving us opportunities to address our needs

* Daily opportunities within our uniform and unified master schedule for our teachers to Professional Learning Communities

* Partnership with TEKS Resource System and ACTFL to support our curriculum, instruction and assessment

* A research based character education program including teaching character and leadership traits and yearly Others Before Self Projects

STAFF RECRUITMENT & RETENTION

- Instructional stipends in high needs areas (Bilingual, Math, Science, Special Education)

- Differentiated compensation for certified teachers

- Mentor support to first year teachers

- District, campus, and grade level support provided to all new staff

- Professional development & leadership opportunities

- Recruit certified experienced teachers to build a strong foundation at the lower grade levels
- Continuous compensation assessment
- Assess recruitment strategies to improve the quality of candidates
- Establish partnerships with universities and ACP's

SCHOOL ORGANIZATION

1. What does the data reflect about classes, schedules, and student/staff teams?

We have a unique 10 period day structure at the K-8 level. We have 8 core classes (math, reading, science, social studies, Spanish, Chinese, performance training, and leadership) as opposed to the tradition 4 core in most districts. This structure provides a master schedule that helps us emphasize our mission as well as maximize instructional effectiveness through our Dual Language Immersion and FLES programs. After 4 years of operation, all schools have met STAAR accountability standards each year.

2. How is adequate time devoted to subjects in which students perform poorly?

Students with missing or failing work is assigned to "Eagle Academy" the following day to make up the work. Teachers also provide tutoring at least 2 days per week. Saturday school is also an option to support struggling students. Finally, teachers on each campus can refer struggling students to the Student Support Team (SST) which determines the best support plan for each student. Possible SST recommendations include RTI, PBIS, Restorative Discipline, among other options.

3. How do teachers have a voice in decision making and school policies?

Teachers participate in daily PLC's at the campus and weekly PLC's with the district staff on Wednesdays. Teachers are able to voice recommendation and concerns as well as receive feedback and support through this structure. Teachers can also make recommendations directly through the administrative support structure.

4. What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole?

All formative assessments are determined at the teacher's discretion. However, summative assessments prepared by district staff and administered at each campus.

5. Do school committees and decision-making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?

Yes. Each campus is required to have a PTO & SBDM to solicit input and support for all stakeholders in their school. Campuses may, at the principal's discretion, provide other committees and support organizations based upon campus needs. The district will also be rolling out our new "tip411" online or texting system where stakeholders can anonymously submit questions, comments, or concerns. All grade levels have a teacher representative on the school leadership team.

6. What are the students', parents' and community perceptions of the school?

According to recent surveys, perceptions of our schools are favorable overall.

7. What do school expectations reveal?

Students and staff rise to the level of expectation of its leadership. All students and staff are expected to uphold high moral and academic standards. This expectation has lead to 4 consecutive successful years of performance on the state accountability exams.

TECHNOLOGY

District training has been provided for teachers in using the Google Application Suite (Google Classroom, Docs, Sheets, etc.), Study Island, STEMScopes, and math related software applications such as Big Brainz and Think Through Math. Google Application Suite had the largest impact on both staff and students as teachers were able to integrate web based learning into their classroom by providing students with access to videos and other resources for their classes. Study Island, STEMScopes and the math related software encouraged students to practice what they have learned in their classroom and develop their mastery over the given content area. In addition, the campus Library Media Specialists are to meet with teachers and students in regular intervals to facilitate in the integration of technology.

Technology is being used in all of the core content areas. All content level teachers were encouraged to utilize what was learned during Google training as it can be applied to any grade level and subject area and Study Island can be used for many of the core content classes.

The science department provides students with individual student accounts that encourages students to use their Chromebooks as digital notebooks with STEMScopes by allowing students to record their observations, make digital drawings, and providing students with additional places to look online if students are curious about the topic.

Social Studies has subscribed to Studies weekly where students can read and listen to relevant content and practice mastery. In addition to Studies Weekly, teachershave access to StrataLogica, which provides teachers and students with access to digital and interactive maps and globes so that all students have the opportunity to observe the varying landforms and locations.

Language Arts and Reading have access to RazKids and Learning A-Z to act as a databank for different stories that can provide read-a-louds that will allow for students to listen and follow along in both languages along with students being able to use Chromebooks to practice their writing. IStation is available for most of the grade levels to provide assistance in growth in this content area as well. IStation provides online assessments to determine reading level and provides lessons for developing fluency.

Imagine Math and Imagine Math Facts are two of the primary online resources that math teachers use as way to encourage mastery on different mathematical components. Other resources online have been used by teachers to provide students with real world examples of costs for the financial literacy portion of the curriculum.

Many of the aforementioned resources are available in both English and Spanish. Additionally, there are many promoted websites to help students learn Chinese. These websites include tools such as online videos and vocabulary exercises to develop their language acquisition.

TexQuest is a cross-curricular website that provdies, videos, databases, and articles for students to access information. This resource provides core content subjects, along with other contents such as debate, music, and art, to also use this technology for research, videos, and pictures. The need for eportfolios and platforms to track language proficiency is urgent. For this, Seesaw is our vendor of choice, after our needs assessment/product review.

Measure of Academic Progress (MAP) testing is utilized to determine where students are performing in relation to their grade level and monitors how students are progressing through the year. This assessment tool works hand in hand with the Study Island software by differentiating the questions and activities for students based on how they performed on their MAP testing.

Technology is utilized during instruction to provide engagement opportunities with videos, puzzles, games, and to pose questions along with providing digital media to encourage students to practice using real world skills such as researching, recording, and developing projects that show student mastery in their content area. Teachers also use this technology to ease a portion of the burden of grading which allows teachers the time to analyze the data from assessments and determine what areas need to be retaught or enriched.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a lack of fidelity to the ILTexas curriculum model and framework, thereby preventing our students from reaping the benefits of our model, exacerbated by the pandemic. **Root Cause:** Insufficient time by campus administrators, faculty, and staff is dedicated to planning from the ILTexas curriculum and assessment plan, exacerbated by the pandemic.

Problem Statement 2 (Prioritized): There is a need to prioritize the instructional focus among all levels of leadership- district, campus, GLAs, PLCs. **Root Cause:** Campus administrative leaders are pulled towards devoting a higher percentage of their time to operational issues vs. focusing on instructional leadership.

Problem Statement 3 (Prioritized): Not all teachers demonstrate proficiency using technology as effective educational tools. **Root Cause:** Appropriate planning and decision-making for hardware and software requirements necessary for a given course completed prior to offering the course.

Problem Statement 4 (Prioritized): ELL students are one of our lowest performing target group in state exams (6th & 9th). **Root Cause:** Limited resources and strategies in ELL instruction.

Problem Statement 5 (Prioritized): 40% of all students were performing at the Meets grade level standard or above on all assessments which is an equivalent of a scaled score of a 70% or "C" and 10%-pts. below the State average. **Root Cause:** There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.

Problem Statement 6 (Prioritized): 38% of students were performing at the Meets grade level standard or above in Mathematics which falls below the federal target by 8%-pts. and 14%-pts. below the State average of 52%. **Root Cause:** There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative

assessment in mathematics classrooms.

Problem Statement 7 (Prioritized): 43% of students were performing at the Meets grade level standard or above in ELA/Reading which falls below the federal target by 1%-pt. and 10%-pts. below the State average of 48%. **Root Cause:** Gaps exist in early literacy, exacerbated by the pandemic.

Problem Statement 8 (Prioritized): The Career & Technical Education (CTE) program was rated at a Performance Level 1 in the federal Results Driven Accountability (RDA) system based low performance of economically disadvantaged students at a passing rate of 51% and special education students at a passing rate of 42% with the desired target for CTE students being 75% or higher on the Mathematics EOC. **Root Cause:** There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment, exacerbated by the pandemic.

Problem Statement 9 (Prioritized): The Special Education (SPED) program was rated at a Performance Level 1 in the federal Results Driven Accountability (RDA) system based low performance of special education students on the grades 3-8 STAAR tests (below 35% across all subjects), Mathematics EOC (46% passing), and English Language Arts EOC (35% passing) with the desired target for SPED students being 70% or higher. **Root Cause:** There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessments, exacerbated by the pandemic.

Problem Statement 10: We are in the need of increased opportunities for parental input, involvement and engagement. **Root Cause:** Being a charter school system, our families do not always live near the school and distance and the feel of community can be a challenge.

Problem Statement 11: We need to ensure that the translation system for non-English speaking parents attending campus meetings/performances is always accessible and functional. **Root Cause:** While ILTexas has invested in the translation systems for use at campus and district functions, we often times cannot locate them, or they are not functional.

Problem Statement 12: We offer few opportunities to provide parent workshops at both the campus and district levels. **Root Cause:** We tend to focus on other areas; providing learning opportunities for parents has not been at the forefront in our planning.

Problem Statement 13: We need to ensure that there is a strong relationship between campuses and parents (this need, exacerbated by the pandemic). **Root Cause:** Parents do not feel always welcome on campuses. In some instances, campuses feel that having a large parental presence may be intrusive as opposed to complimentary.

Perceptions

Perceptions Summary

Families and community members have the opportunity to engage in meaningful activities that support student learning throughout the year. These activities include, but are not limited to:

- Open Houses, Meet the Teacher Nights, Curriculum Nights (i.e. Literacy Night, Science Night), STAAR Information Nights, Parent Education Nights, Parent Participation in Field Trips, PTO Participation, Volunteers In Public Schools, Family and Community Fairs and Festivals, i.e. Health Fair, Mulitcultural Festival, Chinese Festival, Others Before Self Showcase

Families and community members are involved in school decisions by:

- Serving on PTO Boards, or being a PTO Member
- Serving as a Watch D.O.G.
- Contributing feeback on ILTexas Parent Surveys
- Sharing ideas at Principal Coffees
- Serving on Principal interview panels
- Serving on Campus Improvement Committees

Faculty feedback indicatates that they strongly believe in the core values of ILTexas.

Perceptions Strengths

ILTexas strives to have strong ties with the families and communities it serves. This is done in part with continued open lines of communitcation, including but not limited to:

- Skyward - Parent access to grades, schedules, attendance, etc.
- School Messenger - parent notifiction, weekly Principal newsletter
- ILTexas Website
- ILTexa Facebook page and Twitter
- tip411 (annoymous tip line)
- Convenient email access to all ILTexas staff members
- Peachjar flyer distribution
- Parent Conferences
- PTO General Meetings

Parents eagerly participate in the following activities consistently:

- PTO activities - including meetings, fundraisers, special events
- Watch D.O.G.S. - National program aimed at getting fathers and father-figures active in our schools
- VIPS (Volunteers In Public Schools) - volunteer opportunities from helping with dismissal, reading to students, helping with school pictures, lunch duty
- Chaperoning field trips

- Ensuring that students participate in their Service Learning Project with the activities take place after school hours or on the weekend
- Supporting our sports teams, band, choir, etc.

ILTexas has a large Spanish speaking population. We strive to meet all linguistic needs of parents by providing translators if necessary, utilizing translation equipment at large functions, and providing written material to parents in both English and Spanish on a consistent basis.

Faculty Feedback indicates that staff members are happy and enjoy working with their teams.

SCHOOL CULTURE & CLIMATE

What does an analysis of discipline data reveal? What interventions are in place to increase appropriate behavior?

District Students Identify as a Behavioral and/or Academic Concern as of 01/31/2018

Criteria for Identification

1. Academic concern: Any 6-week grade 59% or lower and/or 2 failing 6-week grade in any subject
2. Behavioral Concern: Any student with 5 or more referrals

Comparison of SPED to 504 to Regular Education

School	Lancast	Westpark	Wind Mills	Katy	Garland	Saginaw	Keller	EFW	NRH	GP	Arling	Total	Percent
SPED	25	16	18	15	18	11	15	19	12	15	15	**179**	**8%**
504	15	15	6	11	13	22	14	17	27	11	4	**155**	**7%**
Reg. Ed.	178	231	160	91	172	134	83	246	151	265	164	**1875**	**85%**
Total	**218**	**262**	**184**	**117**	**203**	**167**	**112**	**282**	**190**	**291**	**183**	**2209**	

Breakdown of the Students of Concern by School Level

School	Lancast	Westpark	Wind Mills	Katy	Garland	Saginaw	Keller	EFW	NRH	GP	Arling	Total	Percent
K-2	11	46	15	19	16	20	18	68	13	32	13	**271**	**12%**
3-5	85	67	72	14	72	86	28	81	76	79	60	**720**	**33%**
6-8	122	149	97	84	115	61	66	133	101	180	110	**1218**	**55%**
Total	**218**	**262**	**184**	**117**	**203**	**167**	**112**	**282**	**190**	**291**	**183**	**2209**	

Breakdown of Student Concerns by School Level and Type

School	Lancast	Westpark	Wind Mills	Katy	Garland	Saginaw	Keller	EFW	NRH	GP	Arling	Total	Percent
K-2	**11**	**46**	**15**	**19**	**16**	**20**	**18**	**68**	**13**	**32**	**13**	**271**	**12%**
Behavioral	5	12	7	11	16	18	18	66	8	25	7	**193**	71%
Academic	5	33	8	8	0	2	0	2	5	6	5	**74**	27%
Both	1	1	0	0	0	0	0	0	0	1	1	**4**	1%
3-5	**85**	**67**	**72**	**14**	**72**	**86**	**28**	**81**	**76**	**79**	**60**	**720**	**33%**
Behavioral	52	15	15	9	10	19	18	34	14	50	20	**256**	36%
Academic	22	48	53	5	53	65	9	36	54	23	35	**403**	56%
Both	11	4	4	0	9	2	1	11	8	6	5	**61**	8%
6-8	**122**	**149**	**97**	**84**	**115**	**61**	**66**	**133**	**101**	**180**	**110**	**1218**	**55%**
Behavioral	29	14	13	10	20	38	33	44	15	113	44	**373**	31%
Academic	70	118	70	59	79	13	20	65	63	21	48	**626**	51%
Both	23	17	14	15	16	10	13	24	23	46	18	**219**	18%
Total	**218**	**262**	**184**	**117**	**203**	**167**	**112**	**282**	**190**	**291**	**183**	**2209**	

ISS and OSS Data/School and District Totals (1/31/18)

School	Lancast	Westpark	Wind Mills	Katy	Garland	Saginaw	Keller	EFW	NRH	GP	Arling	District Totals
K-2												**K-2**
ISS Students	10	19	6	1	17	1	1	0	3	11	1	**70**
ISS Days	12	32	8	1	22	1	1	0	4	12	1	**94**
OSS Students	28	23	7	29	22	29	29	39	13	13	3	**235**
OSS Days	40	28	10	41	34	41	41	58	23	18	10	**344**
Total ISS/OSS Students	**38**	**42**	**13**	**30**	**39**	**30**	**30**	**39**	**16**	**24**	**4**	**305**
Total ISS/OSS Days	**52**	**60**	**18**	**42**	**56**	**42**	**42**	**58**	**27**	**30**	**11**	**438**
Grades 3-5												**Grades 3-5**
ISS Students	40	6	39	0	7	0	0	2	1	5	0	**100**
ISS Days	42	6	66	0	7	0	0	2	2	6	0	**131**
OSS Students	38	16	9	15	11	16	16	22	11	17	10	**181**
OSS Days	48	21	10	18	14	21	21	28	17	19	12	**229**
Total ISS/OSS Students	**78**	**22**	**48**	**15**	**18**	**16**	**16**	**24**	**12**	**22**	**10**	**281**
Total ISS/OSS Days	**90**	**27**	**76**	**18**	**21**	**21**	**21**	**30**	**19**	**25**	**12**	**360**
Grades 6-8												**Grades 6-8**
ISS Students	5	21	30	0	6	1	1	9	8	17	0	**98**
ISS Days	5	23	36	0	7	1	1	9	15	21	0	**118**
OSS Students	26	30	12	25	17	5	5	54	12	45	9	**240**
OSS Days	36	40	15	29	20	6	6	75	16	57	10	**310**
Total ISS/OSS Students	**31**	**51**	**42**	**25**	**23**	**6**	**6**	**63**	**20**	**62**	**9**	**338**
Total ISS/OSS Days	**41**	**63**	**51**	**29**	**27**	**7**	**7**	**84**	**31**	**78**	**10**	**428**

School	Lancast	Westpark	Wind Mills	Katy	Garland	Saginaw	Keller	EFW	NRH	GP	Arling	District Totals
Total Students/School	**147***	**115***	**103**	**70**	**80**	**52**	**52**	**126***	**48**	**108**	**23**	**924**
Total ISS/OSS Days/School	**183***	**150***	**145**	**89**	**104**	**70**	**70**	**172***	**77**	**133**	**33**	**1226**
Total ISS Days /School	**59**	**61**	**110**	**1**	**36**	**2**	**2**	**11**	**21**	**39**	**1**	**343**

*Restorative Discipline Campuses: Lancaster, West Park, East Fort Worth (High ISS/OSS numbers reflect the lack of RD training of administrator and teacher training and the lack of preplanning in integrating Restorative Discipline into the school culture and the use of the Student Code of Conduct)

Recommendations Based on Data Analysis

1. With 85% of the students identified as needing support being regular education students (Not 504 or SPED), there is need to assess the effectiveness of the implementation of Tier #1 research-based instructional strategies.
    1. Clear data on the level of education, type of certification (% of alt-cert), and the years of experience must be obtained and used to determine the differentiated training needs teaching staff
    2. On-going observation and support from teachers who are struggling by the AP and the instructional coach
    3. Re-assessment of training prior to the beginning of the year to determine ways of addressing the identified needs
    4. Training and on-going support for teachers who are coming from other countries (initially bi-weeks ½ day training to shift later to monthly 1 day training
    5. Focus on PBIS and the identifying, teaching, modelling, and re-enforcing of desired behavioral expectations
    6. With 71% of the identified student concerns in K-2 as being behavioral:
        1. Specific social-emotional learning program in essential
            i. Momentous Institute – Brain Training
            ii. My Fantastic Elastic Brain
            iii. Why Try
            iv. The Mindfulness Kindness curriculum
            v. This will reduce the behavioral issues going forward in grades 3-5 and 6-8 and the program can be extended into these grade levels

1. PBIS Procedures need to be more effectively implemented
    i. No specific conflict resolution model has been taught, modelled, and re-enforced
    ii. Student training in procedures will greatly reduce the number of behavioral issues

1. Identifying students earlier for additional behavioral interventions and supports
    i. Many referrals and suspensions occur before additional resources are requested/ if at all

1. Kinder to Grade 8 academic intervention plan needs to be developed and implemented
   1. K-2 only 2nd grade = 27%, 3-5 = 56%, 6-8 = 51%
   2. How will be the additional support for students/teacher on each campus at each grade level

      i. Teacher-aides push in or pullout or both

      ii. Instructional coach

      iii. Counselor

      iv. Behavior specialist

      v. Additional tutoring and support

1. Schools #1, #2, #5, #8, #10 need immediate support as the academic and behavioral needs are high

ISS and OSS Data/School and District Totals (5/11/18)

School	Lancast	Westpark	Wind Mills	Katy	Garland	Saginaw	Keller	EFW	NRH	GP	Arling	District Totals
K-2												**K-2**
ISS Students	**18**	25	9	0	24	0	3	**0**	7	15	0	**101**
ISS Days	**21**	46	11	0	30	0	3	**0**	10	20	0	**141**
OSS Students	**38**	30	7	14	21	22	42	**33**	14	17	3	**241**
OSS Days	**67**	46	11	22	37	31	58	**77**	26	25	11	**411**
Total ISS/OSS Students	**56**	**55**	**16**	**14**	**45**	**22**	**45**	**33**	**21**	**32**	**3**	**342**
Total ISS/OSS Days	**88**	**92**	**22**	**22**	**67**	**31**	**61**	**77**	**36**	**45**	**11**	**552**
Grades 3-5												**Grades 3-5**
ISS Students	**49**	17	44	0	13	0	0	**2**	5	7	0	**137**
ISS Days	**62**	18	75	0	13	0	0	**2**	7	9	0	**186**
OSS Students	**52**	29	17	25	11	24	29	**32**	15	26	14	**274**
OSS Days	**84**	32	20	38	17	35	36	**43**	26	32	20	**383**
Total ISS/OSS Students	**101**	**46**	**61**	**25**	**24**	**24**	**29**	**34**	**20**	**33**	**14**	**411**
Total ISS/OSS Days	**146**	**50**	**95**	**38**	**30**	**35**	**36**	**45**	**33**	**41**	**20**	**569**
Grades 6-8												**Grades 6-8**
ISS Students	**9**	21	40	0	5	0	1	**13**	10	17	0	**116**
ISS Days	**10**	23	62	0	6	0	1	**13**	13	21	0	**149**
OSS Students	**39**	52	22	21	22	21	8	**78**	20	63	17	**363**
OSS Days	**55**	70	26	24	26	24	10	**107**	25	81	17	**465**
Total ISS/OSS Students	**48**	**73**	**62**	**21**	**27**	**21**	**9**	**91**	**30**	**80**	**17**	**479**
Total ISS/OSS Days	**65**	**93**	**88**	**24**	**32**	**24**	**11**	**120**	**38**	**102**	**17**	**614**

School	Lancast	Westpark	Wind Mills	Katy	Garland	Saginaw	Keller	EFW	NRH	GP	Arling	District Totals
Total Students/School	205	174	139	60	96	67	83	158	71	145	34	1232
Total ISS/OSS Days/School	299	235	205	84	129	90	108	242	107	188	48	1735
Total ISS Days /School	93	87	148	0	49	0	4	15	30	50	0	476
Total OSS Days /School	206	148	57	84	80	90	104	227	77	138	48	1259

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We are in the need of increased opportunities for parental input, involvement and engagement. **Root Cause:** Being a charter school system, our families do not always live near the school and distance and the feel of community can be a challenge.

Problem Statement 2: We need to ensure that the translation system for non-English speaking parents attending campus meetings/performances is always accessible and functional. **Root Cause:** While ILTexas has invested in the translation systems for use at campus and district functions, we often times cannot locate them, or they are not functional.

Problem Statement 3: We offer few opportunities to provide parent workshops at both the campus and district levels. **Root Cause:** We tend to focus on other areas; providing learning opportunities for parents has not been at the forefront in our planning.

Problem Statement 4: We need to ensure that there is a strong relationship between campuses and parents (this need, exacerbated by the pandemic). **Root Cause:** Parents do not feel always welcome on campuses. In some instances, campuses feel that having a large parental presence may be intrusive as opposed to complimentary.

Problem Statement 5 (Prioritized): Faculty feedback indicates that communication at the campus and district levels need improvement. **Root Cause:** As a district, we have a lot of moving parts and decisions are sometimes made without consulting others or at the last minute resulting in late communication or miscommunication.

Problem Statement 6 (Prioritized): We have a significant teacher turnover. **Root Cause:** Low salary. Additionally, we need to evaluate and bolster our teacher support plan.

Priority Problem Statements

Problem Statement 8: 38% of students were performing at the Meets grade level standard or above in Mathematics which falls below the federal target by 8%-pts. and 14%-pts. below the State average of 52%.

Root Cause 8: There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.

Problem Statement 8 Areas: Student Learning - District Processes & Programs

Problem Statement 9: 43% of students were performing at the Meets grade level standard or above in ELA/Reading which falls below the federal target by 1%-pt. and 10%-pts. below the State average of 48%.

Root Cause 9: Gaps exist in early literacy, exacerbated by the pandemic.

Problem Statement 9 Areas: Demographics - Student Learning - District Processes & Programs

Problem Statement 10: The Career & Technical Education (CTE) program was rated at a Performance Level 1 in the federal Results Driven Accountability (RDA) system based low performance of economically disadvantaged students at a passing rate of 51% and special education students at a passing rate of 42% with the desired target for CTE students being 75% or higher on the Mathematics EOC.

Root Cause 10: There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment, exacerbated by the pandemic.

Problem Statement 10 Areas: Demographics - Student Learning - District Processes & Programs

Problem Statement 11: ELL students are one of our lowest performing target group in state exams (6th & 9th).

Root Cause 11: Limited resources and strategies in ELL instruction.

Problem Statement 11 Areas: Demographics - District Processes & Programs

Problem Statement 12: There is a need to prioritize the instructional focus among all levels of leadership- district, campus, GLAs, PLCs.

Root Cause 12: Campus administrative leaders are pulled towards devoting a higher percentage of their time to operational issues vs. focusing on instructional leadership.

Problem Statement 12 Areas: Student Learning - District Processes & Programs

Problem Statement 13: Our high poverty schools have the largest achievement gaps and are the lowest performing campuses.

Root Cause 13: Insufficient differentiation (specifically addressing students of poverty).

Problem Statement 13 Areas: Demographics - Student Learning

Problem Statement 14: The Special Education (SPED) program was rated at a Performance Level 1 in the federal Results Driven Accountability (RDA) system based low performance of special education students on the grades 3-8 STAAR tests (below 35% across all subjects), Mathematics EOC (46% passing), and English Language Arts EOC (35% passing) with the desired target for SPED students being 70% or higher.

Root Cause 14: There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessments, exacerbated by the pandemic.

Problem Statement 14 Areas: Demographics - Student Learning - District Processes & Programs

Problem Statement 15: There is a lack of fidelity to the ILTexas curriculum model and framework, thereby preventing our students from reaping the benefits of our model, exacerbated by the pandemic.

Root Cause 15: Insufficient time by campus administrators, faculty, and staff is dedicated to planning from the ILTexas curriculum and assessment plan, exacerbated by the pandemic.

Problem Statement 15 Areas: Demographics - Student Learning - District Processes & Programs

Problem Statement 16: 40% of all students were performing at the Meets grade level standard or above on all assessments which is an equivalent of a scaled score of a 70% or "C" and 10%-pts. below the State average.

Root Cause 16: There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.

Problem Statement 16 Areas: Student Learning - District Processes & Programs

Problem Statement 17: Not all teachers demonstrate proficiency using technology as effective educational tools.

Root Cause 17: Appropriate planning and decision-making for hardware and software requirements necessary for a given course completed prior to offering the course.

Problem Statement 17 Areas: Demographics - Student Learning - District Processes & Programs

Problem Statement 18: Faculty feedback indicates that communication at the campus and district levels need improvement.

Root Cause 18: As a district, we have a lot of moving parts and decisions are sometimes made without consulting others or at the last minute resulting in late communication or miscommunication.

Problem Statement 18 Areas: Student Learning - Perceptions

Problem Statement 19: We have a significant teacher turnover.

Root Cause 19: Low salary. Additionally, we need to evaluate and bolster our teacher support plan.

Problem Statement 19 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

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

Targeted or ESF High Priority

Evaluation Data Sources: ISIP English and Spanish

Strategy 1 Details	Reviews			
Strategy 1: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners and with focus on increasing the Meets Target goal on the STAAR Reading assessment.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement				
Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, campus instructional coaches				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Demographics 1, 2, 3 - Student Learning 3, 6 - District Processes & Programs 4, 7				
Funding Sources: - 263 - Title III				
Strategy 2 Details	Reviews			
Strategy 2: Send campus (teachers/coaches/principals/assistant principals) and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement				
Staff Responsible for Monitoring: Director of EL K-12, Deputy Superintendent of Academics & Student Services, Academic Directors, Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Demographics 3 - Student Learning 3 - District Processes & Programs 7				
Funding Sources: - 263 - Title III				

Strategy 3 Details	Reviews			

Strategy 3: Purchase supplemental technology (such as Chromebooks), instructional materials and evaluation/assessment/data analysis resources (and subsequent related PD). This includes hardcopies as well as online tools/software to scaffold instruction (i.e, ,
 Peoples Education-Measuring Up, Lead4ward data modules, Sped Evaluation kits, bilingual dictionaries, leveled readers etc).
 	
Purchase professional books for staff to increase their knowledge of DLI/ESL programs.
    Strategy's Expected Result/Impact: Increased Student Achievement.
 	
    Build a foundation in reading and math.
    Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Academic Directors, Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists
    Title I Schoolwide Elements: 2.4, 2.5, 2.6
    Funding Sources: - 420 - State, - 211 - Title 1-A, - 263 - Title III, - 244 - Carl Perkins, - 461 - Campus Activity
	Formative			**Summative**

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

Strategy 4 Details	Reviews			

Strategy 4: Provide enrichment summer school to English learners to develop and strengthen their knowledge base as well as their English language proficiency in all four domains.
    Strategy's Expected Result/Impact: Increased student achievement
    Staff Responsible for Monitoring: CAO, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists
    Title I Schoolwide Elements: 2.4, 2.5, 2.6
    Problem Statements: Demographics 1 - District Processes & Programs 4
    Funding Sources: - 263 - Title III
	Formative			**Summative**

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

Strategy 5 Details	Reviews			

Strategy 5: The five campus-based DLI/EL Instructional Coaches (one ESL and two DLI Instructional Coaches for the DFW area and one ESL coach and one DLI coach for the Houston area) to support district and campus staff with the implementation of sheltered instruction strategies by following the instructional coaching cycle and by providing professional learning opportunities to staff as it pertains to English learners.
    Strategy's Expected Result/Impact: Increased student achievement.
    Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of EL K-12, Academic Directors, Campus Principals
    Title I Schoolwide Elements: 2.4, 2.5, 2.6
    Problem Statements: Demographics 1, 6 - Student Learning 7 - District Processes & Programs 1, 4
    Funding Sources: - 263 - Title III
	Formative			**Summative**

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

Strategy 6 Details	Reviews			
Strategy 6: Campuses that have newcomer ESL students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extending learning time for students, and parental engagement.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 **Problem Statements:** Demographics 1 - District Processes & Programs 4 **Funding Sources:** - 263 - Title III				

Strategy 7 Details	Reviews			
Strategy 7: Supplement students identified as homeless with identified needs to ensure they have an opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. The Families in Transition Coordinator will provide each ILTexas campus with necessary supports to increase the likelihood that students living in homelessness attend school consistently with little interruption. Remove internet barriers that prevent students identified as homeless to continue their ILTexas virtual education.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase achievement and participation of homeless, unaccompanied students **Staff Responsible for Monitoring:** Community/Homeless Liaison, At-Risk Coordinators, Federal Programs Director **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Uniforms, temporary medication, fees, etc - 211 - Title 1-A				

Strategy 8 Details	Reviews			
Strategy 8: Provide professional development and professional growth opportunities via conferences, workshops, through subject matter experts and via book studies.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Principals, District Executive director of PD **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1 **Funding Sources:** Conferences/Workshops - 211 - Title 1-A - 6411 - $5,000				

Strategy 9 Details	Reviews			
Strategy 9: Develop curriculum resources and lesson plans (including targeted plans to meet the needs of our special populations) during the school year and during the summer (for summer, fall and spring semesters).	Formative			Summative
	Nov	Jan	May	June
Strategy's Expected Result/Impact: Increased student achievement, increased rigor, more closely aligned instruction. **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Academic and EL Director. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - District Processes & Programs 4 **Funding Sources:** - 263 - Title III, - 420 - State, - 211 - Title 1-A, - 244 - Carl Perkins, - 255 - Title II				

Strategy 10 Details	Reviews			
Strategy 10: Hire Reading Interventionists to provide Reading interventions during the day.	Formative			Summative
Strategy's Expected Result/Impact: Increased Student Achievement	Nov	Jan	May	June
Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, DCAO, Academic and EL Director. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 **Funding Sources:** - 211 - Title 1-A				

Strategy 11 Details	Reviews			
Strategy 11: Reading Academies - with the passing of HB3 all kindergarten through third-grade teachers and principals must complete the Texas Reading Academies training before June 2024.	Formative			Summative
	Nov	Jan	May	June
Strategy's Expected Result/Impact: To increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy achievement. **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Director of RLA, Reading Academy Facilitator, Area RLA Coaches, and Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2				

Strategy 12 Details	Reviews			
Strategy 12: Offer remote learning opportunities (remote conferencing, virtual school) to students in need. This includes students who are medically frail and are needing virtual homebound services (ie, submitted necessary waivers).	Formative			Summative
	Nov	Jan	May	June
Strategy's Expected Result/Impact: limited learning loss due to finite number of students requiring remote conferencing or virtual school (general ed, sped, homebound, 504, all sub groups/special populations) **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2				

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

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: ELL students are one of our lowest performing target group in state exams (6th & 9th). **Root Cause**: Limited resources and strategies in ELL instruction.

Problem Statement 2: Our high poverty schools have the largest achievement gaps and are the lowest performing campuses. **Root Cause**: Insufficient differentiation (specifically addressing students of poverty).

Problem Statement 3: 43% of students were performing at the Meets grade level standard or above in ELA/Reading which falls below the federal target by 1%-pt. and 10%-pts. below the State average of 48%. **Root Cause**: Gaps exist in early literacy, exacerbated by the pandemic.

Problem Statement 6: There is a lack of fidelity to the ILTexas curriculum model and framework, thereby preventing our students from reaping the benefits of our model, exacerbated by the pandemic. **Root Cause**: Insufficient time by campus administrators, faculty, and staff is dedicated to planning from the ILTexas curriculum and assessment plan, exacerbated by the pandemic.

Student Learning

Problem Statement 3: 43% of students were performing at the Meets grade level standard or above in ELA/Reading which falls below the federal target by 1%-pt. and 10%-pts. below the State average of 48%. **Root Cause**: Gaps exist in early literacy, exacerbated by the pandemic.

Problem Statement 6: Our high poverty schools have the largest achievement gaps and are the lowest performing campuses. **Root Cause**: Insufficient differentiation (specifically addressing students of poverty).

Problem Statement 7: There is a lack of fidelity to the ILTexas curriculum model and framework, thereby preventing our students from reaping the benefits of our model, exacerbated by the pandemic. **Root Cause**: Insufficient time by campus administrators, faculty, and staff is dedicated to planning from the ILTexas curriculum and assessment plan, exacerbated by the pandemic.

District Processes & Programs

Problem Statement 1: There is a lack of fidelity to the ILTexas curriculum model and framework, thereby preventing our students from reaping the benefits of our model, exacerbated by the pandemic. **Root Cause**: Insufficient time by campus administrators, faculty, and staff is dedicated to planning from the ILTexas curriculum and assessment plan, exacerbated by the pandemic.

Problem Statement 4: ELL students are one of our lowest performing target group in state exams (6th & 9th). **Root Cause**: Limited resources and strategies in ELL instruction.

Problem Statement 7: 43% of students were performing at the Meets grade level standard or above in ELA/Reading which falls below the federal target by 1%-pt. and 10%-pts. below the State average of 48%. **Root Cause**: Gaps exist in early literacy, exacerbated by the pandemic.

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

Performance Objective 2: The percent of 2nd grade students that score on grade level or above in Reading will increase from 41% to 47% by June 2022 using iStation Indicator Progress Monitor tool - ISIP. The percent of 2nd grade students that grow one grade level in Spanish Reading (Spanish ISIP) will increase from 30% to 48% by June 2022.

Targeted or ESF High Priority

Evaluation Data Sources: ISIP (English and Spanish)

Strategy 1 Details	Reviews			
Strategy 1: Support effective inclusion support to providing PD opportunities to inclusion support teachers as well as their partner content teachers.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Lesson Plans Student performance on unit assessments Effective classroom practices Classroom Observations **Staff Responsible for Monitoring:** Special Education Director, Principals, Deputy Superintendent of Academics & Student Services, SPED Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - 224 - IDEA B - $50,000				

Strategy 2 Details	Reviews			
Strategy 2: Attend Professional Development conferences that focus on Special Education through ESPED, development of budgets, student instruction, RTI behavior management, behavior analysis, and/or transition programs.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement. Decrease in the number of revision ARDs that take place due to errors. Increase in observation of instructional practices. Decrease in the number of MDRs held. **Staff Responsible for Monitoring:** Special Education direct, Principals, Deputy Superintendent of Academics & Student Services, SPED Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - 224 - IDEA B - $5,000				

Strategy 3 Details	Reviews			
Strategy 3: Support and provide Special Education students with supplies, services, and equipment as identified in their IEP.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Engaged and increased student achievement **Staff Responsible for Monitoring:** Special Education Director, SPED Coordinator, SPED Instructional Coaches, LSSP **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - 224 - IDEA B - $500,000				

Strategy 4 Details	Reviews			
Strategy 4: Bring in a tool to more effectively track language proficiency, to include artifacts of learning and progress	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student achievement in language acquisition	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: LOTE Directors				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 5 Details	Reviews			
Strategy 5: Provide PD and instructional resources to help language teachers deliver instruction in the target language	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement in Spanish and Chinese language	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: LOTE Directors				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
Strategy 6: Teachers will learn how to differentiate activities for academics and language using SeeSaw.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student achievement in both English and Spanish.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Dir. of RLA and Early Literacy Coordinator				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

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

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

Performance Objective 3: The percent of 1st grade students that score on grade level or above in Reading will increase from 36% to 48% by June 2022 using iStation Indicator Progress Monitor tool - ISIP. The percent of 1st grade students that grow one grade level in Spanish Reading (Spanish ISIP) will increase from 30% to 48% by June 2022.

> **Targeted or ESF High Priority**

> **Evaluation Data Sources:** ISIP

Strategy 1 Details	Reviews			
Strategy 1: By the end of the 2020-2021 school year, special education students will be enrolled into targeted intervention programs in reading and in math, as determined by the ARDC.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increased student achievement. Change in schedule of service for students enrolled.
     Staff Responsible for Monitoring: Principal
 ARDC
 Instructional Coaches (special education)
     Title I Schoolwide Elements: 2.4, 2.5, 2.6
     Funding Sources: - 224 - IDEA B				

Strategy 2 Details	Reviews			
Strategy 2: Special education teachers will be provided targeted professional development (initial and ongoing) to successfully carry out intervention plans.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Data driven lesson plans. Classroom observations. Curriculum intervention, coaching and feedback for teachers.
     Staff Responsible for Monitoring: Special Education director, campus administrators
     Title I Schoolwide Elements: 2.4, 2.5, 2.6
     Funding Sources: - 224 - IDEA B				

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

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

Performance Objective 4: The percent of Kindergarten students that score on grade level or above in Reading will increase from 29% to 45% by June 2022 using iStation Indicator Progress Monitor tool - ISIP. The percent of Kindergarten students that grow one grade level in Spanish Reading (Spanish ISIP) will increase from 30% to 48% by June 2022.

Targeted or ESF High Priority

Evaluation Data Sources: ISIP (English & Spanish)

Strategy 1 Details				Reviews			
Strategy 1: Hire a community liaison				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parental involvement, increased community engagement, increased student achievement.				**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Exec. Dir of Student Services & Area Superintendents							
Title I Schoolwide Elements: 2.6, 3.1, 3.2							
Funding Sources: - 211 - Title 1-A							

Strategy 2 Details				Reviews			
Strategy 2: Community Liaisons to attend professional development conferences to gain knowledge and skills to continuously improve parental involvement, increased student achievement, educating homeless families, and parent participation in all campus activities.				**Formative**			**Summative**
				Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased parental involvement, increased parent material on campus, and engaged parents at all campus events.							
Staff Responsible for Monitoring: Area Superintendents,							
Title I Schoolwide Elements: 2.6, 3.1, 3.2							
Funding Sources: Conferences - 211 - Title 1-A							

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

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

Performance Objective 5: The percent of English learners that score "Meets Grade Level" on STAAR Reading will increase from 34% (2019) to 39% by June 2022 considering also the COVID gap.

    Targeted or ESF High Priority

    Evaluation Data Sources: STAAR Reading, English EOC

Strategy 1 Details	Reviews			
Strategy 1: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our English learners, DLI, and other programs that will increase student achievement with particular attention to English learners and with focus on increasing the Meets Target goal on the STAAR Reading assessment.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement on the STAAR/EOC Meets level. **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Problem Statements:** Demographics 1 - District Processes & Programs 4 **Funding Sources:** - 263 - Title III				

Strategy 2 Details	Reviews			
Strategy 2: Send campus teachers, instructional coaches, principals, assistant principals, and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district staff strengthen their ability to support our students, including and in particular our English learners, DLI and other programs that will increase achievement of all students, particularly our special populations.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement on the STAAR/EOC Meets level. **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 3, 6 - Student Learning 3, 7 - District Processes & Programs 1, 4, 7 **Funding Sources:** - 263 - Title III				

Strategy 3 Details	Reviews			
Strategy 3: Purchase supplemental technology (such as Chromebooks), instructional materials, and evaluation/assessment/data analysis resources (and subsequent related PD. This includes hard copies as well as online tools/software to scaffold instruction (i.e., Peoples Education - Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.	**Formative**			**Summative**
	Nov	Jan	May	June
Strategy's Expected Result/Impact: Increased student achievement. Build a foundation in reading and math. **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Director of EL, Academic Directors, Instructional Technologist, Campus principal, Campus textbook coordinators, Campus instructional coaches, Campus media specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan**				

Strategy 4 Details	Reviews			
Strategy 4: Provide enrichment summer school to English learners to develop and strengthen their knowledge base as well as their English language proficiency in all four domains and to overcome the COVID gap.	**Formative**			**Summative**
	Nov	Jan	May	June
Strategy's Expected Result/Impact: Increased student achievement. **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Problem Statements:** Demographics 1, 2 - Student Learning 6 - District Processes & Programs 4 **Funding Sources:** - 263 - Title III				

Strategy 5 Details	Reviews			
Strategy 5: The five campus-based DLI/EL Instructional Coaches (one ESL and two DLI Instructional Coaches for the DFW area and one ESL coach and one DLI coach for the Houston area) will provide ongoing and focused support to HQ, area, and campus staff with the implementation of sheltered instruction strategies by following the instructional coaching cycle and by providing professional learning opportunities to staff as it pertains to English learners.	**Formative**			**Summative**
	Nov	Jan	May	June
Strategy's Expected Result/Impact: Increased student achievement. **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Director of EL K-12, Academic Directors, Campus Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Problem Statements:** Demographics 1, 2 - Student Learning 6 - District Processes & Programs 4 **Funding Sources:** - 263 - Title III				

Strategy 6 Details	Reviews			
Strategy 6: Campuses that have newcomer ESL students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extended learning time for students, and parental engagement.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement.				

Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: Demographics 1 - District Processes & Programs 4

Funding Sources: - 263 - Title III

Strategy 7 Details	Reviews			
Strategy 7: Develop curriculum resources and lesson plans (including targeted plans to meet the needs of our special populations) during the school year and during the summer (for summer, fall and spring semesters).	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increased student achievement, increased rigor, more closely aligned instruction.

Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Academic and EL Director.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan**

Problem Statements: Demographics 1, 2, 3 - Student Learning 3, 6 - District Processes & Programs 4, 7

Funding Sources: - 263 - Title III

Strategy 8 Details	Reviews			
Strategy 8: By June 2022, ILTexas will provide parents of English learners learning opportunities to support their children at home via webinars and face to face meetings. This will increase reading and math performance for EL students at least 10%.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Director of EL, EL Coordinators, campus principals, LPAC administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **Results Driven Accountability - Equity Plan**

Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 6 - District Processes & Programs 4, 5, 6

Funding Sources: - 263 - Title III

Strategy 9 Details		Reviews			
Strategy 9: ILTexas will provide supplemental tutoring sessions to English learners to accelerate their performance on both formative and state assessments .		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increased student achievement
    Staff Responsible for Monitoring: Director of EL, EL Coordinators, campus principals, LPAC administrators
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan**
    Problem Statements: Demographics 1, 2, 3 - Student Learning 3, 6 - District Processes & Programs 4, 7
    Funding Sources: Title III - 263 - Title III					

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

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: ELL students are one of our lowest performing target group in state exams (6th & 9th). **Root Cause**: Limited resources and strategies in ELL instruction.
Problem Statement 2: Our high poverty schools have the largest achievement gaps and are the lowest performing campuses. **Root Cause**: Insufficient differentiation (specifically addressing students of poverty).
Problem Statement 3: 43% of students were performing at the Meets grade level standard or above in ELA/Reading which falls below the federal target by 1%-pt. and 10%-pts. below the State average of 48%. **Root Cause**: Gaps exist in early literacy, exacerbated by the pandemic.
Problem Statement 6: There is a lack of fidelity to the ILTexas curriculum model and framework, thereby preventing our students from reaping the benefits of our model, exacerbated by the pandemic. **Root Cause**: Insufficient time by campus administrators, faculty, and staff is dedicated to planning from the ILTexas curriculum and assessment plan, exacerbated by the pandemic.
Student Learning
Problem Statement 1: 40% of all students were performing at the Meets grade level standard or above on all assessments which is an equivalent of a scaled score of a 70% or "C" and 10%-pts. below the State average. **Root Cause**: There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.
Problem Statement 2: 38% of students were performing at the Meets grade level standard or above in Mathematics which falls below the federal target by 8%-pts. and 14%-pts. below the State average of 52%. **Root Cause**: There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.
Problem Statement 3: 43% of students were performing at the Meets grade level standard or above in ELA/Reading which falls below the federal target by 1%-pt. and 10%-pts. below the State average of 48%. **Root Cause**: Gaps exist in early literacy, exacerbated by the pandemic.
Problem Statement 6: Our high poverty schools have the largest achievement gaps and are the lowest performing campuses. **Root Cause**: Insufficient differentiation (specifically addressing students of poverty).
Problem Statement 7: There is a lack of fidelity to the ILTexas curriculum model and framework, thereby preventing our students from reaping the benefits of our model, exacerbated by the pandemic. **Root Cause**: Insufficient time by campus administrators, faculty, and staff is dedicated to planning from the ILTexas curriculum and assessment plan, exacerbated by the pandemic.

District Processes & Programs

Problem Statement 1: There is a lack of fidelity to the ILTexas curriculum model and framework, thereby preventing our students from reaping the benefits of our model, exacerbated by the pandemic. **Root Cause**: Insufficient time by campus administrators, faculty, and staff is dedicated to planning from the ILTexas curriculum and assessment plan, exacerbated by the pandemic.

Problem Statement 4: ELL students are one of our lowest performing target group in state exams (6th & 9th). **Root Cause**: Limited resources and strategies in ELL instruction.

Problem Statement 5: 40% of all students were performing at the Meets grade level standard or above on all assessments which is an equivalent of a scaled score of a 70% or "C" and 10%-pts. below the State average. **Root Cause**: There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.

Problem Statement 6: 38% of students were performing at the Meets grade level standard or above in Mathematics which falls below the federal target by 8%-pts. and 14%-pts. below the State average of 52%. **Root Cause**: There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.

Problem Statement 7: 43% of students were performing at the Meets grade level standard or above in ELA/Reading which falls below the federal target by 1%-pt. and 10%-pts. below the State average of 48%. **Root Cause**: Gaps exist in early literacy, exacerbated by the pandemic.

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

Performance Objective 6: By June 2022, EL students at ILTexas will increase the TELPAS performance level from 31% (2019) to, at least, 36% in 2022.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 TELPAS

Strategy 1 Details	Reviews			
Strategy 1: All teachers of ELs know their students' English language proficiency as reflected in TELPAS and are using linguistic accommodations routinely to increase their students' English language proficiency.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase in EL students' English proficiency level as measured on TELPAS. **Staff Responsible for Monitoring:** Campus principals, APs over LPAC, ICs, coaches, Dir. of EL K-12 **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Problem Statements:** Demographics 1, 2 - Student Learning 6 - District Processes & Programs 4				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: ELL students are one of our lowest performing target group in state exams (6th & 9th). **Root Cause**: Limited resources and strategies in ELL instruction.
Problem Statement 2: Our high poverty schools have the largest achievement gaps and are the lowest performing campuses. **Root Cause**: Insufficient differentiation (specifically addressing students of poverty).
Student Learning
Problem Statement 6: Our high poverty schools have the largest achievement gaps and are the lowest performing campuses. **Root Cause**: Insufficient differentiation (specifically addressing students of poverty).
District Processes & Programs
Problem Statement 4: ELL students are one of our lowest performing target group in state exams (6th & 9th). **Root Cause**: Limited resources and strategies in ELL instruction.

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

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

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
Strategy 1: The math director or area math coaches will review MAP scores and responses after the BOY and MOY MAP test with Dean of Instruction and Campus Instructional Coach and will review the teacher responses to the data.	Formative			Summative
	Nov	Jan	May	June

Strategy's Expected Result/Impact: Teachers will understand the data from the MAP test and know how to respond to it instructionally.
    Staff Responsible for Monitoring: area math coaches, math director, and campus instructional coaches and administrators
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2				

Strategy 2 Details	Reviews			
Strategy 2: 3rd grade students will complete and pass 15 lessons / semester on Imagine Math.	Formative			Summative
	Nov	Jan	May	June

Strategy's Expected Result/Impact: Students will show growth based on their quantile measures in the Imagine Math program.
    Staff Responsible for Monitoring: the math director and campus administrators
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2				

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

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

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

    Targeted or ESF High Priority

    Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
Strategy 1: The curriculum department will provide recorded curriculum previews every cycle.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers content knowledge and pedagogy will improve.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: area math coaches, math director, and campus instructional coaches and administrators **Title I Schoolwide Elements:** 2.4, 2.5, 3.2				

Strategy 2 Details	Reviews			
Strategy 2: The curriculum department will record the bi-annual professional development sessions for all teachers to access.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers content knowledge and pedagogy will improve.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: area math coaches, math director, and campus instructional coaches and administrators **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: The math director or area math coaches will review MAP scores and responses after the BOY and MOY MAP test with the teachers and campus administrators and will review the teacher responses to the data.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will understand the data from the MAP test and know how to respond to it instructionally.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: area math coaches, math director, and campus instructional coaches and administrators **Title I Schoolwide Elements:** 2.4, 3.1, 3.2				

Strategy 4 Details	Reviews			
Strategy 4: 2nd grade students will complete and pass 15 lessons / semester on Imagine Math	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will show growth based on their quantile measures in the Imagine Math Program.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Math director and campus administrators. **Title I Schoolwide Elements:** 2.4, 2.6				

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

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

Performance Objective 3: The percent of 1st grade students that score on grade level or above in math will increase from 6% to 30% by June 2022 using the Imagine Math tool.

Targeted or ESF High Priority

Evaluation Data Sources: Imagine Math

Strategy 1 Details	Reviews			
Strategy 1: The curriculum department will provide recorded curriculum previews every cycle.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers' content knowledge will improve.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: area math coaches, math director, and campus instructional coaches and administrators **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: The curriculum department will record the bi-annual professional development sessions for all teachers to access.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Teachers' content knowledge and pedagogy will improve. **Staff Responsible for Monitoring:** area math coaches, math director, and campus instructional coaches and administrators **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: 1st grade students will complete and pass 15 lessons / semester on Imagine Math.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will show growth based on their quantile measures in the Imagine Math Program.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Math director and campus administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

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

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

Performance Objective 4: The percent of K students that score on grade level or above in math will increase from 4% to 30% by June 2022 using the Imagine Math tool.

Targeted or ESF High Priority

Evaluation Data Sources: Imagine Math

Strategy 1 Details	Reviews			
Strategy 1: The curriculum department will provide recorded curriculum previews every cycle.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers content knowledge and pedagogy will improve.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: campus instructional coaches, area math coaches, math director, and campus administrators **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: The curriculum department will record the bi-annual professional development sessions for all teachers to access.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Teachers content knowledge and pedagogy will improve. **Staff Responsible for Monitoring:** campus instructional coaches, area math coaches, math director, and campus administrators **Title I Schoolwide Elements:** 2.4, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Kindergarten students will complete and pass 15 lessons / semester on Imagine Math	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will show growth based on their quantile measures in the Imagine Math program.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Math director and campus administrators. **Title I Schoolwide Elements:** 2.4, 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 5: The percent of English learners that score "Meets Grade Level" on STAAR Math will increase from 35% (2019) to 40% by June 2022 taking also into consideration the COVID gaps that need to be addressed.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Math

Strategy 1 Details	Reviews			
Strategy 1: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our English learners, DLI, and other programs that will increase student achievement with particular attention to English learners and with focus on increasing the Meets Target goal on the STAAR Math assessment.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement. **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Problem Statements:** Demographics 2 - Student Learning 2, 6 - District Processes & Programs 6 **Funding Sources:** - 263 - Title III				

Strategy 2 Details	Reviews			
Strategy 2: Send campus teachers, instructional coaches, principals, assistant principals, and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district staff strengthen their ability to support our students, including and in particular our English learners, DLI and other programs that will increase achievement of all students, particularly our special populations.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement. **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Problem Statements:** Demographics 2 - Student Learning 2, 6 - District Processes & Programs 6 **Funding Sources:** - 263 - Title III				

Strategy 3 Details	Reviews			
Strategy 3: Purchase supplemental technology (such as Chromebooks), instructional materials, and evaluation/assessment/data analysis resources (and subsequent related PD. This includes hard copies as well as online tools/software to scaffold instruction (i.e., Peoples Education - Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Director of EL, Director of Math, EL Coordinators, campus principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Funding Sources:** - 263 - Title III				

Strategy 4 Details	Reviews			
Strategy 4: The five campus-based DLI/EL Instructional Coaches (one ESL and two DLI Instructional Coach for the DFW area and one ESL coach and one DLI coach for the Houston area) to support district and campus staff with the implementation of sheltered instruction strategies by following the instructional coaching cycle and by providing professional learning opportunities to staff as it pertains to English learners.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Director of EL, Director of Math, EL Coordinators, campus principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Problem Statements:** Student Learning 2 - District Processes & Programs 6 **Funding Sources:** - 263 - Title III				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: Our high poverty schools have the largest achievement gaps and are the lowest performing campuses. **Root Cause**: Insufficient differentiation (specifically addressing students of poverty).

Student Learning
Problem Statement 2: 38% of students were performing at the Meets grade level standard or above in Mathematics which falls below the federal target by 8%-pts. and 14%-pts. below the State average of 52%. **Root Cause**: There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.
Problem Statement 6: Our high poverty schools have the largest achievement gaps and are the lowest performing campuses. **Root Cause**: Insufficient differentiation (specifically addressing students of poverty).

District Processes & Programs
Problem Statement 6: 38% of students were performing at the Meets grade level standard or above in Mathematics which falls below the federal target by 8%-pts. and 14%-pts. below the State average of 52%. **Root Cause**: There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.

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 6: By the end of the school year, ILTexas campuses identified as in need of comprehensive support will score a at least 60% on their Domain III from the current average of 30% for these campuses.

    Targeted or ESF High Priority

    Evaluation Data Sources: MAP, STAAR, Imagine Math

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted professional development by bringing in subject matter experts (ie, Lead4ward, BRES) to support the campus Targeted Improvement plans.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased Student Achievement **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Director of EL, Director of Math, EL Coordinators, campus principals **Title I Schoolwide Elements:** 2.4, 2.5				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: The percent of CCMR students that meet the requirement for Career or Military Ready will increase from 10% to 11% in 2022.

    Targeted or ESF High Priority

    Evaluation Data Sources: SAT, TSIA2, AP, DUAL- CREDIT, ASVAB

Strategy 1 Details	Reviews			
Strategy 1: All 10th graders will be administred the ASVAB Test.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Student Achievement	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of EL, Director of Math, EL Coordinators, campus principals				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: All Juniors will be administered SAT in March.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student's will receive CCMR point through SAT indicator.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Advanced Academics Coordinator, Campus Principals				

Strategy 3 Details	Reviews			
Strategy 3: All Juniors will receive SAT Prep Support before March administration.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Individual Campus and Charter performance will increase.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Advanced Academics Coordinator, Campus Principals				
Title I Schoolwide Elements: 2.6				

Strategy 4 Details	Reviews			
Strategy 4: Monitoring of Advanced Placement Enrollment and Exams.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Enrollment and Registration will increase providing students more opportunities to earn CCMR point.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Advanced Academics Coordinator, Campus Principals, Counselors				

Strategy 5 Details	Reviews			
Strategy 5: All sophomores will be administered TSIA2 in February.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will receive CCMR point and opportunity to earn Dual-Credit CCMR point.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Advanced Academics Coordinator, Campus Principals, Counselors				

Strategy 6 Details	Reviews			
Strategy 6: Monitoring of Dual Credit Enrollment and credits earned.	Formative			Summative
Strategy's Expected Result/Impact: Students will receive CCMR point and opportunity to earn Dual-Credit CCMR point.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Advanced Academics Coordinator, Campus Principals, Counselors				

Strategy 7 Details	Reviews			
Strategy 7: Seniors not earning a CCMR point will be enrolled in Texas College Bridge Courseware.	Formative			Summative
Strategy's Expected Result/Impact: Students will receive CCMR point.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Advanced Academics Coordinator, Campus Principals, Counselors				

Strategy 8 Details	Reviews			
Strategy 8: English learner will receive additional SAT prep.	Formative			Summative
Strategy's Expected Result/Impact: Higher scores on the SAT	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Advanced Academics Coordinator, Campus Principals, Counselors, Dir. of EL K-12 **Title I Schoolwide Elements:** 2.4, 2.6 **Problem Statements:** Demographics 2 - Student Learning 6 **Funding Sources:** - 263 - Title III				

Strategy 9 Details	Reviews			
Strategy 9: Provide digital resources including but not limited to computer hardware, computer software, peripherals, and industry based tools.	Formative			Summative
Strategy's Expected Result/Impact: Increased academic performance and CCMR percentage.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Senior Executive Director of Special Populations, Executive Director of CTE a& Enrichment, Campus Principals, Content Leads				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Our high poverty schools have the largest achievement gaps and are the lowest performing campuses. **Root Cause**: Insufficient differentiation (specifically addressing students of poverty).

Student Learning
Problem Statement 6: Our high poverty schools have the largest achievement gaps and are the lowest performing campuses. **Root Cause**: Insufficient differentiation (specifically addressing students of poverty).

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

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

Targeted or ESF High Priority

Evaluation Data Sources: ACTFL

Strategy 1 Details	Reviews			
Strategy 1: Deliver professional development to teachers on ACTFL guidelines and Can Do Statements as well as Seesaw.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased Student Achievement **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Director of DLI/Spanish, Director of Math, campus principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 2: Secondary LOTE classes students will complete language performance assessments to demonstrate language proficiency as documented in their Seesaw language portfolio by the end of June 2022.

    Targeted or ESF High Priority

    Evaluation Data Sources: AAPPL

Strategy 1 Details			Reviews			
Strategy 1: Engage in professional development to continuously improve the area of language learning.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Student Achievement			**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of DLI/Spanish, Director of Math, campus principals						
Title I Schoolwide Elements: 2.4, 2.5						
0% No Progress	100% Accomplished	Continue/Modify	Discontinue			

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

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

> **Targeted or ESF High Priority**

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

Strategy 1 Details		Reviews			
Strategy 1: ILTexas will explore hiring a coordinator for new teacher induction who will work directly with campus APs over mentor teachers and mentor teachers to better support novice teachers while also increasing the overall support of ILTexas faculty.		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased Student Achievement **Staff Responsible for Monitoring:** Exec Dir of PD **Title I Schoolwide Elements:** 2.4, 2.5					
Strategy 2 Details		Reviews			
Strategy 2: PD Department will coordinate and lead on-going charter wide Professional Development at least twice a month. Key ESF topics for the Fall Semsester will be Culturally Responsive Teaching and for Spring will be Growth Mind Set teaching and learning.		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: New to the Professions teachers will be trained and equipped to implements key foundational teaching strategies based on ESF research and practice. **Staff Responsible for Monitoring:** Irene Aguilar, Executive Director of Professional Development **Title I Schoolwide Elements:** 2.4, 2.5					
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

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

Performance Objective 2: Human Resources department will develop and maintain robust onboarding procedures to ensure a supportive school environment(May 2022). The onboarding plan of action will discuss in depth; policies, procedures, and protocols to support teachers and staff.

Targeted or ESF High Priority

Strategy 1 Details	Reviews			
Strategy 1: Human Resources will provide ongoing onboarding sessions for new employees as well as assign a mentor/mentee (2 weeks). These informative sessions will enhance employee's knowledge of ILTexas policies and procedures.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase teacher retention and employee satisfaction. **Staff Responsible for Monitoring:** Ex. Director HR				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 3: ILTexas comprehensive salary analysis to be completed by March 2022 will incentivize teacher and staff retention.

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Human Resources department will utilize new compensation analysis to recruit, attract, and retain teachers and staff.	**Nov**	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Recruit, support, retain teachers and staff. **Staff Responsible for Monitoring:** Ex. Director of HR				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

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

RDA Strategies

Goal	Objective	Strategy	Description
1	5	1	Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our English learners, DLI, and other programs that will increase student achievement with particular attention to English learners and with focus on increasing the Meets Target goal on the STAAR Reading assessment.
1	5	3	Purchase supplemental technology (such as Chromebooks), instructional materials, and evaluation/assessment/data analysis resources (and subsequent related PD. This includes hard copies as well as online tools/software to scaffold instruction (i.e., Peoples Education - Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.
1	5	4	Provide enrichment summer school to English learners to develop and strengthen their knowledge base as well as their English language proficiency in all four domains and to overcome the COVID gap.
1	5	5	The five campus-based DLI/EL Instructional Coaches (one ESL and two DLI Instructional Coaches for the DFW area and one ESL coach and one DLI coach for the Houston area) will provide ongoing and focused support to HQ, area, and campus staff with the implementation of sheltered instruction strategies by following the instructional coaching cycle and by providing professional learning opportunities to staff as it pertains to English learners.
1	5	7	Develop curriculum resources and lesson plans (including targeted plans to meet the needs of our special populations) during the school year and during the summer (for summer, fall and spring semesters).
1	5	8	By June 2022, ILTexas will provide parents of English learners learning opportunities to support their children at home via webinars and face to face meetings. This will increase reading and math performance for EL students at least 10%.
1	5	9	ILTexas will provide supplemental tutoring sessions to English learners to accelerate their performance on both formative and state assessments .
1	6	1	All teachers of ELs know their students' English language proficiency as reflected in TELPAS and are using linguistic accommodations routinely to increase their students' English language proficiency.
2	5	1	Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our English learners, DLI, and other programs that will increase student achievement with particular attention to English learners and with focus on increasing the Meets Target goal on the STAAR Math assessment.
2	5	2	Send campus teachers, instructional coaches, principals, assistant principals, and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district staff strengthen their ability to support our students, including and in particular our English learners, DLI and other programs that will increase achievement of all students, particularly our special populations.

Goal	Objective	Strategy	Description
2	5	3	Purchase supplemental technology (such as Chromebooks), instructional materials, and evaluation/assessment/data analysis resources (and subsequent related PD. This includes hard copies as well as online tools/software to scaffold instruction (i.e., Peoples Education - Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.
2	5	4	The five campus-based DLI/EL Instructional Coaches (one ESL and two DLI Instructional Coach for the DFW area and one ESL coach and one DLI coach for the Houston area) to support district and campus staff with the implementation of sheltered instruction strategies by following the instructional coaching cycle and by providing professional learning opportunities to staff as it pertains to English learners.

District Funding Summary

420 - State					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	1	9			$0.00
				Sub-Total	$0.00
461 - Campus Activity					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
				Sub-Total	$0.00
211 - Title 1-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	1	7	Uniforms, temporary medication, fees, etc		$0.00
1	1	8	Conferences/Workshops	6411	$5,000.00
1	1	9			$0.00
1	1	10			$0.00
1	4	1			$0.00
1	4	2	Conferences		$0.00
				Sub-Total	$5,000.00
224 - IDEA B					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$50,000.00
1	2	2			$5,000.00
1	2	3			$500,000.00
1	3	1			$0.00
1	3	2			$0.00
				Sub-Total	$555,000.00

			244 - Carl Perkins		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	1	9			$0.00
				Sub-Total	$0.00
			255 - Title II		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9			$0.00
				Sub-Total	$0.00
			263 - Title III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
1	1	4			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	9			$0.00
1	5	1			$0.00
1	5	2			$0.00
1	5	4			$0.00
1	5	5			$0.00
1	5	6			$0.00
1	5	7			$0.00
1	5	8			$0.00
1	5	9	Title III		$0.00
2	5	1			$0.00
2	5	2			$0.00
2	5	3			$0.00
2	5	4			$0.00
3	1	8			$0.00

263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	$0.00
				Grand Total	$560,000.00

Addendums

Priority for Service (PFS) Action Plan
for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine whom to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; <u>AND</u> • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; <u>AND</u> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following template is provided as a resource for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This tool can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District:	Priority for Service (PFS) Action Plan	**Filled Out By:** Emma Selig
Region: 10	School Year: 2019- 2020	**Date:** 8/2019

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

Goal(s)	Objective(s):
To implement the required strategies of the Priority for Service (PFS) Action Plan in order to advance the academic growth of the students as determined by the Priority for Service Criteria.	To advance student success the following will be implemented: 1. The progress of the student will be monitored by the ESC MEP in coordination with appropriate school district personnel who have Priority for Service students. Since progress will be determined by the grading system of the school district, it will be monitored using the PFS Progress Review Sheets. Academic goals will be revised according to the academic success of the students as outlined in their respective PFS Progress Review Sheets. 2. The progress and determined needs of the PFS will be communicated to appropriate personnel identified in the Action Plan in order to support academic success. 3. The services and/or resources provided in the PFS will be aligned with the identified academic needs of the student in order to meet the requirements of the rigorous curricula implemented in the state of Texas. (See Migrant Education Program PFS/Migrant Plan of Action-SDP)

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services**.**	September 1- August 31 of program year	NGS Specialist	PFS Tracking Report
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. Migrant funds must be targeted to serve PFS Students first before serving migrant students who no not fall into this category.	Beginning of each academic school year	Migrant Administrator, migrant program consultant(s), other ESC MEP staff and district program contacts	Completed Action Plan, Monthly PFS Report, Individual PFS Progress Review Sheets, Quarterly Reports, PFS Evaluation Sheet, Filed copies in the district and ESC.
Additional Activities			

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the **district's** Title I, Part C Migrant Coordinator and/or program contact **in coordination with the** MEP staff **at the ESC** will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	September 1- August 31 of the program year	NGS Specialist, Recruiter, migrant administrator, migrant program consultant(s), other ESC MEP staff, district program contacts	Agendas, sign-in sheets, PFS Tracking Report, Telephone Logs
▪ During the academic calendar, the **district's** Title I, Part C Migrant Coordinator and/or program contact **in coordination with the** MEP staff **at the ESC** will provide parents of PFS information on the Priority for Service criteria.	September 1- August 31 of the program year	NGS specialist, Recruiter, migrant administrator, migrant consultant(s), district program contacts	Agendas and sign-in sheets for PAC meetings, telephone and mail logs, parent signatures of home visits

▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator and/or program contact **in coordination with the** MEP staff **at the ESC** will make individualized home and/or community visits to update parents on the academic progress of their children.	September 1-August 31 of the program year	NGS Specialist, Recruiter, migrant administrator, migrant consultant(s), district program contacts	Telephone and mail logs, parent signatures of home visits
Additional Activities			

Services to PFS migrant students.

▪ The district's Title I, Part C Migrant Coordinator and/or program contact **in coordination with the** MEP staff **at the ESC** will use the PFS reports to give priority placement to these students in migrant education program activities.	September 1-August 31 of the program year	Migrant Administrator, migrant consultant(s),other ESC MEP staff, district program contacts	Individual Priority for Service Student Progress Review Sheets, agendas, sign-in sheets, telephone and mail logs
▪ The district's Title I, Part C Migrant Coordinator and/or program contact **in coordination with the** MEP staff **at the ESC** will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. What type of assistance/service is the LEA/ESC providing the PFS student in each of the grade configurations i.e., K-3 and 3-12, etc.? And, how is this assistance/service different from the support given other migrant students?	September 1-August 31 of the program year	NGS Specialist, Recruiter, migrant administrator, migrant consultant(s), other ESC MEP staff, district program contacts	Individual Priority for Service Student Progress Review Sheets
▪ The district's Title I, Part C Migrant Coordinator and/or program contact **in coordination with the** MEP staff **at the ESC** will determine what federal, state, or local programs serve PFS students.	September 1-August 31 of program year	Recruiter, migrant administrator, migrant consultant(s), other ESC MEP staff, district program contacts	Individual Priority for Service Student Progress Review Sheets
Additional Activities			

_____ _____   _____ _____
　　LEA Signature　　　　**Date Completed**　　　　　　**ESC Signature**　　　　　**Date Received**