

**International Leadership of Texas**  
**North Richland Hills Middle**  
**2021-2022 Campus Improvement Plan**

# Mission Statement

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

## Vision

The vision of International Leadership of Texas, North Richland Hills K-8, is to foster a community of learning founded on collaboration and involvement of all of our constituents. While focusing on the district's mission and core values, NRH K-8 will continue to excel academically while earning campus distinctions based on the state of Texas requirements.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Student Demographics

The International Leadership of Texas NRH Elementary campus has a rich and diverse population of 395 students. Student population profiles are Gender 49.87% are female, 50.13% male. Ethnicity 63.29% Hispanic, and 70% economically disadvantaged. 6.6% of students are GT and 9.1% are designated SPED. The campus profile by race is 15% white, 13% African American, 4% Asian, 3.5% Two or more races.

#### Teacher Demographics

The International Leadership of Texas NRH middle school campus has an equally rich and diverse population of 30 teachers. Teacher population profiles are gender x are female, x male. Ethnicity z% Hispanic. The profile by race is z% white, z% African American, z% Asian, z% Two or more races. The campus has a 65% retention rate.

### Demographics Strengths

We have a variety of different cultures on our campus, and we work to develop an appreciation and respect for all differences. Our faculty and staff are as diverse as our student body. Our diversity allows us to prepare students for roles in both their local and international communities. We add to the rich tapestry of our campus by offering, 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, PE/Character Development Program.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** We have student openings in 7th and 8th grades for the 2021-2022 school year. **Root Cause:** There is increased competition from New charter schools and our local ISD's.

**Problem Statement 2:** 85% of the PLC model is delivered with fidelity. **Root Cause:** Shorter higher volume training is required.

**Problem Statement 3 (Prioritized):** ILTexas NRH will increase waitlists to 30 students per grade by June 2022. **Root Cause:** Increased competition from charters and ISD's.

# Student Learning

## Student Learning Summary

8th-grade STAAR scores 2019

**ILTexas North Richland Hills MS Math**      **Meets  
42%**

The Math score was 1% higher than the previous year.

**ILTexas North Richland Hills MS Reading**      **46%**

The reading score was 2% less than the previous year.

Both scores are below the district target of 48%

## Student Learning Strengths

The 2019 rating was a Met Standard (B). Domain 1 Student Achievement 70%, Domain 2A Academic growth 72%, Domain 2B Relative performance 84%, and Domain 3 Closing the GAP 74%.

From preliminary data, we understand that our campus is not improving EL and white students quickly enough. The target for this year is 5% growth and next year 10% growth.

Our 8th grade Alg1 and Eng1 students scored a 100% pass on the 2019 STAAR test.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** STAAR Reading and Math meet scores are lower than the district target of 48% . Reading is 46% Math 42%. **Root Cause:** We currently have 33% Tier 3 students in Math and 37% in Reading.

**Problem Statement 2 (Prioritized):** STAAR Reading and Math scores are lower than the state average for special populations (SPED, LEP, Low SES) by 2-8%. **Root Cause:** Teachers training in differentiated instruction for subpopulations and students who need heavy interventions.

**Problem Statement 3 (Prioritized):** ILTexas NRH will increase waitlists to 30 students per grade by June 2022. **Root Cause:** Increased competition from charters and ISD's.

- Problem Statement 4:** ILTexas NRH is not inclusive of all constituents in campus decision making. **Root Cause:** Lack of communication and parent participation.
- Problem Statement 5:** The culture at ILTexas NRH does not hold high enough expectations. **Root Cause:** The number of new teachers and new students reduces consistency.
- Problem Statement 6:** Technology is used well in 80% of classroom. **Root Cause:** Teacher require training on hardware, software, and engagement strategies.
- Problem Statement 7:** Teacher retention, as reported by PIEMS, must increase from 56.5% to 80% by 2022. **Root Cause:** There is no systematic support for teachers other than the mentoring program.
- Problem Statement 8 (Prioritized):** We will increase staff retention so that 90% of our staff has 3 or more years classroom experience by June 2022. **Root Cause:** The teaching job market is competitive where ISD's are able to pay higher salaries.
- Problem Statement 9 (Prioritized):** Individual PD plans are not developed for all teachers. **Root Cause:** Each year there is a large number of new or inexperienced teachers.
- Problem Statement 10 (Prioritized):** 85% of DLI classes are delivered with fidelity. **Root Cause:** Shorter higher volume training is required.
- Problem Statement 11 (Prioritized):** ILTexas NRH is not inclusive of all constituents in campus decision making. **Root Cause:** Lack of communication and participation.
- Problem Statement 12 (Prioritized):** The culture at ILTexas NRH does not set high enough expectations. **Root Cause:** There is no consistency or followup

# 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), 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 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 has also been a significant salary increase for teachers, making our salary a little more competitive with local ISDs. All staff members have been provided with a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, students in grades 6-8 are provided their own Chromebooks. Lastly, we have a media lab with 30 desktop computers.

## School Processes & Programs Strengths

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

Dual Language Program, Two Way SIOP, 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, PE/Character Development Program, Teachers utilize technology daily in their instruction. Students in grade 4th and 8th have access to Chromebooks for class assignments. Students can utilize technology for homework assignments and projects.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** We will increase staff retention so that 90% of our staff has 3 or more years classroom experience by June 2022. **Root Cause:** The teaching job market is competitive where ISD's are able to pay higher salaries.

**Problem Statement 2:** Teacher retention, as reported by PIEMS, must increase from 56.5% to 80% by 2022. **Root Cause:** There is no systematic support for teachers other than the mentoring program.

**Problem Statement 3 (Prioritized):** Individual PD plans are not developed for all teachers. **Root Cause:** Each year there is a large number of new or inexperienced teachers.

**Problem Statement 4 (Prioritized):** 85% of DLI classes are delivered with fidelity. **Root Cause:** Shorter higher volume training is required.

**Problem Statement 5:** 85% of the PLC model is delivered with fidelity. **Root Cause:** Shorter higher volume training is required.

**Problem Statement 6 (Prioritized):** We have student openings in 7th and 8th grades for the 2021-2022 school year. **Root Cause:** There is increased competition from New charter schools and our local ISD's.

**Problem Statement 7 (Prioritized):** STAAR Reading and Math scores are lower than the state average for special populations (SPED, LEP, Low SES) by 2-8%. **Root Cause:** Teachers training in differentiated instruction for subpopulations and students who need heavy interventions.

**Problem Statement 8:** STAAR Reading and Math meet scores are lower than the district target of 48% . Reading is 46% Math 42%. **Root Cause:** We currently have 33% Tier 3 students in Math and 37% in Reading.

**Problem Statement 9 (Prioritized):** ILTexas NRH will increase waitlists to 30 students per grade by June 2022. **Root Cause:** Increased competition from charters and ISD's.

**Problem Statement 10:** ILTexas NRH is not inclusive of all constituents in campus decision making. **Root Cause:** Lack of communication and parent participation.

**Problem Statement 11:** The culture at ILTexas NRH does not hold high enough expectations. **Root Cause:** The number of new teachers and new students reduces consistency.

**Problem Statement 12:** Technology is used well in 80% of classroom. **Root Cause:** Teacher require training on hardware, software, and engagement strategies.



# 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 for improvement within the school.

The Campus Leadership, Grade Level Administrators, and District Coordinators 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 teach the TEKS following the TEKS RS Scope and Sequence and curriculum programs for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. All classroom instruction will be data-driven. 6th-grade students will take STAAR Reading and Math Tests, 7th graders will take STAAR Reading, Math and Writing Tests, and 8th Graders will take STAAR Reading, Math, and Science, and Social Studies Tests. In addition, all 6th-8th-grade students will take ILTexas curriculum and culminates into an End Of Year service learning project for each grade level.

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 to provide the necessary support to students to bring about student success. ILTexas-NRH MS will provide student support services as outlined in IEPs and 504 accommodations for qualifying students. In order for students to be successful and maximize academic achievement, they must attend school on a regular basis. Student absences will be closely monitored by homeroom teachers, school registrar and school counselors. Parents will be contacted by their teacher if they are absent more than 2 consecutive days. Students with perfect attendance for the year will be recognized for every six weeks and at the end of the year during our award's program to encourage daily attendance. We also award students for other academic achievements including A, AB Honor roll, Eagle of the Six Weeks, Most improved and citizenship. We are also implementing a weekly grade level attendance challenge which recognizes and rewards high attendance for students and staff. Continuous monitoring and recognition of high achievement is a high priority supported in every area.

Generally speaking, Charter schools tend to have more involved parents than in traditional public schools. The school will develop a parent involvement police and parent compact to encourage and support parent involvement in their child's education. We will have a PTO that actively organizes events and fundraising activities throughout the school year. The school partners with the PTO to organize

major events such as Hispanic Heritage celebrations, Black History Month Presentation, Chinese New Year, Nation Neighborhood Night Out, and Spirit Nights. The PTO will also hold monthly meetings.

### **Perceptions Strengths**

Our teachers, students, parents and community members work well to support the learning for all. Parents work in collaboration with the school community to support the efforts to ensure that every child reaches their full potential. We celebrate our student's academic success, character development, and putting "Others Before Self". We also recognize the staff in displaying the characteristics of putting "Others Before Self" as well. We hosted a volunteer appreciation breakfast to recognize parents and other community members for their support of our students.

Teachers plan with their grade level teams. Teachers have dedicated DATA 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 online programs: Study Island, Reading A-Z, Accelerated Reader, Brain Pop, Measuring Up, etc. Teachers utilize Eduphoria. The school will have in place several vehicles to facilitate parent communication to include: Campus Leadership Newsletter end of each six week, Curriculum Night, PTO monthly meetings, Family Home-school Spirit Nights, Parent Portal, Parent-Teacher Conferences, School/Grade level/Teacher websites, School Messenger, Watch D.O.G.S. (Dads of Great Students) Program.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** ILTexas NRH is not inclusive of all constituents in campus decision making. **Root Cause:** Lack of communication and participation.

**Problem Statement 2 (Prioritized):** The culture at ILTexas NRH does not set high enough expectations. **Root Cause:** There is no consistency or followup

**Problem Statement 3 (Prioritized):** We have student openings in 7th and 8th grades for the 2021-2022 school year. **Root Cause:** There is increased competition from New charter schools and our local ISD's.

**Problem Statement 4:** STAAR Reading and Math meet scores are lower than the district target of 48% . Reading is 46% Math 42%. **Root Cause:** We currently have 33% Tier 3 students in Math and 37% in Reading.

**Problem Statement 5 (Prioritized):** STAAR Reading and Math scores are lower than the state average for special populations (SPED, LEP, Low SES) by 2-8%. **Root Cause:** Teachers training in differentiated instruction for subpopulations and students who need heavy interventions.

**Problem Statement 6:** ILTexas NRH is not inclusive of all constituents in campus decision making. **Root Cause:** Lack of communication and parent participation.

**Problem Statement 7:** The culture at ILTexas NRH does not hold high enough expectations. **Root Cause:** The number of new teachers and new students reduces consistency.

**Problem Statement 8:** Technology is used well in 80% of classroom. **Root Cause:** Teacher require training on hardware, software, and engagement strategies.

**Problem Statement 9:** Teacher retention, as reported by PIEMS, must increase from 56.5% to 80% by 2022. **Root Cause:** There is no systematic support for teachers other than the mentoring program.

# Priority Problem Statements

**Problem Statement 1:** We have student openings in 7th and 8th grades for the 2021-2022 school year.

**Root Cause 1:** There is increased competition from New charter schools and our local ISD's.

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

**Problem Statement 4:** STAAR Reading and Math scores are lower than the state average for special populations (SPED, LEP, Low SES) by 2-8%.

**Root Cause 4:** Teachers training in differentiated instruction for subpopulations and students who need heavy interventions.

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

**Problem Statement 5:** We will increase staff retention so that 90% of our staff has 3 or more years classroom experience by June 2022.

**Root Cause 5:** The teaching job market is competitive where ISD's are able to pay higher salaries.

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

**Problem Statement 7:** Individual PD plans are not developed for all teachers.

**Root Cause 7:** Each year there is a large number of new or inexperienced teachers.

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

**Problem Statement 8:** 85% of DLI classes are delivered with fidelity.

**Root Cause 8:** Shorter higher volume training is required.

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

**Problem Statement 11:** ILTexas NRH is not inclusive of all constituents in campus decision making.

**Root Cause 11:** Lack of communication and participation.

**Problem Statement 11 Areas:** Student Learning - Perceptions

**Problem Statement 12:** The culture at ILTexas NRH does not set high enough expectations.

**Root Cause 12:** There is no consistency or followup

**Problem Statement 12 Areas:** Student Learning - Perceptions

**Problem Statement 13:** ILTexas NRH will increase waitlists to 30 students per grade by June 2022.

**Root Cause 13:** Increased competition from charters and ISD's.



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

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

**Student Data: Behavior and Other Indicators**

- Student surveys and/or other feedback
- School safety data

**Employee Data**

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

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures 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:** NRH campus will increase the "Meets grade level" on STAAR reading from 42% to 48%. by the end of June 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** BOY, MOY, EOY Map data and STAAR data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> NRH teachers will use MAP data to define student gaps.  <b>Strategy's Expected Result/Impact:</b> Improved instruction.  <b>Staff Responsible for Monitoring:</b> Principal, AP  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Targeted Support Strategy</b>  <b>Problem Statements:</b> Demographics 3 - Student Learning 3, 9 - School Processes &amp; Programs 3, 9  <b>Funding Sources:</b> Purchase NWEA program - 420 - State</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> NRH teachers will use Istation data to triangulate and address student needs.  <b>Strategy's Expected Result/Impact:</b> Improved instruction.  <b>Staff Responsible for Monitoring:</b> Principal, AP  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Targeted Support Strategy</b>  <b>Problem Statements:</b> Student Learning 2, 9 - School Processes &amp; Programs 3, 7 - Perceptions 5  <b>Funding Sources:</b> Buy Istation Program - 420 - State</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Hire an instructional teacher coach dedicated to ELAR.  <b>Strategy's Expected Result/Impact:</b> Improved teacher coaching and instruction.  <b>Staff Responsible for Monitoring:</b> Principal, AP.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>



**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Targeted Support Strategy**  
**Problem Statements:** Student Learning 8 - School Processes & Programs 1  
**Funding Sources:** Hire instructional coach for ELAR - 420 - State



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 3:** ILTexas NRH will increase waitlists to 30 students per grade by June 2022. **Root Cause:** Increased competition from charters and ISD's.

**Student Learning**

**Problem Statement 2:** STAAR Reading and Math scores are lower than the state average for special populations (SPED, LEP, Low SES) by 2-8%. **Root Cause:** Teachers training in differentiated instruction for subpopulations and students who need heavy interventions.

**Problem Statement 3:** ILTexas NRH will increase waitlists to 30 students per grade by June 2022. **Root Cause:** Increased competition from charters and ISD's.

**Problem Statement 8:** We will increase staff retention so that 90% of our staff has 3 or more years classroom experience by June 2022. **Root Cause:** The teaching job market is competitive where ISD's are able to pay higher salaries.

**Problem Statement 9:** Individual PD plans are not developed for all teachers. **Root Cause:** Each year there is a large number of new or inexperienced teachers.

**School Processes & Programs**

**Problem Statement 1:** We will increase staff retention so that 90% of our staff has 3 or more years classroom experience by June 2022. **Root Cause:** The teaching job market is competitive where ISD's are able to pay higher salaries.

**Problem Statement 3:** Individual PD plans are not developed for all teachers. **Root Cause:** Each year there is a large number of new or inexperienced teachers.

**Problem Statement 7:** STAAR Reading and Math scores are lower than the state average for special populations (SPED, LEP, Low SES) by 2-8%. **Root Cause:** Teachers training in differentiated instruction for subpopulations and students who need heavy interventions.

**Problem Statement 9:** ILTexas NRH will increase waitlists to 30 students per grade by June 2022. **Root Cause:** Increased competition from charters and ISD's.

**Perceptions**

**Problem Statement 5:** STAAR Reading and Math scores are lower than the state average for special populations (SPED, LEP, Low SES) by 2-8%. **Root Cause:** Teachers training in differentiated instruction for subpopulations and students who need heavy interventions.

**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 students that score "Meets Grade Level" on STAAR Mathematics will increase from 46% to 48% by June 2022

**Targeted or ESF High Priority**

**Evaluation Data Sources:** BOY, MOY, EOY Map data and STAAR data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> NRH teachers will use MAP data to define student gaps and generate individual student learning pathways through Study Island.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 2, 3 - School Processes &amp; Programs 7, 9 - Perceptions 5</p> <p><b>Funding Sources:</b> Purchase NWEA program and Study Island Program - 420 - State</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> NRH teachers will use Imagine Math data to triangulate and address student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instruction</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 7 - Perceptions 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Hire an instructional teacher coach dedicated to Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Instruction</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 6 - Perceptions 3</p> <p><b>Funding Sources:</b> Hire an instructional coach - 420 - State</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide instructional materials, before, after, and Saturday School tutoring for teachers and students for use in Reading/LA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessment ( including Study Island, All in Learning, STAAR, Master, Brainpop, Measuring Up, etc)</p> <p><b>Strategy's Expected Result/Impact:</b> Student Success</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 7 - Perceptions 5</p> <p><b>Funding Sources:</b> Purchase All in Learning Program - 420 - State</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> We have student openings in 7th and 8th grades for the 2021-2022 school year. <b>Root Cause:</b> There is increased competition from New charter schools and our local ISD's.</p>
<p><b>Problem Statement 3:</b> ILTexas NRH will increase waitlists to 30 students per grade by June 2022. <b>Root Cause:</b> Increased competition from charters and ISD's.</p>
<b>Student Learning</b>
<p><b>Problem Statement 2:</b> STAAR Reading and Math scores are lower than the state average for special populations (SPED, LEP, Low SES) by 2-8%. <b>Root Cause:</b> Teachers training in differentiated instruction for subpopulations and students who need heavy interventions.</p>
<p><b>Problem Statement 3:</b> ILTexas NRH will increase waitlists to 30 students per grade by June 2022. <b>Root Cause:</b> Increased competition from charters and ISD's.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 6:</b> We have student openings in 7th and 8th grades for the 2021-2022 school year. <b>Root Cause:</b> There is increased competition from New charter schools and our local ISD's.</p>
<p><b>Problem Statement 7:</b> STAAR Reading and Math scores are lower than the state average for special populations (SPED, LEP, Low SES) by 2-8%. <b>Root Cause:</b> Teachers training in differentiated instruction for subpopulations and students who need heavy interventions.</p>
<p><b>Problem Statement 9:</b> ILTexas NRH will increase waitlists to 30 students per grade by June 2022. <b>Root Cause:</b> Increased competition from charters and ISD's.</p>
<b>Perceptions</b>
<p><b>Problem Statement 3:</b> We have student openings in 7th and 8th grades for the 2021-2022 school year. <b>Root Cause:</b> There is increased competition from New charter schools and our local ISD's.</p>
<p><b>Problem Statement 5:</b> STAAR Reading and Math scores are lower than the state average for special populations (SPED, LEP, Low SES) by 2-8%. <b>Root Cause:</b> Teachers training in differentiated instruction for subpopulations and students who need heavy interventions.</p>

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

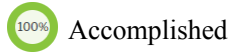
**HB3 Goal**


**Evaluation Data Sources:** ACTFL

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Purchase supplemental technology (such as Chromebooks), instructional materials, and evaluation/assessment/data analysis resources (and subsequent related PD. This includes hard copies as well as online tools/software to scaffold instruction (i.e., Peoples Education - Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs</p> <p><b>Strategy's Expected Result/Impact:</b> ACTFL increase</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 10 - School Processes &amp; Programs 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All Instructional coaches will monitor fidelity of the DLI model by June 2022.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased DLI efficacy</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's, IC's</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p> <p><b>Problem Statements:</b> Student Learning 10 - School Processes &amp; Programs 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Send campus (teachers/coaches/principals/assistant principals) and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

programs that will increase student achievement of all students (particularly our special populations).  
**Strategy's Expected Result/Impact:** Improve teacher understanding of DLI  
**Staff Responsible for Monitoring:** Principal, AP's, IC's  
**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers  
**Problem Statements:** Demographics 1 - School Processes & Programs 6 - Perceptions 3

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**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> We have student openings in 7th and 8th grades for the 2021-2022 school year. <b>Root Cause:</b> There is increased competition from New charter schools and our local ISD's.
<b>Student Learning</b>
<b>Problem Statement 10:</b> 85% of DLI classes are delivered with fidelity. <b>Root Cause:</b> Shorter higher volume training is required.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 4:</b> 85% of DLI classes are delivered with fidelity. <b>Root Cause:</b> Shorter higher volume training is required.
<b>Problem Statement 6:</b> We have student openings in 7th and 8th grades for the 2021-2022 school year. <b>Root Cause:</b> There is increased competition from New charter schools and our local ISD's.
<b>Perceptions</b>
<b>Problem Statement 3:</b> We have student openings in 7th and 8th grades for the 2021-2022 school year. <b>Root Cause:</b> There is increased competition from New charter schools and our local ISD's.

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

**Performance Objective 1:** NRH campus will improve the percent of teacher retained annually will increase from 62.5% to 76% by June 2022

**Evaluation Data Sources:** HR end of year report.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve feedback and teacher support by using the Whetstone program.  <b>Strategy's Expected Result/Impact:</b> Improve new teacher efficacy.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal.  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>  <b>Problem Statements:</b> Student Learning 9 - School Processes &amp; Programs 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement book studies for teachers. Get Better Faster, Fundamental 5, etc. Initiate community and parent communication. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.  <b>Strategy's Expected Result/Impact:</b> Improve teacher effectiveness.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal.  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Targeted Support Strategy</b>  <b>Problem Statements:</b> Student Learning 8 - School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 8:</b> We will increase staff retention so that 90% of our staff has 3 or more years classroom experience by June 2022. <b>Root Cause:</b> The teaching job market is competitive where ISD's are able to pay higher salaries.</p>
<p><b>Problem Statement 9:</b> Individual PD plans are not developed for all teachers. <b>Root Cause:</b> Each year there is a large number of new or inexperienced teachers.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> We will increase staff retention so that 90% of our staff has 3 or more years classroom experience by June 2022. <b>Root Cause:</b> The teaching job market is competitive where ISD's are able to pay higher salaries.</p>
<p><b>Problem Statement 3:</b> Individual PD plans are not developed for all teachers. <b>Root Cause:</b> Each year there is a large number of new or inexperienced teachers.</p>

**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			
<b>Strategy 1:</b> 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
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <span>No Progress</span> </div> <div style="text-align: center;">  <span>Accomplished</span> </div> <div style="text-align: center;">  <span>Continue/Modify</span> </div> <div style="text-align: center;">  <span>Discontinue</span> </div> </div>				

# Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	NRH teachers will use MAP data to define student gaps.
1	1	2	NRH teachers will use Istation data to triangulate and address student needs.
1	1	3	Hire an instructional teacher coach dedicated to ELAR.
2	1	1	NRH teachers will use MAP data to define student gaps and generate individual student learning pathways through Study Island.
2	1	2	NRH teachers will use Imagine Math data to triangulate and address student needs.
2	1	3	Hire an instructional teacher coach dedicated to Math.
2	1	4	Provide instructional materials, before, after, and Saturday School tutoring for teachers and students for use in Reading/LA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessment ( including Study Island, All in Learning, STAAR, Master, Brainpop, Measuring Up, etc)
4	1	1	Improve feedback and teacher support by using the Whetstone program.
4	1	2	Implement book studies for teachers. Get Better Faster, Fundamental 5, etc. Initiate community and parent communication. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.



## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
3	1	1	Purchase supplemental technology (such as Chromebooks), instructional materials, and evaluation/assessment/data analysis resources (and subsequent related PD. This includes hard copies as well as online tools/software to scaffold instruction (i.e., Peoples Education - Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs

# Campus Funding Summary

420 - State					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Purchase NWEA program		\$0.00
1	1	2	Buy Istation Program		\$0.00
1	1	3	Hire instructional coach for ELAR		\$0.00
2	1	1	Purchase NWEA program and Study Island Program		\$0.00
2	1	3	Hire an instructional coach		\$0.00
2	1	4	Purchase All in Learning Program		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00

# Addendums