# International Leadership of Texas

# Grand Prairie Elementary

# 2021-2022 Campus Improvement Plan

# Mission Statement

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.

La misión de ILTexas es preparar a nuestros alumnos para roles de liderazgo excepcionales en la comunidad internacional, haciendo hincapié en el liderazgo de servicio, el dominio de los idiomas inglés, español y chino, y el fortalecimiento de mente, cuerpo y carácter.

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# Vision

Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess trilingual competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community by putting others before self.

Our Educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are supportive community of lifelong learns.

Our Families and Community are actively engaged partners that are integral to the success of our students and school.

# Core Beliefs

We believe in Honor to be the best you can be, Courage to take risks, and Commitment to never give up!

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# Comprehensive Needs Assessment

## Demographics

**Demographics Summary**

School Population (2020 - 2021)

| | | |
|---|---|---|
| Student Total | 950 | 100% |
| Kindergarten | 159 | 16.74% |
| 1st Grade | 160 | 16.84% |
| 2nd Grade | 159 | 16.74% |
| 3rd Grade | 156 | 16.42% |
| 4th Grade | 157 | 16.53% |
| 5th Grade | 159 | 16.74% |

Student Demographics

Gender

| | | |
|---|---|---|
| Female | 509 | 53.58% |
| Male | 441 | 46.42% |

Ethnicity

| | | |
|---|---|---|
| Hispanic-Latino | 532 | 56.00% |

Race

| | | |
|---|---|---|
| American Indian - Alaskan Native | 5 | 0.53% |

| Asian | 48 | 5.05% |

| Black - African American | 295 | 31.05% |

| Native Hawaiian - Pacific Islander | 1 | 0.11% |

| White | 30 | 3.16% |

| Two-or-More | 39 | 4.11% |

Student by Program

| Free Lunch Participation | 135 | 14.21% |

| Reduced Lunch Participation | 105 | 11.05% |

| Other Economically Disadvantaged | 423 | 44.53% |

| Gifted and Talented | 32 | 3.37% |

| Special Education (SPED) | 39 | 4.11% |

| Title I Participation | 950 | 100.00% |

Homeless Statuses

| Homeless Status Total | 1 | 0.11% |

| Doubled Up | 1 | 0.11% |

Other Student Information

| Economically Disadvantaged | 663 | 69.79% |

| Limited English Proficient (LEP) | 363 | 38.21% |

| Military Connected | 29 | 3.05% |

| Foster Care | 1 | 0.11% |

| Section 504 | 42 | 4.42% |

| Intervention Indicator | 113 | 11.89% |

We use a number of sources to find high caliber staff such as our campus website, the Teacher Job Network (TJN), college career fairs, and Region 10 and 11 job fairs. The majority of core and LOTE teachers are at a highly qualified status in accordance with ESSA. Our interview process clearly outlines the mission, philosophy, and expectations for our school. We have recruited teachers from Spain and China to teach our trilingual model. ILT 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 the professional freedom to be innovative and creative. They have opportunities to have input into decision making on campus.

We will have wonderful ethnic diversity in our faculty/staff population, we are truly international. We have faculty/staff from Mexico, Puerto Rico, Spain, China, and more.

Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. This year we have the recruitment of teachers from Spain and China. This year we have also increased the number of teachers that meet certified status. There have also been salary increases for teachers, making our salary a little more competitive with local ISDs.

**Demographics Strengths**

- Diverse population
- Increase in students enrolled compared to last year.
- Teachers are enrolling into the district Alternative Certification Program
- GPK8 has a very diverse teacher and staff enviroment

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** High percentage of economically disadvantaged students **Root Cause:** Parents of economically disadvantaged students seek out charter schools more often than others

**Problem Statement 2 (Prioritized):** Low number of certified teachers in K-5 **Root Cause:** Teachers could not pass TOEFL and Certification Exams

**Problem Statement 3 (Prioritized):** Difficulty in recruiting and maintaining highly effective staff **Root Cause:** Pay

**Problem Statement 4 (Prioritized):** Drop in performance for all students in K-5 **Root Cause:** Online/virtual learning due to pandemic

**Problem Statement 5 (Prioritized):** Some stakeholders stated the front office personnel lack a positive and approachable attitude. **Root Cause:** Lack of training and support on how the climate of the school is impacted by how we treat our customers

**Problem Statement 6 (Prioritized):** Difficulty in recruiting and maintaining experienced and highly effective staff **Root Cause:** Pay

**Problem Statement 7 (Prioritized):** High percentage of economically disadvantaged students **Root Cause:** Parents of ecconomically disadvantaged students seek out charter schools more often than others

**Problem Statement 8:** High percentage of economically disadvantaged students **Root Cause:** Parents of Economically disadvantaged seek out charter schools more often then

others

# Student Learning

**Student Learning Summary**

| **May 2021 STAAR Mathematics, Grade 3** | | | | **May 2021 STAAR Reading, Grade 3** | | | | **May 2021 STAAR Reading Spanish, Grad** | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Total Students | Approaches | Meets | Masters | Total Students | Approaches | Meets | Masters | Total Students | Approaches | Meets | Maste |
| 105 | 34.29% | 3.81% | 0% | 104 | 52.88% | 18.27% | 3.85% | - | - | - | - |

| **May 2021 STAAR Mathematics, Grade 4** | | | | **May 2021 STAAR Reading, Grade 4** | | | | **May 2021 STAAR Reading Spanish, Grade** | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Total Students | Approaches | Meets | Masters | Total Students | Approaches | Meets | Masters | Total Students | Approaches | Meets | Maste |
| 75 | 48% | 21.33% | 14.67% | 68 | 50% | 19.12% | 7.35% | 5 | 60% | 40% | 2 |

| **April 2021 STAAR Mathematics, Grade 5** | | | | **April 2021 STAAR Reading, Grade 5** | | | | **April 2021 STAAR Reading Spanish, Grad** | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Total Students | Approaches | Meets | Masters | Total Students | Approaches | Meets | Masters | Total Students | Approaches | Meets | Maste |
| 80 | 46.25% | 13.75% | 8.75% | 78 | 61.54% | 26.92% | 15.38% | 1 | 0% | 0% | |

**Student Learning Strengths**

Scores were accurately reflected from previous assessments throughout the year (ECA, MAP, etc.)

We have accurate data on most students to begin targeted instruction to close gaps.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** High percentage of economically disadvantaged students **Root Cause:** Parents of economically disadvantaged students seek out charter schools more often than others

**Problem Statement 2 (Prioritized):** Low number of certified teachers in K-5 **Root Cause:** Teachers could not pass TOEFL and Certification Exams

**Problem Statement 3 (Prioritized):** Difficulty in recruiting and maintaining highly effective staff **Root Cause:** Pay

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**Problem Statement 6 (Prioritized):** Difficulty in recruiting and maintaining experienced and highly effective staff **Root Cause:** Pay

**Problem Statement 7 (Prioritized):** Low number of certified teachers **Root Cause:** Teachers having difficulty in passing TOEFL and state certification exams

**Problem Statement 8 (Prioritized):** Quality and Validity of ECAs **Root Cause:** Students taking assessment online from home

**Problem Statement 9 (Prioritized):** Not all students were assessed for STAAR **Root Cause:** Test requirements waived due to online learning

**Problem Statement 10 (Prioritized):** High percentage of economically disadvantaged students **Root Cause:** Parents of econocmically disadvantaged students seek out charter schools more often than others

**Problem Statement 11 (Prioritized):** Difficulty in recruiting and maintaining experienced and highly effective faculty and staff **Root Cause:** Pay

**Problem Statement 12 (Prioritized):** Increased number of discipline referrals in grades 4-5 **Root Cause:** Lack of positive behavior support system

**Problem Statement 13:** High percentage of economically disadvantaged students **Root Cause:** Parents of Economically disadvantaged seek out charter schools more often then others

**Problem Statement 14:** Lack of Fully Certified teachers. **Root Cause:** Difficult recruiting & retaining certified teachers.

**Problem Statement 15:** Efficient progress monitoring of students' data on computer programs **Root Cause:** PD needed on how to use and moniter students on such programs

# School Processes & Programs

**School Processes & Programs Summary**

We use a number of sources to find high caliber staff such as our campus website, the Teacher Job Network (TJN), university career fairs, and Region 10 and 11 job fairs. The majority of core and LOTE teachers are at a highly qualified status in accordance with NCLB. Our interview process clearly outlines the mission, philosophy, and expectations for our school. We have recruited teachers from Spain and China to teach our trilingual model. ILT 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 the professional freedom to be innovative and creative. They have opportunities to have input into decision making on campus.

We will have wonderful ethnic diversity in our faculty/staff population; we are truly international. We have faculty/staff from Mexico, Puerto Rico, Spain, China, and more.

Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. This year we have the recruitment of teachers from Spain and China. This year we have also increased the number of teachers that meet highly qualified status. There have also been significant salary increases for teachers, making our salary a little more competitive with local ISDs.

We will have a professional learning community and an atmosphere of collegiality. Our grade level teams plan together work towards common goals. Our staff members are able to rely on each other for support, suggestions, and assistance.

Our parents work in a partnership with teachers by engaging in open communication through a weekly newsletter, emails, and phone calls. Our PTO assists with events that will better connect parents to the school community.

The student council, the voice of the students, will engage in monthly meetings with the principal for an open discussion about the school. These conversations allow the students to highlight the positive as well as identify areas of improvement within the school.

A focus on modeling, monitoring and enforcing the 3 Bs.

Campus leadership will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade-level academic performance gains and STAAR performance gains. Teachers will follow the TEKS RS Scope and Sequence and curriculum for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. Teachers will meet with instructional coaches weekly to review the lesson plans for the following week. The focus will be on alignment and rigor.

3rd-grade students will take STAAR Reading and Mathematics tests, 4th graders will take STAAR Reading, Writing and Mathematics tests and 5th graders will take STAAR Reading, Mathematics and Science. Students will also take TPRI in grades K-2nd and MAP in grades 2nd-5th. All students K-5th will take district progress measurement assessments. Critical thinking and problem-solving skills will be emphasized in all core subject areas. Students in 2nd-8th Grade will take math BOY and MOY assessment. Students in grades 3rd-8th Grade will take reading BOY and MOY. All students will complete the monthly IStation assessment.

Economically disadvantaged, LEP and at-risk student population groups who have established a pattern of non-mastery will be targeted for remediation. Small group instruction, tutorials, parent-teacher conferences and consistent written and oral communication between home and school will ensure that home and school work together provide the necessary support to students to bring about student success. ILTexas GP will provide student support services as outlined in IEPs, and 504 accommodations for qualifying students.

Organize and foster a positive, safe environment that is conducive to meeting the needs of all students, staff and parents.

All teachers have been trained on how to best use current technology students have to best support their learning.

All staff members have been provided a laptop.  We have document cameras and Interactive/whiteboards in all classrooms.  In addition, all students in grades k through 5 are provided their own Chromebooks.

**School Processes & Programs Strengths**

We will have a learning community and an atmosphere of collegiality. Our grade level teams plan together work towards common goals.  Our staff members are able to rely on each other for support, suggestions, and assistance.

Our parents work in a partnership with teachers by engaging in open communication through a weekly newsletter, emails, and phone calls. Our PTO has been formed and assists with events that will better connect parents to the school community.

Teachers utilize technology daily in their instruction.

Students in grade K-5 have access to chrome books for class/home assignments.

Students can utilize technology for homework assignments and projects

Utilize media specialist to coach teachers in the effective use of technology as an instructional tool.

We are guided by the TEKS and follow TEKS RS.  Teachers are required to use these resources to guide their planning, instruction and assessment.  Teachers plan with their grade level teams.  Teachers have dedicated Data analysis days every 6 weeks to review student levels and instructional needs.  They also have extended time daily to meet with grade level team or partner teachers.

- Teachers have the support of partners and team members,
- Teachers plan lessons, activities and assessments together as a team,
- Several GLAs/teachers have attended TEKS RS Training,
- Teachers have access to several on-line programs: Study Island, Reading A-Z, All-in-Learning, Measuring Up, etc.
- Teachers utilize Eduphoria
- Teachers have the support of the District Content Coordinators
- Campus instructional Coaches
- Additional instructional assistants

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

**Problem Statement 1 (Prioritized):** Difficulty in recruiting and maintaining experienced and highly effective staff **Root Cause:** Pay

**Problem Statement 2 (Prioritized):** Low number of certified teachers **Root Cause:** Teachers having difficulty in passing TOEFL and state certification exams

**Problem Statement 3 (Prioritized):** Quality and Validity of ECAs **Root Cause:** Students taking assessment online from home

**Problem Statement 4 (Prioritized):** Not all students were assessed for STAAR **Root Cause:** Test requirements waived due to online learning

**Problem Statement 5 (Prioritized):** Low number of certified teachers in K-5 **Root Cause:** Teachers could not pass TOEFL and Certification Exams

**Problem Statement 6 (Prioritized):** Difficulty in recruiting and maintaining highly effective staff **Root Cause:** Pay

**Problem Statement 7 (Prioritized):** Drop in performance for all students in K-5 **Root Cause:** Online/virtual learning due to pandemic

**Problem Statement 8 (Prioritized):** Some stakeholders stated the front office personnel lack a positive and approachable attitude. **Root Cause:** Lack of training and support on how the climate of the school is impacted by how we treat our customers

**Problem Statement 9 (Prioritized):** Difficulty in recruiting and maintaining experienced and highly effective faculty and staff **Root Cause:** Pay

**Problem Statement 10 (Prioritized):** Increased number of discipline referrals in grades 4-5 **Root Cause:** Lack of positive behavior support system

**Problem Statement 11:** Lack of Fully Certified teachers. **Root Cause:** Difficult recruiting & retaining certified teachers.

**Problem Statement 12:** Low participation in PTO/ performance nights. **Root Cause:** Parents/ families work

# Perceptions

**Perceptions Summary**

We will have a learning community and an atmosphere of collegiality. Our grade level teams plan together work towards common goals. Our staff members are able to rely on each other for support, suggestions, and assistance.

Our parents work in a partnership with teachers by engaging in open communication through a weekly newsletter, emails, and phone calls. Our PTO has been formed and assists with events that will better connect parents to the school community.

The student council, the voice of the students, will engage in monthly meetings with the principal for an open discussion about the school. These conversations allow the students to highlight the positive as well as identify areas of improvement within the school.

According to our campus survey, the majority of responders feel supported by their campus teams, administrators and coaches.

According to the parent survey, a majority of the parents feel as though their child(ren) are receiving a quality education.

**Perceptions Strengths**

Majority of responders on surveys convey a feeling of support and quality education is being provided for all stakeholders.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** High percentage of economically disadvantaged students **Root Cause:** Parents of econcomically disadvantaged students seek out charter schools more often than others

**Problem Statement 2 (Prioritized):** Difficulty in recruiting and maintaining experienced and highly effective faculty and staff **Root Cause:** Pay

**Problem Statement 3 (Prioritized):** Drop in performance for all students in K-5 **Root Cause:** Online/virtual learning due to pandemic

**Problem Statement 4 (Prioritized):** Some stakeholders stated the front office personnel lack a positive and approachable attitude. **Root Cause:** Lack of training and support on how the climate of the school is impacted by how we treat our customers

**Problem Statement 5 (Prioritized):** Low number of certified teachers **Root Cause:** Teachers having difficulty in passing TOEFL and state certification exams

**Problem Statement 6 (Prioritized):** Increased number of discipline referrals in grades 4-5 **Root Cause:** Lack of positive behavior support system

**Problem Statement 7:** Some stakeholders stated the front office personnel lack a positive and approachable attitude. **Root Cause:** Lack of training and support on how the climate of the school is impacted by how we treat our customers

# Priority Problem Statements

**Problem Statement 1**: High percentage of economically disadvantaged students
**Root Cause 1**: Parents of economically disadvantaged students seek out charter schools more often than others
**Problem Statement 1 Areas**: Demographics - Student Learning

**Problem Statement 2**: Low number of certified teachers in K-5
**Root Cause 2**: Teachers could not pass TOEFL and Certification Exams
**Problem Statement 2 Areas**: Demographics - Student Learning - School Processes & Programs

**Problem Statement 3**: Difficulty in recruiting and maintaining highly effective staff
**Root Cause 3**: Pay
**Problem Statement 3 Areas**: Demographics - Student Learning - School Processes & Programs

**Problem Statement 4**: Drop in performance for all students in K-5
**Root Cause 4**: Online/virtual learning due to pandemic
**Problem Statement 4 Areas**: Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 5**: Some stakeholders stated the front office personnel lack a positive and approachable attitude.
**Root Cause 5**: Lack of training and support on how the climate of the school is impacted by how we treat our customers
**Problem Statement 5 Areas**: Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 6**: Difficulty in recruiting and maintaining experienced and highly effective staff
**Root Cause 6**: Pay
**Problem Statement 6 Areas**: Demographics - Student Learning - School Processes & Programs

**Problem Statement 7**: High percentage of economically disadvantaged students
**Root Cause 7**: Parents of econcomically disadvantaged students seek out charter schools more often than others
**Problem Statement 7 Areas**: Demographics - Student Learning - Perceptions

**Problem Statement 8**: Low number of certified teachers
**Root Cause 8**: Teachers having difficulty in passing TOEFL and state certification exams

**Problem Statement 8 Areas**: Student Learning - School Processes & Programs - Perceptions


**Problem Statement 9**: Quality and Validity of ECAs
**Root Cause 9**: Students taking assessment online from home
**Problem Statement 9 Areas**: Student Learning - School Processes & Programs


**Problem Statement 10**: Not all students were assessed for STAAR
**Root Cause 10**: Test requirements waived due to online learning
**Problem Statement 10 Areas**: Student Learning - School Processes & Programs


**Problem Statement 11**: Difficulty in recruiting and maintaining experienced and highly effective faculty and staff
**Root Cause 11**: Pay
**Problem Statement 11 Areas**: Student Learning - School Processes & Programs - Perceptions


**Problem Statement 12**: Increased number of discipline referrals in grades 4-5
**Root Cause 12**: Lack of positive behavior support system
**Problem Statement 12 Areas**: Student Learning - School Processes & Programs - Perceptions

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals

**Accountability Data**

- Effective Schools Framework data

**Student Data: Assessments**

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

**Student Data: Student Groups**

- 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
- Section 504 data
- Homeless data
- Gifted and talented data

**Student Data: Behavior and Other Indicators**

- Discipline records

**Employee Data**

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

**Parent/Community Data**

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

**Support Systems and Other Data**

- Organizational structure data
- Budgets/entitlements and expenditures data

- 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:** The percent of students that score "Meets Grade Level" on STAAR Reading will increase by 5% by June 2022

**Evaluation Data Sources:** 2021 TELPAS

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** 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 in the student achievement and retention of knowledge over time.<br>    **Staff Responsible for Monitoring:** Principal, APs, GLAs, teachers<br>    **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math<br>    **Problem Statements:** Demographics 1, 4 - Student Learning 1, 4 - School Processes & Programs 7 - Perceptions 3<br>    **Funding Sources:** - 211 - Title 1-A | | | | |
| 0% No Progress      100% Accomplished      → Continue/Modify      ✕ Discontinue | | | | |

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: High percentage of economically disadvantaged students **Root Cause**: Parents of economically disadvantaged students seek out charter schools more often than others |
| **Problem Statement 4**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |
| **Student Learning** |
| **Problem Statement 1**: High percentage of economically disadvantaged students **Root Cause**: Parents of economically disadvantaged students seek out charter schools more often than others |
| **Problem Statement 4**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |
| **School Processes & Programs** |
| **Problem Statement 7**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |
| **Perceptions** |
| **Problem Statement 3**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to 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:** Increase the number of students attaining Mastery Learning for content specific tutoring to at least 80% of students assigned by June 2022

    **Evaluation Data Sources:** Review daily attendance for Eagle Academy

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Provide small group tutoring before school, after school, and on Saturdays. Provide opportunity for teachers to plan for small group tutoring before school, after school, and on Saturdays. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
|   **Strategy's Expected Result/Impact:** Increase in student achievement on all measures of performance. | | | | |
|   **Staff Responsible for Monitoring:** Principal, Assistant Principals, teachers, and instructional coaches. | | | | |
|   **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools | | | | |
|   **Problem Statements:** Demographics 1 - Student Learning 1 | | | | |
|   **Funding Sources:** - 211 - Title 1-A | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Provide incentives for students that are showing growth in all academic areas. | **Formative** | | | **Summative** |
|   **Strategy's Expected Result/Impact:** Increase in student achievement in all academic areas | **Nov** | **Jan** | **May** | **June** |
|   **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Teachers. | | | | |
|   **Title I Schoolwide Elements:** 2.6 | | | | |
|   **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 7 - Perceptions 3 | | | | |
|   **Funding Sources:** - 211 - Title 1-A | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Identify students to be assigned to mastery learning during the the Monday triage meeting | **Formative** | | | **Summative** |
|   **Strategy's Expected Result/Impact:** Increased academic and behavioral interventions. | **Nov** | **Jan** | **May** | **June** |
|   **Staff Responsible for Monitoring:** AP, GLA, Counselor, Teachers | | | | |
|   **Title I Schoolwide Elements:** 2.6 | | | | |
|   **Problem Statements:** Demographics 1 - Student Learning 1 | | | | |
|   **Funding Sources:** - 211 - Title 1-A | | | | |

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

**Performance Objective 2 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: High percentage of economically disadvantaged students **Root Cause**: Parents of economically disadvantaged students seek out charter schools more often than others |
| **Problem Statement 4**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |

| Student Learning |
|---|
| **Problem Statement 1**: High percentage of economically disadvantaged students **Root Cause**: Parents of economically disadvantaged students seek out charter schools more often than others |
| **Problem Statement 4**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |

| School Processes & Programs |
|---|
| **Problem Statement 7**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |

| Perceptions |
|---|
| **Problem Statement 3**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to 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 3:** Improve performance on state, district, and campus testing by increasing student attendance to at least 97%, language acquisition, benchmark and district/campus assessment taken by 100% of students.

> **Evaluation Data Sources:** State STAAR report
> Attendance report
> District and Campus Assessment Tools

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Provide instructional materials for teachers and students for use in Reading/LA, Social Studies, Math and Science to include technology, consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessments (including Computers, Computer monitors, computer equipment, Study Island,All in Learning, STAAR Master,Brain Pop, Measuring Up, Whetstone, MAP, etc.) | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Increased student academic achievement | | | | |
| **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Grade Level Administrator, and Teachers, and Instructional Aides. | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools | | | | |
| **Problem Statements:** Demographics 7 - Student Learning 10 - Perceptions 1 | | | | |
| **Funding Sources:**  - 211 - Title 1-A | | | | |
| Strategy 2 Details | Reviews | | | |
| **Strategy 2:** Provide online programs to include RAZ kids, Study Island, Brain Pop, MAP, Measuring Up, and other online resources to enhance instruction and increase student academic achievement. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Increased student academic achievement. | | | | |
| **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Grade Level Administrator, and Teachers, and Instructional Aides. | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math | | | | |
| **Problem Statements:** Demographics 7 - Student Learning 10 - Perceptions 1 | | | | |
| **Funding Sources:**  - 211 - Title 1-A | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Hire an academic interventionist to help support teachers and students to improve academic progress. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increase student on all performance measures in achievement in math and reading | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Principal, assistant principals | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math | | | | |
| **Problem Statements:** Demographics 6 - Student Learning 6 - School Processes & Programs 1 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Provide incentives for students that are showing growth in attendance & usage in academic online programs such as I-Station & Imagine Math. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increase student on all performance measures in achievement in math and reading | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Administration, IC, GLA | | | | |
| **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math | | | | |
| **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 7 - Perceptions 3 | | | | |
| **Funding Sources:** - 211 - Title 1-A | | | | |

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

**Performance Objective 3 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 4**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |
| **Problem Statement 6**: Difficulty in recruiting and maintaining experienced and highly effective staff **Root Cause**: Pay |
| **Problem Statement 7**: High percentage of economically disadvantaged students **Root Cause**: Parents of econcomically disadvantaged students seek out charter schools more often than others |

| Student Learning |
|---|
| **Problem Statement 4**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |
| **Problem Statement 6**: Difficulty in recruiting and maintaining experienced and highly effective staff **Root Cause**: Pay |
| **Problem Statement 10**: High percentage of economically disadvantaged students **Root Cause**: Parents of econcomically disadvantaged students seek out charter schools more often than others |

| School Processes & Programs |
|---|
| **Problem Statement 1**: Difficulty in recruiting and maintaining experienced and highly effective staff **Root Cause**: Pay |
| **Problem Statement 7**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |

| **Perceptions** |
|---|
| **Problem Statement 1**: High percentage of economically disadvantaged students **Root Cause**: Parents of econcomically disadvantaged students seek out charter schools more often than others |
| **Problem Statement 3**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to 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 4:** Provide all students the opportunity to attend off campus field trips to enhance classroom instruction for the 2020-21 School Year

**Evaluation Data Sources:** None

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Assistant Principals and Grade Level Administrators will identify field trips for all grade levels that are aligned to the classroom instruction and impact to student achievement | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
|     **Strategy's Expected Result/Impact:** Increase in student achievement/ success as evidenced on formal and informal assessments. Provide off-campus hands-on learning opportunities for economically disadvantage students<br>    **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, Grade Level administrators, Teachers<br>    **Title I Schoolwide Elements:** 2.4<br>    **Problem Statements:** Demographics 1 - Student Learning 1<br>    **Funding Sources:**  - 211 - Title 1-A | | | | |
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✖ Discontinue | |

**Performance Objective 4 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: High percentage of economically disadvantaged students **Root Cause**: Parents of economically disadvantaged students seek out charter schools more often than others |
| **Student Learning** |
| **Problem Statement 1**: High percentage of economically disadvantaged students **Root Cause**: Parents of economically disadvantaged students seek out charter schools more often than others |

**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:** 100% of the ILTexas Grand Prairie ES will receive opportunities for professional development growth, coaching, and feedback to help improve and implement best instructional strategies by June 2022

    **Evaluation Data Sources:** Walkthroughs, agendas for PD days, increased student achievement, teacher feedback forms

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** All faculty and staff members will be provided the opportunity to attend professional development that directly aligns to our mission | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
|     **Strategy's Expected Result/Impact:** Increase in job satisfaction and performance for all faculty and staff <br>     **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, Grade Level administrators <br>     **Title I Schoolwide Elements:** 2.4, 2.6 <br>     **Problem Statements:** Demographics 6 - Student Learning 6 - School Processes & Programs 1 | | | | |
| 0% No Progress      100% Accomplished      → Continue/Modify      ✕ Discontinue | | | | |

**Performance Objective 5 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 6**: Difficulty in recruiting and maintaining experienced and highly effective staff **Root Cause**: Pay |

| Student Learning |
|---|
| **Problem Statement 6**: Difficulty in recruiting and maintaining experienced and highly effective staff **Root Cause**: Pay |

| School Processes & Programs |
|---|
| **Problem Statement 1**: Difficulty in recruiting and maintaining experienced and highly effective staff **Root Cause**: Pay |

**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:** All students will participate in before, during, and after school tutoring and Saturday tutorials/intervention camps and enrichment (includes academic clubs and organizations with a focus on ELAR, Math, and Science) by the end of 2021-21 School Year. Provide opportunity for teachers to plan for small group tutoring before school, after school, and on Saturdays.

**Evaluation Data Sources:** Teacher creates assignments/assessments, district benchmarks, and STAAR test results

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Utilize the weekly failure reports to identify students that are not meeting mastery. Providing Before, After, and Saturday School to meet needs. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Increase the percentage of students meeting mastery in all content areas by 10% <br> **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, Grade Level Administrators, Teachers <br> **Title I Schoolwide Elements:** 2.6 <br> **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 7 - Perceptions 3 <br> **Funding Sources:** - 211 - Title 1-A | | | | |
| 0% No Progress      100% Accomplished      → Continue/Modify      ✗ Discontinue | | | | |

**Performance Objective 6 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 4**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |
| **Student Learning** |
| **Problem Statement 4**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |
| **School Processes & Programs** |
| **Problem Statement 7**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |
| **Perceptions** |
| **Problem Statement 3**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |

**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:** Provide all students the opportunity to attend off campus field trips to enhance classroom instruction for the 2020-21 School Year

    **Evaluation Data Sources:** Teacher created assessments/assignments related to the field experience, benchmark data, STAAR results

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Assistant Principals and Grade Level Administrators will identify field trips for all grade levels that are aligned to the classroom instruction and impact to student achievement | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
|     **Strategy's Expected Result/Impact:** Increase in student achievement/ success as evidenced on formal and informal assessments. Provide off-campus hands-on learning opportunities for economically disadvantage students<br>    **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, Grade Level administrators, Teachers<br>    **Title I Schoolwide Elements:** 2.4, 2.6<br>    **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 7 - Perceptions 3<br>    **Funding Sources:** - 211 - Title 1-A | | | | |
| 0% No Progress    100% Accomplished    → Continue/Modify    ✕ Discontinue | | | | |

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 4**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |

| Student Learning |
|---|
| **Problem Statement 4**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |

| School Processes & Programs |
|---|
| **Problem Statement 7**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |

| Perceptions |
|---|
| **Problem Statement 3**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |

**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:** 100% of the ILTexas Grand Prairie ES will receive opportunities for professional development growth, coaching, and feedback to help improve and implement best instructional strategies by June 2022

    **Evaluation Data Sources:** Walkthroughs, agendas for PD days, increased student achievement, teacher feedback forms

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** All faculty and staff members will be provided the opportunity to attend professional development that directly aligns to our mission | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
|     **Strategy's Expected Result/Impact:** Increase in job satisfaction and performance for all faculty and staff<br>    **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, Grade Level administrators<br>    **Title I Schoolwide Elements:** 2.4, 2.6<br>    **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 5<br>    **Funding Sources:**  - 211 - Title 1-A | | | | |
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue | |

**Performance Objective 2 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 2**: Low number of certified teachers in K-5 **Root Cause**: Teachers could not pass TOEFL and Certification Exams |
| **Student Learning** |
| **Problem Statement 2**: Low number of certified teachers in K-5 **Root Cause**: Teachers could not pass TOEFL and Certification Exams |
| **School Processes & Programs** |
| **Problem Statement 5**: Low number of certified teachers in K-5 **Root Cause**: Teachers could not pass TOEFL and Certification Exams |

**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:** Improve performance on state, district, and campus testing by increasing student attendance to 97%, language acquisition, benchmark and district/campus assessment taken by 100% of students by June 2022

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Hire an academic interventionist to help support teachers and students to improve academic progress. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increase student on all performance measures in achievement in math and reading | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Principal, assistant principals | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math | | | | |
| **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 5 | | | | |
| **Funding Sources:**  - 211 - Title 1-A | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Provide instructional materials for teachers and students for use in Reading/LA, Social Studies, Math and Science to include computers, computer monitors, computer equipment,  consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessments (including Study Island, All in Learning, STAAR Master,Brain Pop,Measuring Up, Whetstone, MAP, etc.) | **Formative** | | | **Summative** |
|  | **Nov** | **Jan** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Increased student academic achievement | | | | |
| **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Grade Level Administrator, and Teachers, and Instructional Aides. | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.6 | | | | |
| **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 7 - Perceptions 3 | | | | |
| **Funding Sources:**  - 211 - Title 1-A | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Hire an academic 3- 8 Math Interventionist | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increase student on all performance measures in achievement in math. | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Principal, assistant principals | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math | | | | |
| **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 5 | | | | |
| **Funding Sources:**  - 211 - Title 1-A | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Hire a Full Time 3-8 Reading Interventionist to help support teachers and students to improve academic progress. | Formative | | | Summative |
| | Nov | Jan | May | June |
| **Strategy's Expected Result/Impact:** Increase student on all performance measures in achievement in reading <br> **Staff Responsible for Monitoring:** Principal, assistant principals <br> **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math <br> **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 5 <br> **Funding Sources:**  - 211 - Title 1-A | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Provide incentives for students that are showing growth in attendance & usage in academic online programs such as  I-Station & Imagine Math. | Formative | | | Summative |
| | Nov | Jan | May | June |
| **Strategy's Expected Result/Impact:** Increase student on all performance measures in achievement in Reading & Math <br> **Staff Responsible for Monitoring:** Administration, IC, GLA <br> **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math <br> **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 7 - Perceptions 3 <br> **Funding Sources:**  - 211 - Title 1-A | | | | |

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

## Performance Objective 3 Problem Statements:

| Demographics |
|---|
| **Problem Statement 2**: Low number of certified teachers in K-5 **Root Cause**: Teachers could not pass TOEFL and Certification Exams |
| **Problem Statement 4**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |
| **Student Learning** |
| **Problem Statement 2**: Low number of certified teachers in K-5 **Root Cause**: Teachers could not pass TOEFL and Certification Exams |
| **Problem Statement 4**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |
| **School Processes & Programs** |
| **Problem Statement 5**: Low number of certified teachers in K-5 **Root Cause**: Teachers could not pass TOEFL and Certification Exams |
| **Problem Statement 7**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |
| **Perceptions** |
| **Problem Statement 3**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |

**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:** Increase the number of students attaining Mastery Learning for content specific tutoring to at least 80% of students assigned by June 2022.Increase the number of students attaining Mastery Learning for content specific tutoring to at least 80% of students assigned by June 2022

    **Evaluation Data Sources:** Review daily attendance for tutoring & Eagle Academy

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Provide incentives for students that are showing growth in all academic areas, usage in academic online programs such as Imagine Math & I-Station. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
|     **Strategy's Expected Result/Impact:** Increase in student achievement in all academic areas<br>    **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Teachers.<br>    **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math<br>    **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 7 - Perceptions 3<br>    **Funding Sources:** - 211 - Title 1-A | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Provide small group tutoring before school, after school, and on Saturdays. Provide opportunity for teachers to plan for small group tutoring before school, after school, and on Saturdays. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
|     **Strategy's Expected Result/Impact:** Increase in student achievement of mastery in all core subject areas.<br>    **Staff Responsible for Monitoring:** Principals, Assistant Principals, GLAs, Instructional Coaches, Teachers.<br>    **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math<br>    **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 5<br>    **Funding Sources:** - 211 - Title 1-A | | | | |

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

**Performance Objective 4 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 2**: Low number of certified teachers in K-5 **Root Cause**: Teachers could not pass TOEFL and Certification Exams |
| **Problem Statement 4**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |
| **Student Learning** |
| **Problem Statement 2**: Low number of certified teachers in K-5 **Root Cause**: Teachers could not pass TOEFL and Certification Exams |
| **Problem Statement 4**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |
| **School Processes & Programs** |
| **Problem Statement 5**: Low number of certified teachers in K-5 **Root Cause**: Teachers could not pass TOEFL and Certification Exams |

| **School Processes & Programs** |
|---|
| **Problem Statement 7**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |
| **Perceptions** |
| **Problem Statement 3**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |

**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:** Research has proven that by increasing parental involvement and engagement, we also see an increase in student achievement. Thus, we hope to make some staffing decisions that will help us make significant gains in this area by increasing the number of parent programs and community activities at each campus from their previous year's number. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.

    **Evaluation Data Sources:** PTO, Science, Math, ELAR nights

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Parents will work in a partnership with teachers by engaging in open communication through a weekly newsletter, emails, and phone calls. Our PTO has been formed and assists with events that will better connect parents to the school community. Provide Online Access to CNA/CIP. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
|     **Strategy's Expected Result/Impact:** Increased Parental Involvement.<br>    **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, GLAs<br>    **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math<br>    **Problem Statements:** Demographics 7 - Student Learning 10 - Perceptions 1<br>    **Funding Sources:**  - 211 - Title 1-A | | | | |
| Strategy 2 Details | Reviews | | | |
| **Strategy 2:** Hire a Math academic interventionist to help support students to improve academic progress | **Formative** | | | **Summative** |
|     **Strategy's Expected Result/Impact:** Increased student performance in math (classroom, ECAs, and STAAR results). | **Nov** | **Jan** | **May** | **June** |
|     **Staff Responsible for Monitoring:** Principal, Assistant Principal<br>    **Title I Schoolwide Elements:** 2.4, 2.6<br>    **Problem Statements:** Demographics 3 - Student Learning 3 - School Processes & Programs 6<br>    **Funding Sources:**  - 211 - Title 1-A | | | | |

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

**Performance Objective 5 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 3**: Difficulty in recruiting and maintaining highly effective staff **Root Cause**: Pay |
| **Problem Statement 7**: High percentage of economically disadvantaged students **Root Cause**: Parents of econcomically disadvantaged students seek out charter schools more often than others |
| **Student Learning** |
| **Problem Statement 3**: Difficulty in recruiting and maintaining highly effective staff **Root Cause**: Pay |

| Student Learning |
|---|
| **Problem Statement 10**: High percentage of economically disadvantaged students **Root Cause**: Parents of econcomically disadvantaged students seek out charter schools more often than others |

| School Processes & Programs |
|---|
| **Problem Statement 6**: Difficulty in recruiting and maintaining highly effective staff **Root Cause**: Pay |

| Perceptions |
|---|
| **Problem Statement 1**: High percentage of economically disadvantaged students **Root Cause**: Parents of econcomically disadvantaged students seek out charter schools more often than others |

**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:** Improve performance on campus AAPPL and ACTFL testing by increasing student performance at least one language level per academic year by June 2022

**Evaluation Data Sources:** Attendance report
District and Campus Assessment Tools

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Improve performance on district, and campus testing by increasing student attendance, language acquisition, benchmark and district/campus assessment. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
|     **Strategy's Expected Result/Impact:** Increase in the number of students that have growth performance on languages test | | | | |
|     **Staff Responsible for Monitoring:** Instructional Coach, GLAs, Lote and language teachers | | | | |
|     **Title I Schoolwide Elements:** 2.6 | | | | |
|     **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 7 - Perceptions 3 | | | | |
|     **Funding Sources:**  - 211 - Title 1-A | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Bring in subject matter expert, Spanish or Bilingual Instructional coach and consultants to help ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, DLI and other programs that will increase student achievement,with particular attention to ELLs. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
|     **Strategy's Expected Result/Impact:** Increased teacher retention and overall effectiveness in the classroom. | | | | |
|     **Staff Responsible for Monitoring:** Administration, Instructional Coach, GLA, Counselor, Teachers | | | | |
|     **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals | | | | |
|     **Funding Sources:**  - 211 - Title 1-A | | | | |

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

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 4**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |
| **Student Learning** |
| **Problem Statement 4**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |

| **School Processes & Programs** |
|---|
| **Problem Statement 7**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |
| **Perceptions** |
| **Problem Statement 3**: Drop in performance for all students in K-5 **Root Cause**: Online/virtual learning due to pandemic |

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

**Performance Objective 1:** Provide 100% of struggling teachers with a targeted success plan after the first 6 weeks.

**Evaluation Data Sources:** Monitor the Teacher Success Plan through walk-throughs; Provide feedback

| Strategy 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 1:** Hire an instructional coach to support  all teachers in planning and delivery of effective instruction. | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Improved classroom instruction and increased student performance. **Staff Responsible for Monitoring:** AP and Principal **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Demographics 6 - Student Learning 6 - School Processes & Programs 1 **Funding Sources:**  - 211 - Title 1-A | | **Nov** | **Jan** | **May** | **June** |
| | | | | | |
| Strategy 2 Details | | Reviews | | | |
| **Strategy 2:** Provide substitute teachers to instruct classes to allow for teachers to observe master teachers on campus as well as off campus locations | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increased teacher effectiveness and student achievement **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, Grade Level administrators, Teachers **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 6 - Student Learning 6 - School Processes & Programs 1 **Funding Sources:**  - 211 - Title 1-A | | **Nov** | **Jan** | **May** | **June** |
| | | | | | |
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✖ Discontinue | | |

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 6**: Difficulty in recruiting and maintaining experienced and highly effective staff **Root Cause**: Pay |
| **Student Learning** |
| **Problem Statement 6**: Difficulty in recruiting and maintaining experienced and highly effective staff **Root Cause**: Pay |
| **School Processes & Programs** |
| **Problem Statement 1**: Difficulty in recruiting and maintaining experienced and highly effective staff **Root Cause**: Pay |

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

**Performance Objective 2:** Provide 100% of New/Struggling teachers with a teacher mentor by June 2022

**Evaluation Data Sources:** Weekly meetings to discuss areas of improvement and best practices

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Bring in subject matter expert, Spanish or Bilingual Instructional coach and consultants to help ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, DLI and other programs that will increase student achievement,with particular attention to ELLs. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Increased teacher retention and overall effectiveness in the classroom **Staff Responsible for Monitoring:** Administration, Instructional Coach, GLA, Counselor, Teachers **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 6 - Student Learning 6 - School Processes & Programs 1 **Funding Sources:** - 211 - Title 1-A | | | | |
| 0% No Progress        100% Accomplished        → Continue/Modify        ✗ Discontinue | | | | |

**Performance Objective 2 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 6**: Difficulty in recruiting and maintaining experienced and highly effective staff **Root Cause**: Pay |
| **Student Learning** |
| **Problem Statement 6**: Difficulty in recruiting and maintaining experienced and highly effective staff **Root Cause**: Pay |
| **School Processes & Programs** |
| **Problem Statement 1**: Difficulty in recruiting and maintaining experienced and highly effective staff **Root Cause**: Pay |

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

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Bring in subject matter experts (such as but not limited to AIM for Success) and purchase resources (such as but not limit to purchasing kits for counselors) aimed an improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students). | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Counselors, APs<br>**Title I Schoolwide Elements:** 2.6<br>**Funding Sources:**  - 211 - Title 1-A | | | | |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✗ Discontinue | | | | |

# Campus Funding Summary

| | | | **211 - Title 1-A** | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | | | $0.00 |
| 1 | 2 | 1 | | | $0.00 |
| 1 | 2 | 2 | | | $0.00 |
| 1 | 2 | 3 | | | $0.00 |
| 1 | 3 | 1 | | | $0.00 |
| 1 | 3 | 2 | | | $0.00 |
| 1 | 3 | 4 | | | $0.00 |
| 1 | 4 | 1 | | | $0.00 |
| 1 | 6 | 1 | | | $0.00 |
| 2 | 1 | 1 | | | $0.00 |
| 2 | 2 | 1 | | | $0.00 |
| 2 | 3 | 1 | | | $0.00 |
| 2 | 3 | 2 | | | $0.00 |
| 2 | 3 | 3 | | | $0.00 |
| 2 | 3 | 4 | | | $0.00 |
| 2 | 3 | 5 | | | $0.00 |
| 2 | 4 | 1 | | | $0.00 |
| 2 | 4 | 2 | | | $0.00 |
| 2 | 5 | 1 | | | $0.00 |
| 2 | 5 | 2 | | | $0.00 |
| 3 | 1 | 1 | | | $0.00 |
| 3 | 1 | 2 | | | $0.00 |
| 4 | 1 | 1 | | | $0.00 |
| 4 | 1 | 2 | | | $0.00 |
| 4 | 2 | 1 | | | $0.00 |
| 5 | 1 | 1 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

| 211 - Title 1-A | | | | | |
|---|---|---|---|---|---|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | **Grand Total** | $0.00 |

# Addendums