International Leadership of Texas

East Fort Worth Middle

2021-2022 Campus Improvement Plan

Mission Statement

Mission

The mission of ILTexas 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 mind, body and character.

Vision

The International Leadership of Texas East Fort Worth Campus Vision is to provide all students with the tools and strategies to learn and succeed in a global society.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

At International Leadership of Texas- East Fort Worth Middle School our student population make up is 45.57% African American, 43.92% Hispanic, 4.12% White, 2.06% Asian and 4.33% Other.

The East Fort Worth Middle School Campus services students who are: At-Risk, 67.84% (329), Economically Disadvantaged 74.23% (360), Limited English Proficient (LEP) 27.42% (133), Talented and Gifted (TAG) 4.95% (24) and Special Education 8.04% (39).

Our campus staff demographics directly reflects our student population.

Total Staff: 100

African-American: 39%

Hispanic: 37%

White: 15%

Asian: 7%

Other: 2%

Levels of Experience:

1-3 years of experience: 67%

4-5 years of experience: 14%

6-20+ years of experience: 19%

Demographics Strengths

Our students are a true reflection of the neighborhood community. Our teacher population also reflects the ethnic background of our students which makes them very relatable to the students.

Students in the African American and Hispanic sub groups have made gains and have shown growth academically. The classroom teachers and Instructional coaches use the students real life experiences to support the students varied learning experiences in an effort to make connections in and outside of the classroom.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): High percentage of students are At-Risk and Economically Disadvantaged. **Root Cause:** ILTexas East Fort Worth is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.

Problem Statement 2 (Prioritized): Limited number of certified teachers. Out of 18 teachers in 6-8, only 4 are certified. **Root Cause:** Charter schools do not require certification for classroom teachers.

Problem Statement 3 (Prioritized): Daily attendance is often below 96%. **Root Cause:** Students' attendance is inconsistent.

Student Learning

Student Learning Summary

ILTexas EFW K-8 identified strengths and weaknesses in the instructional program that may affect student performance. The data collected in the Needs Assessment will be used to review the overall effectiveness of the instructional program at ILTexas EFW K-8.The data which will be reviewed includes MAP test results and STAAR. The data received will show student performance in the areas of Math and Reading.

Overall performance data: (The Data Sources used to analyze the achievement data was taken from the 2021 STAAR).

ELAR   43% approaches; 19% Meets

Math   27% approaches; 7.4% Meets

For Reading, there were gains from the 2020 MOY MAP exam.

Reading - 14% increase at the Approaches level and 4% increase at the Meets level.

For Math, there were losses and gains from the 2020 MOY MAP exam.

Math - 6% decrease at the Approaches level and 1.7% increase at the Meets level.

Student Learning Strengths

A significant emphasis was placed on lesson planning with alignment to the TEKS. Teachers had to analyze the TEKS and present exemplars of student work to identify student strengths and areas of growth. On going assessments allowed the teachers to focus on the academic gaps of individual students. Additional supports such as Extended instructional day, Daily enrichment time/ Tutoring, Eagle Academy for academic mastery, Access to technology systems to assist with data analysis and data collection and District designated Data Days to analyze student achievement data were put in place.

For the 20-21 school year, many students were involved in virtual learning. We succeeded in making gains in Reading at the Approaches and Meets level from the data reviewed for the MOY MAP exam as compared to the STAAR exam at the end of the year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Daily attendance is often below 96%. **Root Cause:** Students' attendance is inconsistent.

Problem Statement 2 (Prioritized): High percentage of students are At-Risk and Economically Disadvantaged. **Root Cause:** ILTexas East Fort Worth is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.

Problem Statement 3 (Prioritized): Students underperform in key content areas, particularly Math and Reading. **Root Cause:** Students often lack the foundation skills to progressively move at the same consistent pace. COVID-19 and virtual learning also increased the gaps in student learning.

Problem Statement 4 (Prioritized): Limited focus and knowledge of data analysis inhibits teachers from creating meaningful, authentic learning experiences for students. **Root Cause:** Need for educators to analyze data and reflect on curriculum and instructional strategies to ensure all student needs are being met.

Problem Statement 5 (Prioritized): Spanish DLI classes are not being taught according to the DLI model. **Root Cause:** Teachers are reluctant to teach students in Spanish for fear that they will not understand and will fall further behind academically and not be successful on the state assessments. Some teachers are also not equipped to teach in Spanish due to their Spanish proficiency.

Problem Statement 6 (Prioritized): Lack of campus norms and incremental check points for DDI and student progress monitoring. **Root Cause:** Lack of structure, defined objectives, desired outcomes and follow through to ensure norms and expectations are being carried out.

School Processes & Programs

School Processes & Programs Summary

We use a number of sources to recruit high quality teachers and staff such as our campus website, statewide and local job fair, and Region 10 and 11 job fairs. Our interview process clearly outlines the mission, philosophy and expectations for our school. The leaders actively participate in the recruitment phase by serving on multiple teacher/ staff interview panels. We have recruited teachers from Latin Countries and China to teach our trilingual model. ILTexas will continue to work with region 10 & 11 and the district to actively find qualified teacher candidates to fill positions within the school. Teachers have professional freedom to be innovative and creative. They have opportunities to have input in the decision making process on campus. Teachers are encouraged to take online trainings and are afforded multiple opportunities to participate in national and regional conferences to gain best practice strategies to use in the classroom.

School Processes & Programs Strengths

Teachers are provided with opportunities to lead, whether as a Grade Level Administrator, or in other leadership capacities such as campus committees. Teachers are encouraged to develop or enhance campus wide initiatives.

Professional Development on an ongoing basis is key to the success of our school programs. Charter and campus professional development and trainings have/will be provided in the following areas:

- Dual Language Program
- Strategies for meeting needs of Limited English Proficient Students
- Data Disaggregation and Test Analysis
- TEKS RS Scope and Sequence
- District Data Management System
- Differentiated Instruction
- Curriculum Programs in ELA/Reading & Math
- Federal & State Mandated Trainings

The Campus Leadership provides PLC time for teachers to plan lessons, analyze data and to receive ongoing professional development/trainings. At the end of every six weeks grading cycle teachers will have a Data/PD Day where student data analysis reviewed and curriculum alignment calendars are developed. Each six weeks specific assessments are designed to gauge the student's understanding of the content. The analysis of the student's progress is done with the use of technology systems such as All in Learning, Imagine Math, and iStation. Teachers are able to chart the growth of the students, host independent data conversations with the students and work with their colleagues to develop a plan to address academic deficiencies. The Grade Level teams, Assistant Principals, and Counselors meet weekly to discuss and develop a plan to address the needs of the students.

Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. Most of our international teachers this year has been from Asian countries. There has also been a Teacher Incentive Allottment (TIA) for those whose students have shown significant growth.

Teachers also have professional freedom to be innovative, creative and take risks. Professional development is provided for teachers both through the Charter and through Region 10 and Region 11. Teachers are also encouraged to take online trainings.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 2 (Prioritized): Limited number of certified teachers. Out of 18 teachers in 6-8, only 4 are certified. **Root Cause:** Charter schools do not require certification for classroom teachers.

Problem Statement 3 (Prioritized): Students underperform in key content areas, particularly Math and Reading. **Root Cause:** Students often lack the foundation skills to progressively move at the same consistent pace. COVID-19 and virtual learning also increased the gaps in student learning.

Problem Statement 4 (Prioritized): Limited focus and knowledge of data analysis inhibits teachers from creating meaningful, authentic learning experiences for students. **Root Cause:** Need for educators to analyze data and reflect on curriculum and instructional strategies to ensure all student needs are being met.

Problem Statement 5 (Prioritized): Spanish DLI classes are not being taught according to the DLI model. **Root Cause:** Teachers are reluctant to teach students in Spanish for fear that they will not understand and will fall further behind academically and not be successful on the state assessments. Some teachers are also not equipped to teach in Spanish due to their Spanish proficiency.

Problem Statement 6 (Prioritized): Lack of campus norms and incremental check points for DDI and student progress monitoring. **Root Cause:** Lack of structure, defined objectives, desired outcomes and follow through to ensure norms and expectations are being carried out.

Problem Statement 7 (Prioritized): It often poses a challenge to recruit and retain tenured and high quality certified teachers. **Root Cause:** ILTexas offers less annual income compared to other neighboring districts. Teachers also do not have to be certified to work at ILTexas.

Problem Statement 8 (Prioritized): Insufficient parent and community participation in school-wide activities. The need to increase the PTO membership, awareness and engagement by providing numerous volunteer opportunities to parents and stakeholders annually. **Root Cause:** Lack of parent and community volunteers. Lack of communication and promotion of the organization.

Perceptions

Perceptions Summary

We have a learning community and atmosphere of collegiality. Our grade level teams plan together, working towards common goals. Our teachers leaders meet weekly to discuss school wide successes and challenges. Input is solicited from all stakeholders to address school wide issues and concerns. Our staff members are able to rely on each other for support, suggestions and assistance. In addition, we are able to bounce ideas off of each other and use colleagues as resources.

Professional Development training is provided to ensure that there is a common language for addressing concerns, activities, and school related items.

We engage our community by ensuring their is constant communication regarding school events. We do, however, need more involvement from the parents and community.

Perceptions Strengths

Teachers across the campus work collectively and collaboratively with each other to build strong teams. Staff members overall are very supportive of each other and come together to ensure the needs of students are being met. Collaborative sessions are designed to solict the input of all staff members.

Our communication with parents through Parent Newsletters, Coffee with the Principal, and communication (through conferences, Class Dojo, school messenger) help bridge the gap between school and home. The parents are also encouraged to pariticipate in quarterly events, such as, Muffins with Mom, Doughnuts with Dad, Math/ Science Night, Chinese Lunar New Year, Family Read Night, Mother/ Son Science Movie Night, Daddy/ Daughter Dance and other culture school sponsored acitivities. We also utilize a District Community Liason to make connections with the communication. Through initial contact with local community organizations, neighboring apartment complexes and neighborhood associations, partnerships have been established.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): It often poses a challenge to recruit and retain tenured and high quality certified teachers. **Root Cause:** ILTexas offers less annual income compared to other neighboring districts. Teachers also do not have to be certified to work at ILTexas.

Problem Statement 2 (Prioritized): Insufficient parent and community participation in school-wide activities. The need to increase the PTO membership, awareness and engagement by providing numerous volunteer opportunities to parents and stakeholders annually. **Root Cause:** Lack of parent and community volunteers. Lack of communication and promotion of the organization.

Priority Problem Statements

Problem Statement 1: High percentage of students are At-Risk and Economically Disadvantaged.

Root Cause 1: ILTexas East Fort Worth is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Limited number of certified teachers. Out of 18 teachers in 6-8, only 4 are certified.

Root Cause 2: Charter schools do not require certification for classroom teachers.

Problem Statement 2 Areas: Demographics - School Processes & Programs

Problem Statement 3: Daily attendance is often below 96%.

Root Cause 3: Students' attendance is inconsistent.

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: Students underperform in key content areas, particularly Math and Reading.

Root Cause 4: Students often lack the foundation skills to progressively move at the same consistent pace. COVID-19 and virtual learning also increased the gaps in student learning.

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

Problem Statement 5: Limited focus and knowledge of data analysis inhibits teachers from creating meaningful, authentic learning experiences for students.

Root Cause 5: Need for educators to analyze data and reflect on curriculum and instructional strategies to ensure all student needs are being met.

Problem Statement 5 Areas: Student Learning - School Processes & Programs

Problem Statement 6: Lack of campus norms and incremental check points for DDI and student progress monitoring.

Root Cause 6: Lack of structure, defined objectives, desired outcomes and follow through to ensure norms and expectations are being carried out.

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

Problem Statement 7: Spanish DLI classes are not being taught according to the DLI model.

Root Cause 7: Teachers are reluctant to teach students in Spanish for fear that they will not understand and will fall further behind academically and not be successful on the state assessments. Some teachers are also not equipped to teach in Spanish due to their Spanish proficiency.

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

Problem Statement 8: It often poses a challenge to recruit and retain tenured and high quality certified teachers.

Root Cause 8: ILTexas offers less annual income compared to other neighboring districts. Teachers also do not have to be certified to work at ILTexas.

Problem Statement 8 Areas: School Processes & Programs - Perceptions

Problem Statement 9: Insufficient parent and community participation in school-wide activities. The need to increase the PTO membership, awareness and engagement by providing numerous volunteer opportunities to parents and stakeholders annually.

Root Cause 9: Lack of parent and community volunteers. Lack of communication and promotion of the organization.

Problem Statement 9 Areas: School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Local benchmark or common assessments data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals

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

Performance Objective 1: By June 2022, the percent of learners that score "Meets Grade Level" on STAAR Reading will increase by 25%.

    Targeted or ESF High Priority

    Evaluation Data Sources: STAAR Reading

Strategy 1 Details	Reviews			
Strategy 1: The campus will retain a Dean and 3 Reading Remediation Teachers to provide consistent, on-going support for students in grades 6-8. The Remediation Teachers will assist classroom teachers with instruction, provide small group instruction and support through data analysis.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increase achievement for all students especially low performing students.
 Increase proficiency on District/State level assessments
 	
     Staff Responsible for Monitoring: Campus Administrators, Dean
 	
     Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy**
 	
     Problem Statements: Student Learning 3 - School Processes & Programs 3				

Strategy 2 Details	Reviews			
Strategy 2: Create data tracking forms to profile and measure student growth on assessments. Students will track their progress each six week period and communicate progress to parents. The teachers will be offered the opportunity to purchase classroom resources to support classroom best practices.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Data Driven Instruction and Student/Parent Accountability.
 	
     Staff Responsible for Monitoring: Teachers, Assistant Principals, Instructional Coaches, Dean
 	
     Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**
 	
     Problem Statements: Student Learning 3, 4, 6 - School Processes & Programs 3, 4, 6
 	
     Funding Sources: - 211 - Title I School Improvement - $1,000				

Strategy 3 Details	Reviews			
Strategy 3: ILTexas will coordinate or bring in (or send our faculty/staff) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help teachers and administrators to strengthen their ability to support our various student groups including our ESL, DLI and other programs that will increase student achievement for ALL with attention to English learners and with focus on increasing the Meets Target goa on the sTAAR Reading assessment.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase student achievement. **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coaches, Dean **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 2, 3 - School Processes & Programs 3 **Funding Sources:** - 211 - Title I School Improvement - $5,000				

Strategy 4 Details	Reviews			
Strategy 4: Send campus staff to conferences (e.g La Cosecha, Title III Summit, TESOL, Ron Clark Academy, Get Your Teach On, Annual Texas Charter School Summer Summit) to assist ILTexas teachers and administrators to strengthen their ability to support different student groups, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase teacher/staff capacity. **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coach, Dean, Classroom Teachers **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 2, 3 - School Processes & Programs 3 **Funding Sources:** - 211 - Title I School Improvement - $6,000				

Strategy 5 Details	Reviews			
Strategy 5: Participation in on campus professional development in classroom management and planning to include equipment and new technology.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Established campus norms and procedures for implementation of campus wide behavior for students. **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coaches, Dean, Administrators **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy** **Problem Statements:** Student Learning 6 - School Processes & Programs 6 **Funding Sources:** - 211 - Title I School Improvement - $2,500				

Strategy 6 Details	Reviews			

	Formative			Summative
Strategy 6: Purchase supplemental resources, technology (such as Chromebooks), instructional materials (hardcopies as well as online tools/software), and evaluation/assessment/data analysis resources (and subsequent related PD). Resources includes items such as bilingual dictionaries, data analysis resources (file folders, binders, crages, and paper), science lab materials, leveled readers, chapter books, and enrichment materials to support instruction of all learners. It also includes student access to online platforms such as IXL, Imagine Language, All in Learning, Study Island, Eureka Math, Imagine Learning, People Education-Measuring up, Lead4Ward data modules, Capturing Kids Hearts, and Mentoring Minds. Purchase professional books for staff to increase their knowledge of DLI/ESL programs.	**Nov**	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increase student academic performance for all students.
Data driven decision making process improved.

Staff Responsible for Monitoring: CAO, Academic Directors, Campus Administrators, Dean, Campus Instructional Coaches, Media Specialists

Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - **Comprehensive Support Strategy**

Problem Statements: Demographics 1 - Student Learning 2, 3 - School Processes & Programs 3

Funding Sources: - 211 - Title I School Improvement - $5,000

Strategy 7 Details	Reviews			

	Formative			Summative
Strategy 7: Provide professional development on data analysis protocols including pre-work expectations and in-depth understanding of the standards.	**Nov**	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increase academic performance for all students.
Data driven decision making process improved.

Staff Responsible for Monitoring: Campus Administrators, Grade Level Administrators, Instructional Coaches, Dean

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - **Comprehensive Support Strategy**

Problem Statements: Student Learning 4, 6 - School Processes & Programs 4, 6

Funding Sources: - 211 - Title I School Improvement - $1,500

Strategy 8 Details	Reviews			

	Formative			Summative
Strategy 8: Provide after-school and Saturday school tutorials to close the achievement gaps of all students.	**Nov**	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increase academic achievement for all students.

Staff Responsible for Monitoring: Campus Administrators, Dean

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

Problem Statements: Demographics 1 - Student Learning 2, 3 - School Processes & Programs 3

Funding Sources: - 211 - Title I School Improvement - $3,000

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: High percentage of students are At-Risk and Economically Disadvantaged. **Root Cause**: ILTexas East Fort Worth is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.

Student Learning
Problem Statement 2: High percentage of students are At-Risk and Economically Disadvantaged. **Root Cause**: ILTexas East Fort Worth is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.
Problem Statement 3: Students underperform in key content areas, particularly Math and Reading. **Root Cause**: Students often lack the foundation skills to progressively move at the same consistent pace. COVID-19 and virtual learning also increased the gaps in student learning.
Problem Statement 4: Limited focus and knowledge of data analysis inhibits teachers from creating meaningful, authentic learning experiences for students. **Root Cause**: Need for educators to analyze data and reflect on curriculum and instructional strategies to ensure all student needs are being met.
Problem Statement 6: Lack of campus norms and incremental check points for DDI and student progress monitoring. **Root Cause**: Lack of structure, defined objectives, desired outcomes and follow through to ensure norms and expectations are being carried out.

School Processes & Programs
Problem Statement 3: Students underperform in key content areas, particularly Math and Reading. **Root Cause**: Students often lack the foundation skills to progressively move at the same consistent pace. COVID-19 and virtual learning also increased the gaps in student learning.
Problem Statement 4: Limited focus and knowledge of data analysis inhibits teachers from creating meaningful, authentic learning experiences for students. **Root Cause**: Need for educators to analyze data and reflect on curriculum and instructional strategies to ensure all student needs are being met.
Problem Statement 6: Lack of campus norms and incremental check points for DDI and student progress monitoring. **Root Cause**: Lack of structure, defined objectives, desired outcomes and follow through to ensure norms and expectations are being carried out.

**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: Research has proven that by increasing parental involvement and engagement, there will be an increase in student achievement. We hope to make a 50% gain in this area by increasing the number of parent programs and community activities from the previous years by June 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Number of parents/families at campus sponsored events.

Strategy 1 Details	Reviews			
Strategy 1: Parents will receive a monthly newsletter providing them information on school-wide parent initiatives and updates including parent and family engagement opportunities. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase academic performance for all students **Staff Responsible for Monitoring:** Campus Administrators, Grade Level Administrators Instructional Coaches, Dean **Title I Schoolwide Elements:** 2.4, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Comprehensive Support Strategy** **Problem Statements:** School Processes & Programs 8 - Perceptions 2 **Funding Sources:** - 211 - Title I School Improvement - $1,000				

Strategy 2 Details	Reviews			
Strategy 2: Develop programs that will engage community partnerships such as a mentor program.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase academic performance for all students Increase community partnerships **Staff Responsible for Monitoring:** Campus Administrators, Dean, Instructional Coaches, Grade Level Administrators **Title I Schoolwide Elements:** 2.6, 3.1 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Comprehensive Support Strategy** **Problem Statements:** School Processes & Programs 8 - Perceptions 2 **Funding Sources:** - 211 - Title I School Improvement - $2,000				

Strategy 3 Details	Reviews			

Strategy 3: Hold events to encourage parent and community participation on campus. Events include but are not limited to: Muffins with Mom, Donuts with Dad, Job Fairs, Parent Workshops/Lifestyle programs, Chinese Lunar New Year, Black History, Cinco de Mayo, Hispanic Heritage, International Festival, Career Day, Literacy Night, Science Night, Haunt the Halls, Trunk or Treat, and Coffee with the Principal.
 	
   Strategy's Expected Result/Impact: Increase academic performance for all students
Increase community partnership
   Staff Responsible for Monitoring: Campus Administrators, Dean, Instructional Coaches, Grade Level Administrator
   Title I Schoolwide Elements: 2.4, 2.6, 3.1 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Comprehensive Support Strategy**
   Problem Statements: School Processes & Programs 8 - Perceptions 2
   Funding Sources: - 211 - Title I School Improvement - $5,000
	Formative			**Summative**

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

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

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 8: Insufficient parent and community participation in school-wide activities. The need to increase the PTO membership, awareness and engagement by providing numerous volunteer opportunities to parents and stakeholders annually. **Root Cause**: Lack of parent and community volunteers. Lack of communication and promotion of the organization.

Perceptions
Problem Statement 2: Insufficient parent and community participation in school-wide activities. The need to increase the PTO membership, awareness and engagement by providing numerous volunteer opportunities to parents and stakeholders annually. **Root Cause**: Lack of parent and community volunteers. Lack of communication and promotion of the organization.

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 culture and climate of our campus will improve by at least 20% 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 by June 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Skyward Discipline Report

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development on a student management system, Social Emotional Learning (SEL), and Restorative Discipline to provide a positive school climate.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase academic performance for all students Decrease discipline incidents **Staff Responsible for Monitoring:** Campus Administrators, Dean, Instructional Coaches, Grade Level Administrators, Counselors **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Comprehensive Support Strategy** **Problem Statements:** Student Learning 6 - School Processes & Programs 6 **Funding Sources:** - 211 - Title I School Improvement - $2,500				

Strategy 2 Details	Reviews			
Strategy 2: Conduct Walkthroughs to observe implementation of student management procedures obtained during professional development sessions.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact Increase academic performance for all students Increase classroom/school management Staff Responsible for Monitoring Campus Administrators, Dean, Instructional Coaches, Grade Level Administrators **Strategy's Expected Result/Impact:** Increase academic performance for all students Increase classroom/school management **Staff Responsible for Monitoring:** Campus Administrators, Dean, Instructional Coaches, Grade Level Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - **Comprehensive Support Strategy** **Problem Statements:** Student Learning 6 - School Processes & Programs 6				

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

Performance Objective 3 Problem Statements:

| **Student Learning** |
|---|
| **Problem Statement 6**: Lack of campus norms and incremental check points for DDI and student progress monitoring. **Root Cause**: Lack of structure, defined objectives, desired outcomes and follow through to ensure norms and expectations are being carried out. |
| **School Processes & Programs** |
| **Problem Statement 6**: Lack of campus norms and incremental check points for DDI and student progress monitoring. **Root Cause**: Lack of structure, defined objectives, desired outcomes and follow through to ensure norms and expectations are being carried out. |

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

Performance Objective 4: By June 2022, EL students at ILTexas will increase their TELPAS performance level by 10%.

Targeted or ESF High Priority

Evaluation Data Sources: 2022 TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development to strengthen best teaching practices in the area of second language acquisition.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase academic performance for all students				
Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Dean				
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				
Problem Statements: Student Learning 5 - School Processes & Programs 5				
Funding Sources: - 211 - Title 1-A - $2,000				

Strategy 2 Details	Reviews			
Strategy 2: Purchase literacy leveled readers and manipulatives to strengthen the second language acquisition skills.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase academic performance for all students				
Staff Responsible for Monitoring: Campus Administrators, Dean, Instructional Coaches, Classroom Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				
Problem Statements: Student Learning 5 - School Processes & Programs 5				
Funding Sources: - 211 - Title I School Improvement - $2,000				

Strategy 3 Details	Reviews			
Strategy 3: Continue to conduct Walkthroughs to measure teacher's growth in implementing instructional strategies and provide feedback.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase academic performance for all students Data driven decision making process improved				
Staff Responsible for Monitoring: Campus Administrators, Dean, Instructional Coaches				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy**				
Problem Statements: Student Learning 6 - School Processes & Programs 6				

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.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase academic performance				
Staff Responsible for Monitoring: Campus Administrators				
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				
Problem Statements: Student Learning 3 - School Processes & Programs 3				
Funding Sources: - 211 - Title I School Improvement - $2,000				

Strategy 5 Details	Reviews			
Strategy 5: Campuses that have newcomer ESL students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extended learning time for students, and parental engagement.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase academic achievement				
Staff Responsible for Monitoring: Campus Administrators, Dean				
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				
Problem Statements: Student Learning 3 - School Processes & Programs 3				
Funding Sources: - 211 - Title 1-A - 2000				

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

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 3: Students underperform in key content areas, particularly Math and Reading. **Root Cause**: Students often lack the foundation skills to progressively move at the same consistent pace. COVID-19 and virtual learning also increased the gaps in student learning.
Problem Statement 5: Spanish DLI classes are not being taught according to the DLI model. **Root Cause**: Teachers are reluctant to teach students in Spanish for fear that they will not understand and will fall further behind academically and not be successful on the state assessments. Some teachers are also not equipped to teach in Spanish due to their Spanish proficiency.
Problem Statement 6: Lack of campus norms and incremental check points for DDI and student progress monitoring. **Root Cause**: Lack of structure, defined objectives, desired outcomes and follow through to ensure norms and expectations are being carried out.
School Processes & Programs
Problem Statement 3: Students underperform in key content areas, particularly Math and Reading. **Root Cause**: Students often lack the foundation skills to progressively move at the same consistent pace. COVID-19 and virtual learning also increased the gaps in student learning.

School Processes & Programs

Problem Statement 5: Spanish DLI classes are not being taught according to the DLI model. **Root Cause**: Teachers are reluctant to teach students in Spanish for fear that they will not understand and will fall further behind academically and not be successful on the state assessments. Some teachers are also not equipped to teach in Spanish due to their Spanish proficiency.

Problem Statement 6: Lack of campus norms and incremental check points for DDI and student progress monitoring. **Root Cause**: Lack of structure, defined objectives, desired outcomes and follow through to ensure norms and expectations are being carried out.

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 learners that score "Meets Grade Level" on STAAR Math will increase by 25% by June 2022.

    Targeted or ESF High Priority

    Evaluation Data Sources: STAAR Math

Strategy 1 Details	Reviews			
Strategy 1: The campus will retain a Dean and 3 Math Remediation Teachers to provide consistent, on-going support for the students in grades K-5. The Remediation Teachers will assist classroom teachers with instruction, provide small group instruction, and support through data analysis.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increase achievement for all students especially low performing students.
Increase proficiency on District/State level assessments.
    Staff Responsible for Monitoring: Campus Administrators, Dean
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy**
    Problem Statements: Demographics 1 - Student Learning 2, 3 - School Processes & Programs 3				

Strategy 2 Details	Reviews			
Strategy 2: Create data tracking forms to profile and measure student growth on assessments. Students will track their progress each six week period and communicate progress to parents. The teachers will be offered the opportunity to purchase classroom resources to support classroom best practices.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Data Driven Instruction and Student/Parent Accountability.
    Staff Responsible for Monitoring: Teachers, Assistant Principals, Instructional Coaches, Dean
    Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy**
    Problem Statements: Student Learning 4, 6 - School Processes & Programs 4, 6
    Funding Sources: - 211 - Title I School Improvement - $1,000				

Strategy 3 Details	Reviews			
Strategy 3: ILTexas will coordinate for subject matter experts and consultants to help teachers and administrators to strengthen their ability to support our various student groups and increase achievement.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increase student achievement
    Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Dean
    Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy**
    Problem Statements: Student Learning 3 - School Processes & Programs 3
    Funding Sources: - 211 - Title I School Improvement - $3,000				

Strategy 4 Details	Reviews			
Strategy 4: Send campus staff to conferences (e.g La Cosecha, TESOL, Ron Clark Academy, Get Your Teach On, Annual Texas Charter School Summer Summit) to assist ILTexas teachers and administrators to strengthen their ability to support different student groups and increase student achievement.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase teacher/staff capacity. **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coach, Dean, Classroom Teachers **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 2, 3 - School Processes & Programs 3 **Funding Sources:** - 211 - Title I School Improvement - $6,000				

Strategy 5 Details	Reviews			
Strategy 5: Participation in on campus professional development in classroom management and planning to include equipment and new technology.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Established campus norms and procedures for implementation of campus wide behavior for students. **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coaches, Dean, Campus Administrators **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** **Problem Statements:** Student Learning 6 - School Processes & Programs 6 **Funding Sources:** - 211 - Title I School Improvement - $2,500				

Strategy 6 Details	Reviews			
Strategy 6: Purchase supplemental resources, technology, and instructional materials (hardcopies as well as online tools/software). Resources includes items such as bilingual dictionaries, data analysis resources (file folders, binders, crages, and paper), science lab materials, leveled readers, chapter books, and enrichment materials to support instruction of all learners. It also includes All in Learning, Study Island, Eureka Math, Imagine Learning, People Education-Measuring up, Capturing Kids Heart, and Mentoring Minds.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase student academic performance for all students. Data driven decision making process improved. **Staff Responsible for Monitoring:** CAO, Academic Directors, Campus Administrators, Dean, Campus Instructional Coaches, Media Specialists **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - **Comprehensive Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 2, 3 - School Processes & Programs 3 **Funding Sources:** - 211 - Title I School Improvement - $5,000				

Strategy 7 Details	Reviews			
Strategy 7: Provide professional development on data analysis protocols including pre-work expectations and in-depth understanding of the standards.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase academic performance for all students. Data driven decision making process improved. **Staff Responsible for Monitoring:** Campus Administrators, Grade Level Administrators, Instructional Coaches, Dean **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - **Comprehensive Support Strategy** **Problem Statements:** Student Learning 4, 6 - School Processes & Programs 4, 6 **Funding Sources:** - 211 - Title I School Improvement - $1,500				

Strategy 8 Details	Reviews			
Strategy 8: Provide after-school and Saturday school tutorials to close the achievement gaps of all students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase academic achievement for all students.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Campus Administrators, Dean **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 2, 3 - School Processes & Programs 3 **Funding Sources:** - 211 - Title I School Improvement - $3,000				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: High percentage of students are At-Risk and Economically Disadvantaged. **Root Cause**: ILTexas East Fort Worth is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.

Student Learning
Problem Statement 2: High percentage of students are At-Risk and Economically Disadvantaged. **Root Cause**: ILTexas East Fort Worth is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.
Problem Statement 3: Students underperform in key content areas, particularly Math and Reading. **Root Cause**: Students often lack the foundation skills to progressively move at the same consistent pace. COVID-19 and virtual learning also increased the gaps in student learning.
Problem Statement 4: Limited focus and knowledge of data analysis inhibits teachers from creating meaningful, authentic learning experiences for students. **Root Cause**: Need for educators to analyze data and reflect on curriculum and instructional strategies to ensure all student needs are being met.

Student Learning
Problem Statement 6: Lack of campus norms and incremental check points for DDI and student progress monitoring. **Root Cause**: Lack of structure, defined objectives, desired outcomes and follow through to ensure norms and expectations are being carried out.

School Processes & Programs
Problem Statement 3: Students underperform in key content areas, particularly Math and Reading. **Root Cause**: Students often lack the foundation skills to progressively move at the same consistent pace. COVID-19 and virtual learning also increased the gaps in student learning.
Problem Statement 4: Limited focus and knowledge of data analysis inhibits teachers from creating meaningful, authentic learning experiences for students. **Root Cause**: Need for educators to analyze data and reflect on curriculum and instructional strategies to ensure all student needs are being met.
Problem Statement 6: Lack of campus norms and incremental check points for DDI and student progress monitoring. **Root Cause**: Lack of structure, defined objectives, desired outcomes and follow through to ensure norms and expectations are being carried out.

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

Performance Objective 1: By the end of the 2021-2022 school year, 70% of students will demonstrate an increase in their language proficiency from the beginning of the year based on ACTFL guidelines.

Targeted or ESF High Priority

Evaluation Data Sources: ACTFL Assessment

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development to strengthen best teaching practices to increase the use of the Spanish and English languages by both the teacher and the students.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased academic performance for all students Increase in language proficiency **Staff Responsible for Monitoring:** Campus Administrators, Dean, Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy** **Problem Statements:** Student Learning 5 - School Processes & Programs 5 **Funding Sources:** - 211 - Title I School Improvement - $2,000				
Strategy 2 Details	Reviews			
Strategy 2: Purchase literacy leveled readers and manipulatives to strengthen the second language acquisition skills.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased academic performance for all students **Staff Responsible for Monitoring:** Campus Administrators, Dean, Instructional Coaches, Classroom Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 2, 5 - School Processes & Programs 5 **Funding Sources:** - 211 - Title I School Improvement - $2,000				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: High percentage of students are At-Risk and Economically Disadvantaged. **Root Cause**: ILTexas East Fort Worth is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.

Student Learning
Problem Statement 2: High percentage of students are At-Risk and Economically Disadvantaged. **Root Cause**: ILTexas East Fort Worth is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.
Problem Statement 5: Spanish DLI classes are not being taught according to the DLI model. **Root Cause**: Teachers are reluctant to teach students in Spanish for fear that they will not understand and will fall further behind academically and not be successful on the state assessments. Some teachers are also not equipped to teach in Spanish due to their Spanish proficiency.

School Processes & Programs
Problem Statement 5: Spanish DLI classes are not being taught according to the DLI model. **Root Cause**: Teachers are reluctant to teach students in Spanish for fear that they will not understand and will fall further behind academically and not be successful on the state assessments. Some teachers are also not equipped to teach in Spanish due to their Spanish proficiency.

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

Performance Objective 2: By the end of the 2021-2022 school year, at least 35%-50% of students will show an increase in their language proficiency based on the AAPPL test.

> **Targeted or ESF High Priority**
>
> **Evaluation Data Sources:** AAPPL Assessment

Strategy 1 Details	Reviews			
Strategy 1: Strengthen bridging between the Dual Language Spanish and English teacher by having them meet weekly to plan lessons together.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement and language acquisition. **Staff Responsible for Monitoring:** Campus Administrators, Dean, Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** **Problem Statements:** Student Learning 5, 6 - School Processes & Programs 5, 6	**Nov**	**Jan**	**May**	**June**
Strategy 2 Details	Reviews			
Strategy 2: Conduct Walkthroughs to measure teachers' growth in implementing instructional strategies and provide feedback using Whetstone and other observation tools.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased academic performance for all students. Data Driven decision making process improved. **Staff Responsible for Monitoring:** Campus Administrators, Dean, Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy** **Problem Statements:** Student Learning 6 - School Processes & Programs 6 **Funding Sources:** - 211 - Title I School Improvement - $1,500	**Nov**	**Jan**	**May**	**June**
0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue	

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 5: Spanish DLI classes are not being taught according to the DLI model. **Root Cause**: Teachers are reluctant to teach students in Spanish for fear that they will not understand and will fall further behind academically and not be successful on the state assessments. Some teachers are also not equipped to teach in Spanish due to their Spanish proficiency.
Problem Statement 6: Lack of campus norms and incremental check points for DDI and student progress monitoring. **Root Cause**: Lack of structure, defined objectives, desired outcomes and follow through to ensure norms and expectations are being carried out.

School Processes & Programs

Problem Statement 5: Spanish DLI classes are not being taught according to the DLI model. **Root Cause**: Teachers are reluctant to teach students in Spanish for fear that they will not understand and will fall further behind academically and not be successful on the state assessments. Some teachers are also not equipped to teach in Spanish due to their Spanish proficiency.

Problem Statement 6: Lack of campus norms and incremental check points for DDI and student progress monitoring. **Root Cause**: Lack of structure, defined objectives, desired outcomes and follow through to ensure norms and expectations are being carried out.

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

Performance Objective 1: Create a program for coaching, mentorship and teacher development.

    Targeted or ESF High Priority

    Evaluation Data Sources: Retention rate

Strategy 1 Details	Reviews			
Strategy 1: The campus will provide on-going support to teachers through campus based coaching, mentorship, feedback sessions, and weekly PLC to address academic and behavior concerns.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increase academic performance for all students. Increase teacher retention.
  Staff Responsible for Monitoring: Campus Administrators, Dean, Grade Level Administrators, Instructional Coaches
  Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - **Comprehensive Support Strategy**
  Problem Statements: School Processes & Programs 7 - Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development on data analysis protocols including pre-work expectations and in-depth understanding of the standards.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Improve Teacher capacity
  Staff Responsible for Monitoring: Campus Administrators, Dean, Instructional Coaches, Grade Level Administrators
  Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy**
  Problem Statements: Student Learning 4, 6 - School Processes & Programs 4, 6
  Funding Sources: - 211 - Title I School Improvement - $1,500				

Strategy 3 Details		Reviews			
Strategy 3: Assist teachers in developing instructional strategies.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase academic performance for all students. Data driven decision making process improved Increase teacher retention		**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Dean, Instructional Coaches, Teacher Leaders					
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy**					
Problem Statements: Demographics 1 - Student Learning 2, 4 - School Processes & Programs 4					
Funding Sources: - 211 - Title I School Improvement - $500					

Strategy 4 Details		Reviews			
Strategy 4: Conduct ILTexas observations and provide face-to-face feedback meetings with teachers.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase Teacher capacity Increase academic performance for all students.		**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Campus Administrators, Dean, Instructional Coaches					
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy**					
Problem Statements: Student Learning 3 - School Processes & Programs 3					

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: High percentage of students are At-Risk and Economically Disadvantaged. **Root Cause**: ILTexas East Fort Worth is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.

Student Learning
Problem Statement 2: High percentage of students are At-Risk and Economically Disadvantaged. **Root Cause**: ILTexas East Fort Worth is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.
Problem Statement 3: Students underperform in key content areas, particularly Math and Reading. **Root Cause**: Students often lack the foundation skills to progressively move at the same consistent pace. COVID-19 and virtual learning also increased the gaps in student learning.
Problem Statement 4: Limited focus and knowledge of data analysis inhibits teachers from creating meaningful, authentic learning experiences for students. **Root Cause**: Need for educators to analyze data and reflect on curriculum and instructional strategies to ensure all student needs are being met.

Student Learning
Problem Statement 6: Lack of campus norms and incremental check points for DDI and student progress monitoring. **Root Cause**: Lack of structure, defined objectives, desired outcomes and follow through to ensure norms and expectations are being carried out.

School Processes & Programs
Problem Statement 3: Students underperform in key content areas, particularly Math and Reading. **Root Cause**: Students often lack the foundation skills to progressively move at the same consistent pace. COVID-19 and virtual learning also increased the gaps in student learning.
Problem Statement 4: Limited focus and knowledge of data analysis inhibits teachers from creating meaningful, authentic learning experiences for students. **Root Cause**: Need for educators to analyze data and reflect on curriculum and instructional strategies to ensure all student needs are being met.
Problem Statement 6: Lack of campus norms and incremental check points for DDI and student progress monitoring. **Root Cause**: Lack of structure, defined objectives, desired outcomes and follow through to ensure norms and expectations are being carried out.
Problem Statement 7: It often poses a challenge to recruit and retain tenured and high quality certified teachers. **Root Cause**: ILTexas offers less annual income compared to other neighboring districts. Teachers also do not have to be certified to work at ILTexas.

Perceptions
Problem Statement 1: It often poses a challenge to recruit and retain tenured and high quality certified teachers. **Root Cause**: ILTexas offers less annual income compared to other neighboring districts. Teachers also do not have to be certified to work at ILTexas.

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

Performance Objective 1: The culture and climate of our campus 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.

Targeted or ESF High Priority

Evaluation Data Sources: Skyward Discipline

Strategy 1 Details		Reviews			
Strategy 1: Bring in subject matter experts (such as but not limited to AIM for Success) and purchase resources (such as but not limited to purchasing kits for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students).		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Decreased student discipline incidents Improved student behavior **Staff Responsible for Monitoring:** Counselors, GLAs, Teachers, Administrators **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 2 **Funding Sources:** - 211 - Title 1-A - $1,000					
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: High percentage of students are At-Risk and Economically Disadvantaged. **Root Cause**: ILTexas East Fort Worth is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.

Student Learning
Problem Statement 2: High percentage of students are At-Risk and Economically Disadvantaged. **Root Cause**: ILTexas East Fort Worth is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	The campus will retain a Dean and 3 Reading Remediation Teachers to provide consistent, on-going support for students in grades 6-8. The Remediation Teachers will assist classroom teachers with instruction, provide small group instruction and support through data analysis.
1	1	2	Create data tracking forms to profile and measure student growth on assessments. Students will track their progress each six week period and communicate progress to parents. The teachers will be offered the opportunity to purchase classroom resources to support classroom best practices.
1	1	3	ILTexas will coordinate or bring in (or send our faculty/staff) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help teachers and administrators to strengthen their ability to support our various student groups including our ESL, DLI and other programs that will increase student achievement for ALL with attention to English learners and with focus on increasing the Meets Target goa on the sTAAR Reading assessment.
1	1	4	Send campus staff to conferences (e.g La Cosecha, Title III Summit, TESOL, Ron Clark Academy, Get Your Teach On, Annual Texas Charter School Summer Summit) to assist ILTexas teachers and administrators to strengthen their ability to support different student groups, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).
1	1	5	Participation in on campus professional development in classroom management and planning to include equipment and new technology.
1	1	6	Purchase supplemental resources, technology (such as Chromebooks), instructional materials (hardcopies as well as online tools/software), and evaluation/assessment/data analysis resources (and subsequent related PD). Resources includes items such as bilingual dictionaries, data analysis resources (file folders, binders, crages, and paper), science lab materials, leveled readers, chapter books, and enrichment materials to support instruction of all learners. It also includes student access to online platforms such as IXL, Imagine Language, All in Learning, Study Island, Eureka Math, Imagine Learning, People Education-Measuring up, Lead4Ward data modules, Capturing Kids Hearts, and Mentoring Minds. Purchase professional books for staff to increase their knowledge of DLI/ESL programs.
1	1	7	Provide professional development on data analysis protocols including pre-work expectations and in-depth understanding of the standards.
1	1	8	Provide after-school and Saturday school tutorials to close the achievement gaps of all students.
1	2	1	Parents will receive a monthly newsletter providing them information on school-wide parent initiatives and updates including parent and family engagement opportunities. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.
1	2	2	Develop programs that will engage community partnerships such as a mentor program.
1	2	3	Hold events to encourage parent and community participation on campus. Events include but are not limited to: Muffins with Mom, Donuts with Dad, Job Fairs, Parent Workshops/Lifestyle programs, Chinese Lunar New Year, Black History, Cinco de Mayo, Hispanic Heritage, International Festival, Career Day, Literacy Night, Science Night, Haunt the Halls, Trunk or Treat, and Coffee with the Principal.

Goal	Objective	Strategy	Description
1	3	1	Provide professional development on a student management system, Social Emotional Learning (SEL), and Restorative Discipline to provide a positive school climate.
1	3	2	Conduct Walkthroughs to observe implementation of student management procedures obtained during professional development sessions. Strategy's Expected Result/Impact Increase academic performance for all students Increase classroom/school management Staff Responsible for Monitoring Campus Administrators, Dean, Instructional Coaches, Grade Level Administrators
1	4	1	Provide professional development to strengthen best teaching practices in the area of second language acquisition.
1	4	2	Purchase literacy leveled readers and manipulatives to strengthen the second language acquisition skills.
1	4	3	Continue to conduct Walkthroughs to measure teacher's growth in implementing instructional strategies and provide feedback.
1	4	4	Provide enrichment summer school to English learners to develop and strengthen their knowledge base as well as their English language proficiency in all four domains.
1	4	5	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.
2	1	1	The campus will retain a Dean and 3 Math Remediation Teachers to provide consistent, on-going support for the students in grades K-5. The Remediation Teachers will assist classroom teachers with instruction, provide small group instruction, and support through data analysis.
2	1	2	Create data tracking forms to profile and measure student growth on assessments. Students will track their progress each six week period and communicate progress to parents. The teachers will be offered the opportunity to purchase classroom resources to support classroom best practices.
2	1	3	ILTexas will coordinate for subject matter experts and consultants to help teachers and administrators to strengthen their ability to support our various student groups and increase achievement.
2	1	4	Send campus staff to conferences (e.g La Cosecha, TESOL, Ron Clark Academy, Get Your Teach On, Annual Texas Charter School Summer Summit) to assist ILTexas teachers and administrators to strengthen their ability to support different student groups and increase student achievement.
2	1	5	Participation in on campus professional development in classroom management and planning to include equipment and new technology.
2	1	6	Purchase supplemental resources, technology, and instructional materials (hardcopies as well as online tools/software). Resources includes items such as bilingual dictionaries, data analysis resources (file folders, binders, crages, and paper), science lab materials, leveled readers, chapter books, and enrichment materials to support instruction of all learners. It also includes All in Learning, Study Island, Eureka Math, Imagine Learning, People Education-Measuring up, Capturing Kids Heart, and Mentoring Minds.
2	1	7	Provide professional development on data analysis protocols including pre-work expectations and in-depth understanding of the standards.
2	1	8	Provide after-school and Saturday school tutorials to close the achievement gaps of all students.
3	1	1	Provide professional development to strengthen best teaching practices to increase the use of the Spanish and English languages by both the teacher and the students.

Goal	Objective	Strategy	Description
3	1	2	Purchase literacy leveled readers and manipulatives to strengthen the second language acquisition skills.
3	2	1	Strengthen bridging between the Dual Language Spanish and English teacher by having them meet weekly to plan lessons together.
3	2	2	Conduct Walkthroughs to measure teachers' growth in implementing instructional strategies and provide feedback using Whetstone and other observation tools.
4	1	1	The campus will provide on-going support to teachers through campus based coaching, mentorship, feedback sessions, and weekly PLC to address academic and behavior concerns.
4	1	2	Provide professional development on data analysis protocols including pre-work expectations and in-depth understanding of the standards.
4	1	3	Assist teachers in developing instructional strategies.
4	1	4	Conduct ILTexas observations and provide face-to-face feedback meetings with teachers.
5	1	1	Bring in subject matter experts (such as but not limited to AIM for Success) and purchase resources (such as but not limited to purchasing kits for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students).

Campus Funding Summary

211 - Title 1-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1			$2,000.00
1	4	5		2000	$0.00
5	1	1			$1,000.00
				Sub-Total	$3,000.00

211 - Title I School Improvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$1,000.00
1	1	3			$5,000.00
1	1	4			$6,000.00
1	1	5			$2,500.00
1	1	6			$5,000.00
1	1	7			$1,500.00
1	1	8			$3,000.00
1	2	1			$1,000.00
1	2	2			$2,000.00
1	2	3			$5,000.00
1	3	1			$2,500.00
1	4	2			$2,000.00
1	4	4			$2,000.00
2	1	2			$1,000.00
2	1	3			$3,000.00
2	1	4			$6,000.00
2	1	5			$2,500.00
2	1	6			$5,000.00
2	1	7			$1,500.00
2	1	8			$3,000.00
3	1	1			$2,000.00

211 - Title I School Improvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	2			$2,000.00
3	2	2			$1,500.00
4	1	2			$1,500.00
4	1	3			$500.00
				Sub-Total	$68,000.00
				Grand Total	$71,000.00

Addendums