International Leadership of Texas

Lancaster 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 mission of ILTexas guides our daily professional practices, and creates an atmosphere of celebration, advocacy, and acknowledgement of the uniqueness of the community that we serve. We are willing to take risk, be innovative, have fun and give ourselves permission to be great. We are guided by wisdom, integrity, and passion. We have a healthy balance of our spiritual, family, and professional lives. Our dedication to excellence will result in our students exceeding the state and national academic standards.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

<u>**Demographics (6th -8th grade)**</u>

As an international school we have attracted families from a wide range of ethnic backgrounds and socio-economic statuses. We also pride ourselves in surrounding our students with educators with a wide range of ethnic backgrounds and experiences.

AA 247, Hispanic 183, American Indian 2, Asian 2, White 5

Source: On Data Suite (2020 - 2021 Preliminary Fall PEIMS file loaded 01/11/2021)

<u>**Attendance Percentage per month (6th -8th grade)**</u>

Aug. 2020 94.06%, Sept. 2020 72.07%, Oct. 2020 64.46%, Nov. 2020 76.92%, Dec. 2020 95.76%, Jan. 2021 88.24%,Feb. 2021 96.25%, March 2021 95.78%, April 2021 94.29%., May 2021 95.00%

Source: SKYWARD Attendance Monthy report

Staff Quality - Information

100% of our teachers have at least a bachelors degree. The majority of the teachers do not hold a valid teacher certification.

Certified - 2 (Math Teachers)

Not Certified - 10 (Math, Science, RLA, and Social Studies)

Not Certified - 4 (Fine Arts)

Source: Campus Staffing Sheet

Demographics Strengths

Our campus's diversity has given our students exposure to a variety of cultures. This promotes creativity, as well as better education, as those with differing viewpoints are able to collaborate to create solutions. There is a better understanding and displaying of empathy towards one another in the face of the changing society around them. In addition, to diversity as a strength, exposure to different programs is also a strength. The students are afforded an opportunity to have learnig experiences, similar to their more affluent peers. Free meal programs, specialized educators, and resourses are a few of the programs that have had a positive impact on student academic achievement at our campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): All educators are not cultural competent, to effectively handle all students. **Root Cause:** Educators placing too much emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.

Problem Statement 2 (Prioritized): Maintaining attendance rates above 97% each month. **Root Cause:** 1) Students who relocate often throughout the year. 2) Accountability for student attendance needs some improvement. 3) Students who are required to care for younger siblings when they are sick, so that their parents can go to work. 4) All other factors related to attendance in a title 1 school.

Problem Statement 3 (Prioritized): Unable to retain effective teachers for continued service. **Root Cause:** Compared to other districts in the area, our salary is not as competitive, especially for our teachers who gain certification while with us.

Student Learning

Student Learning Summary

ILTexas Lancaster K-8 identified strengths and weaknesses in the instructional program that may affect student performance. Through this process, data collected and reviewed in the Needs Assessment will be used to provide the overall effectiveness of the instructional program at ILTexas Lancaster K-8. The data which will be reviewed includes school wide ECAs (EduphoriaL LL Texas: AWARE), MAP test results, monthly I-Station results, STAAR results, weekly assessments, and teacher observations. The data received will indicate which areas our students lag behind in all core subject areas in comparison to most other schools in the district. Due to limited testing assessments, reading and math boot camps are being prepared as a bridge for those who have fallen behind and require additional assistance.

After completing a data analysis of the STAAR (previous tested year) scores, EOY Assessments and MAP data, it is apparent that targeted reading and math interventions will provide the students the foundational skill necessary to improve student academic achievement. Instructional coaches, as well as, the campus teachers will profile each of their students after weekly assessments, end of course assessments, and district benchmarks. All staff will engage in vertical alignment planning with the use of Texas Resource Systems and Lead Forward Data Analysis tools. The comprehensive use of data over the course of each semester will support directly impact student's overall performance. .

One primary area of need is to ensure that teachers become certified in their content areas, so that they posses both the (1) general pedagogy and (2) content pedagogy knowledge to effectively teach students. A secondary need that supports pedagoical knowledge is that teachers must be equipped with the skills to effectively facilitate standard-based lessons that consider both the varying academic, social-emtional, and cultural needs of students.

Results of Data Collection

Grade Level	Subject	% Did Not Meet	% Approaches	% Meets	% Masters
6	Reading	83	18	4	0
6	Math	73	27	2	0
7	Reading	43	57	34	20
7	Math	60	40	11	1
8	Reading	44	56	28	14
8	English 1	17	83	67	17
8	Math	66	34	12	4

Student Learning Strengths

ILTexas Lancaster K-8 has done a good job in communicating that failure is not an option and every student has the ability to grow in every area, if they are fully engaged in our programs. Parents have been informed through parent orientation and supportive of Eagle Academy (mastery learning) and tutoring, including extended tutoring (beoynd the school day). Additionally, teachers have become more familair with intergrating tehcnology in the classroom to support student learning as well as becoming increasinly competent in analyzing data and unpacking TEKS to facilitate instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Ongoing professional development on authentic integration of technology in daily instruction **Root Cause:** Teachers have daily agendas during their PLC time, instruction time is limited, and some PLCs are overloaded with information.

Problem Statement 2 (Prioritized): The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, Ron Clark, AVID, subject are/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** Sometimes the district aligns PD with district-wide initiatives vs. campus specific planning needs.

Problem Statement 3 (Prioritized): Some educators lack cultural competence and the ability to form authentic and effective relationships across differences. **Root Cause:** Educators placing too much emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.

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Problem Statement 7 (Prioritized): Historically African American and Hispanic children in Title 1 schools have needs that far exceed their more affluent peers, including the need for social emotional learning. **Root Cause:** Minimal exposure to technology, healthy habits, healthy culture identification, literacy skills, math skills, and post-secondary educational goals. Students often struggle with how to be aware of themselves and other's emotions and decisions and how to respond to those.

Problem Statement 8 (Prioritized): The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. **Root Cause:** Teachers administer several assessments throughout the year, but some still struggle in using assessment results to drive instruction. Professional development and support are needed to improve data driven instruction through planning days and vertical planning.

Problem Statement 9 (Prioritized): The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. **Root Cause:** Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction. Professional development and support will be offered to teachers to improve data driven instruction through planning days and vertical planning, Classroom libraries, leveled readers, and guided reading will be used to differentiate and support students on different reading levels. Online programs such as All In Learning and Measuring Up Live will be used to differentiate tests and gain real time data to meet the specific needs of all students in all content areas.

Problem Statement 10 (Prioritized): Ongoing professional development on authentic integration of technology in daily instruction **Root Cause:** Teachers have daily agendas during their PLC time, and instruction time is limited and some PLCs are overloaded with information; therefore; performance planning days are needed.

School Processes & Programs

School Processes & Programs Summary

Campus Leadership and District Coaches and Directors 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. Our curriculum, instruction, and assessment supports and challenges all students with all of our teachers following the state standards (TEKS) guidelines. The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Teachers will utilize the TEKS RS Year at a Glance and Instructional Focus Document for all core subject areas, as well as analyze data based on the state, district and local assessments in order to be data driven. Teachers will need to differentiate instruction based on students' needs and learning styles in order to reach a diverse group of students. 3rd grade students will take STAAR Reading and Math Tests, 4th graders will take STAAR Reading, Math and Writing Tests, and 5th Graders will take STAAR Reading, Math, and
Science Tests with 2 administrations of Reading and Math if students are not successful the first time around. Students will complete MAP testing in 2nd-8th Grades. iStation will be utilized in K-8th grades. All 2nd-5th grade students will take district ECAs every 6 weeks. Any student who has established a pattern of non-mastery will be targeted for remediation through small group instruction or tutorials. Home and school will work together through conferences, written, and oral communication to provide the necessary support to students. ILTexas-Lancaster will provide student support services as outlined in IEPs and 504 accommodations for qualifying students. Continuous monitoring and recognition of high achievement is a high priority supported in every area.

Our goal is to recruit and retain high caliber staff. We use sources such as, campus website, the Teacher Job Network (TJN), and Region 10 and 11 job fairs, social media, and word of mouth. Our goal is that all teachers are highly qualified. We have teachers in alternative certification programs as well as visiting teachers from other countries to support our district mission of being a trilingual school district. Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. This year we have recruitment of teachers from Spain and China. Our interview process clearly outlines the mission, philosophy and expectations for our school. ILT will continue to work with region 10 & 11 and the district to actively find qualified teacher candidates to fill positions within the school. We seek paraprofessionals that are either enrolled in education programs, have degrees or experience in working with students. Our general data reflects that every year our district employs a high number of brand new teachers. Therefore, it is important to have the resources to support these teachers that are new to the profession. Our evaluation system uses a modified version of the TTESS model, this model is built to be nonthreatening and improve instruction. Every teacher will obtain a walk thru every six weeks with feedback. The extended observation of 30 minutes must be complete prior to winter break. Visits may be announced or unannounced and a post conference is required 10 business days after the extended observation.

International Leadership of Texas Lancaster K-8 is focused on building exceptional leadership in scholars using a trilingual model and building the mind, body, and character. The district supports with campus staffing; a Principal, 3 APs, GLAs for each grade level, an Instructional Aide for each grade level, Chinese teachers, core teachers, performance coaches, and LOTE teachers, SPED team, IC. We also have district representatives to support in different departments. The school day is extended 45 min. to provide enrichment to students. Different arrival times and dismissal are in place for K-4 and 5-8. The ratio of students in K-2 is 1:20, 3-8 is 1:26. Being a charter campus with limited salaries for professional employees it is difficult to recruit certified high quality teachers. Our district recruits' teachers in Spain and China as a way to have authentic exposure to Spanish and Chinese. Based on the community that we serve with the high populations of SPED, at risk, ED, ELs, 504s, behavior and students who are behind grade level the ratio of 1:20 or 1:26 makes it difficult to reach the needs of all learners with high quality instruction. During the 2019-2020 school year our campus struggled with tardies for 5-8. Many of our international teachers faced challenges in classroom management, teaching in the US, using TEKS, planning, and teacher expectations. This is a hardship based on their knowledge of experience to teaching in their country. During enrichment time teachers are able to devote time to contents that students perform poorly.

All staff members have been provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, students in grades 4 and 5th are provided their own Chromebooks. Likewise, students in K-3 classrooms utilize one tablet, or Chromebook creating a 1:1 ratio for technology. Lastly, we have a media lab with 60 laptop computers, and EPIC was implemented during media center rotations & class stations. We utilize the following academic resources to assist us in our daily learning and communication: Kahoot, Measuring Up, Dojo, Study Island, IStation, Reading A-Z, Stemscopes, Kuder, MAP, STAAR-AR; and finally, technology pieces that also encourage

and engage parents through the use of programs such as Edmodo, Peachjar, Dojo, Smores, Facebook, Call-Messenger and Parent Portal. With the use of this kind of technology we have increased our parent communication, improved behavior, while continuing to make teaching and the delivery more engaging, attainable, and fun.

School Processes & Programs Strengths

Our curriculum, instruction, and assessment supports and challenges all students with all of our teachers following the state standards (TEKS) guidelines. We are guided by the TEKS and follow TEKS Resource System to guide in planning, instruction and assessment. Teachers plan with their grade level teams and content areas. Teachers have dedicated DATA days every 3 or 6 weeks to review student levels and instructional needs. They also have extended time daily to meet with grade level team, instructional coaches, reading/math interventionists, or partner teachers during Professional Learning.

Teachers have the support of partners and team members. Teachers plan lessons, activities and assessments together. All GLAs/teachers will attend TEKS Resource System Training. Teachers have access to several on-line programs: Study Island, Reading A-Z, Brain Pop, Measuring Up, etc. Teachers utilize Eduphoria. Teachers have the support of the District Content Directors and Area Coaches. Students receive intervention during school and after school/Saturdays. Items used for curriculum:TEKS Resource System, Selected programs for core subject areas, Trilingual Programs (English, Spanish and Chinese). Items used for assessment: iStation in Kinder-8th grades, Running Records Assessments (Kinder-2nd Grades), STAAR (3rd-5th grades), ECA's (2nd-5th Grades).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. **Root Cause:** Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction. Professional development and support will be offered to teachers to improve data driven instruction through planning days and vertical planning, Classroom libraries, leveled readers, and guided reading will be used to differentiate and support students on different reading levels. Online programs such as All In Learning and Measuring Up Live will be used to differentiate tests and gain real time data to meet the specific needs of all students in all content areas.

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Problem Statement 10 (Prioritized): The need to increase the PTO membership by providing various forms of volunteer opportunities for parents and stakeholders annually **Root Cause:** Host meetings and have information tables for volunteer registration and sign up. Host elections at the school with bio and photos. Have a campus open election.

Problem Statement 11 (Prioritized): Build effective communication & relationship among parents in the community. **Root Cause:** Create a Site-Based Decision Making Committee where parents are informed of new development, annually revised Campus Action Plan, Comprehensive Need Assessments, Family and Community events and activities.

Problem Statement 12 (Prioritized): Consistency in the quality of our school wide systems is vital to a positive culture and climate. **Root Cause:** We have to consistently monitor our progress through the use of quality and control surveys and community volunteers. We need to streamline communication to all affected parties.

Perceptions

Perceptions Summary

Provide opportunities for Community and Parental Involvement on campus through special programs such as Parent Conferences, Meet the Teacher Night, Family Reading Night, Watch DOGS, GT Showcase, and Coffee with the principal and etc.

Perceptions Strengths

The campus was able to actively host events and engage parents. These opportunites allow for face to face or virtual interactions which are convenient for parents to be engaged.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The need to increase the PTO membership by providing various forms of volunteer opportunities for parents and stakeholders annually **Root Cause:** Host meetings and have information tables for volunteer registration and sign up. Host elections at the school with bio and photos. Have a campus open election.

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Priority Problem Statements

Problem Statement 1: All educators are not cultural competent, to effectively handle all students.

Root Cause 1: Educators placing too much emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.

Problem Statement 1 Areas: Demographics - School Processes & Programs

Problem Statement 2: Maintaining attendance rates above 97% each month.

Root Cause 2: 1) Students who relocate often throughout the year. 2) Accountability for student attendance needs some improvement. 3) Students who are required to care for younger siblings when they are sick, so that their parents can go to work. 4) All other factors related to attendance in a title 1 school.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: Ongoing professional development on authentic integration of technology in daily instruction

Root Cause 3: Teachers have daily agendas during their PLC time, instruction time is limited, and some PLCs are overloaded with information.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, Ron Clark, AVID, subject are/grade level specific conferences, etc. on engaging instructional strategies and classroom management.

Root Cause 4: Sometimes the district aligns PD with district-wide initiatives vs. campus specific planning needs.

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

Problem Statement 5: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles.

Root Cause 5: Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction. Professional development and support will be offered to teachers to improve data driven instruction through planning days and vertical planning, Classroom libraries, leveled readers, and guided reading will be used to differentiate and support students on different reading levels. Online programs such as All In Learning and Measuring Up Live will be used to differentiate tests and gain real time data to meet the specific needs of all students in all content areas.

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

Problem Statement 6: Ongoing professional development on authentic integration of technology in daily instruction

Root Cause 6: Teachers have daily agendas during their PLC time, and instruction time is limited and some PLCs are overloaded with information; therefore; performance planning days are needed.

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

Problem Statement 7: Unable to retain effective teachers for continued service.

Root Cause 7: Compared to other districts in the area, our salary is not as competitive, especially for our teachers who gain certification while with us.

Problem Statement 7 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 8: Consistency in the quality of our school wide systems is vital to a positive culture and climate.

Root Cause 8: We have to consistently monitor our progress through the use of quality and control surveys and community volunteers. We need to streamline communication to all affected parties.

Problem Statement 8 Areas: School Processes & Programs - Perceptions

Problem Statement 9: Build effective communication & relationship among parents in the community.

Root Cause 9: Create a Site-Based Decision Making Committee where parents are informed of new development, annually revised Campus Action Plan, Comprehensive Need Assessments, Family and Community events and activities.

Problem Statement 9 Areas: School Processes & Programs - Perceptions

Problem Statement 10: The need to increase the PTO membership by providing various forms of volunteer opportunities for parents and stakeholders annually

Root Cause 10: Host meetings and have information tables for volunteer registration and sign up. Host elections at the school with bio and photos. Have a campus open election.

Problem Statement 10 Areas: School Processes & Programs - Perceptions

Problem Statement 11: Students need additional resources to increase student achievement.

Root Cause 11: There are several gaps in student achievement and additional resources are needed to close the gaps.

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

Problem Statement 12: Some educators lack cultural competence and the ability to form authentic and effective relationships across differences.

Root Cause 12: Educators placing too much emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.

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

Problem Statement 13: Students need an opportunity for software application instruction to maximize application usage.

Root Cause 13: No current technology instruction for students (i.e. computer lab, technology lessons)

Problem Statement 13 Areas: Student Learning - School Processes & Programs

Problem Statement 14: Historically African American and Hispanic children in Title 1 schools have needs that far exceed their more affluent peers, including the need for social emotional learning.

Root Cause 14: Minimal exposure to technology, healthy habits, healthy culture identification, literacy skills, math skills, and post-secondary educational goals. Students often struggle with how to be aware of themselves and other's emotions and decisions and how to respond to those.

Problem Statement 14 Areas: Student Learning

Problem Statement 15: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles.

Root Cause 15: Teachers administer several assessments throughout the year, but some still struggle in using assessment results to drive instruction. Professional development and support are needed to improve data driven instruction through planning days and vertical planning.

Problem Statement 15 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- 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
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- 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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure 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: By the end of the 2021-2022 School Year Implement Writing Across the Curriculum Strategies in reading classrooms for grade levels 6th grade-8th grade to increase writing scores from 30% on the release practice to 70% for the actual State assessment to support reading instruction.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR, MAP, Cycle Assessments and Benchmark Data

Strategy 1 Details			Reviews			
Strategy 1: Purchase leveled readers/novels to support student academic achievement			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student academic achievement			**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Instructional Coach and Interventionist						
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction						
Problem Statements: Student Learning 5 - School Processes & Programs 9						
Funding Sources: Leveled Readers and Novels - 211 - Title 1-A - $500						
Strategy 2 Details			**Reviews**			
Strategy 2: Provide resources and materials to increase student academic achievement in math, through the utilization of fine arts development for art, theatre, music, and dance instruction.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student academic achievement			**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Instructional Coach						
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction						
Problem Statements: Student Learning 5, 7 - School Processes & Programs 9						
Funding Sources: Resources and material - 211 - Title 1-A - $500						
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue						

Performance Objective 1 Problem Statements:

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School Processes & Programs
Problem Statement 9: Students need additional resources to increase student achievement. **Root Cause**: There are several gaps in student achievement and additional resources are needed to close the gaps.

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

Performance Objective 2: By the end of the 2021-2022 school year, all Special Populations (to include SPED and ESL students) will increase their reading and math performance at the Approaches and Meets Performance Level on State Assessments by 10-15%. Evaluation Data

    Targeted or ESF High Priority

    Evaluation Data Sources: STAAR, MAP, Cycle Assessments and Benchmark Data

Strategy 1 Details	Reviews			
Strategy 1: Bring in subject matter experts and consultants to help teachers and administrators to strengthen their ability to support our ESL, DLI, and other programs that will increase student achievement.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increase student academic achievement
    Staff Responsible for Monitoring: Assistant Principal over PD
    Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction
    Problem Statements: Student Learning 1, 2 - School Processes & Programs 5, 6
    Funding Sources: subject matter experts and consultants - 211 - Title 1-A - $3,000				

Strategy 2 Details	Reviews			
Strategy 2: Send campus staff to conferences to assist ILTexas teachers and administrators with strengthening their ability to support our ESL, DLI and other programs that will increase student achievement.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increase student academic achievement
    Staff Responsible for Monitoring: Assistant Principal over PD and Instructional Coach
    Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction
    Problem Statements: Student Learning 5 - School Processes & Programs 9
    Funding Sources: conferences - 211 - Title 1-A - $2,000				

Strategy 3 Details	Reviews			
Strategy 3: Purchase supplemental resources such as bilingual dictionaries, leveled readers,instructional materials, supplemental workbooks, manipulatives, and enrichment summer school materials to support instruction.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increase student academic achievement
    Staff Responsible for Monitoring: Assistant Principal over textbooks and Instructional Coaches
    Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction
    Problem Statements: Student Learning 5, 7 - School Processes & Programs 9
    Funding Sources: supplemental resources - 211 - Title 1-A - $500				

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Ongoing professional development on authentic integration of technology in daily instruction **Root Cause**: Teachers have daily agendas during their PLC time, instruction time is limited, and some PLCs are overloaded with information.
Problem Statement 2: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, Ron Clark, AVID, subject are/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause**: Sometimes the district aligns PD with district-wide initiatives vs. campus specific planning needs.
Problem Statement 5: Students need additional resources to increase student achievement. **Root Cause**: There are several gaps in student achievement and additional resources are needed to close the gaps.
Problem Statement 7: Historically African American and Hispanic children in Title 1 schools have needs that far exceed their more affluent peers, including the need for social emotional learning. **Root Cause**: Minimal exposure to technology, healthy habits, healthy culture identification, literacy skills, math skills, and post-secondary educational goals. Students often struggle with how to be aware of themselves and other's emotions and decisions and how to respond to those.

School Processes & Programs
Problem Statement 5: Ongoing professional development on authentic integration of technology in daily instruction **Root Cause**: Teachers have daily agendas during their PLC time, instruction time is limited, and some PLCs are overloaded with information.
Problem Statement 6: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, Ron Clark, AVID, subject are/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause**: Sometimes the district aligns PD with district-wide initiatives vs. campus specific planning needs.
Problem Statement 9: Students need additional resources to increase student achievement. **Root Cause**: There are several gaps in student achievement and additional resources are needed to close the gaps.

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: By the end of the 2021-2022 School Year Implement Writing Across the Curriculum Strategies in math classrooms for grade levels 6th grade-8th grade to increase writing scores from 30% on the release practice to 70% for the actual State assessment to support reading instruction

Targeted or ESF High Priority

Evaluation Data Sources: STAAR, MAP, Cycle Assessments and Benchmark Data

Strategy 1 Details	Reviews			
Strategy 1: Utilize educational consultants to provide professional development, model lesson, conduct observations and feedback for teachers.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase student academic achievement				
Staff Responsible for Monitoring: Instructional Coach				
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				
Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 5, 6, 7				
Funding Sources: educational consultants - 211 - Title 1-A - $2,000				

Strategy 2 Details	Reviews			
Strategy 2: Purchasing print and digital books will allow students to develop their reading skills , read, and self-select high interest titles along with nonfiction texts that will support multiple content areas (science, math, social studies). Providing access to print books ensures students have the opportunity to read these texts without needing access to a device or internet. Digital interactive books and audio books can provide content area support and will provide additional accessibility options to students that a book alone may not provide	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase student academic achievement				
Staff Responsible for Monitoring: Assistant Principal over technology and Instructional Coach				
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				
Problem Statements: Student Learning 1, 5 - School Processes & Programs 5, 9				
Funding Sources: digital books - 211 - Title 1-A - $500				

Strategy 3 Details	Reviews			
Strategy 3: Provide materials, resources, and snacks to provide during afterschool tutorials and Saturday School for remediation for targeting students in need to increase academic achievement.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase student academic achievement				

Staff Responsible for Monitoring: Assistant Principal over Saturday School

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 5 - School Processes & Programs 9

Funding Sources: materials, resources, and snacks - 211 - Title 1-A - $300

0% No Progress   **100%** Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Ongoing professional development on authentic integration of technology in daily instruction **Root Cause**: Teachers have daily agendas during their PLC time, instruction time is limited, and some PLCs are overloaded with information.
Problem Statement 2: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, Ron Clark, AVID, subject are/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause**: Sometimes the district aligns PD with district-wide initiatives vs. campus specific planning needs.
Problem Statement 3: Some educators lack cultural competence and the ability to form authentic and effective relationships across differences. **Root Cause**: Educators placing too much emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.
Problem Statement 5: Students need additional resources to increase student achievement. **Root Cause**: There are several gaps in student achievement and additional resources are needed to close the gaps.
School Processes & Programs
Problem Statement 5: Ongoing professional development on authentic integration of technology in daily instruction **Root Cause**: Teachers have daily agendas during their PLC time, instruction time is limited, and some PLCs are overloaded with information.
Problem Statement 6: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, Ron Clark, AVID, subject are/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause**: Sometimes the district aligns PD with district-wide initiatives vs. campus specific planning needs.
Problem Statement 7: Some educators lack cultural competence and the ability to form authentic and effective relationships across differences. **Root Cause**: Educators placing too much emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.
Problem Statement 9: Students need additional resources to increase student achievement. **Root Cause**: There are several gaps in student achievement and additional resources are needed to close the gaps.

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: By the end of the 2021-2022 school year, all Special Populations (to include SPED and ESL students) will increase their math performance at the Approaches and Meets Performance Level on State Assessments by 10-15%. Evaluation Data

Targeted or ESF High Priority

Evaluation Data Sources: STAAR, MAP, Cycle Assessments and Benchmark Data

Strategy 1 Details	Reviews			
Strategy 1: Purchase supplies to support students as they profile their assessment data and track their progress. These materials are, but not limited to file folders, pocket folders, binders, paper, pens, colored pencils, markers, crayons, staples, paperclips	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increase student academic achievement
   Staff Responsible for Monitoring: Budget Clerk and Instructional Coach
   Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction
   Problem Statements: Student Learning 5 - School Processes & Programs 9
   Funding Sources: supplies - 211 - Title 1-A - $500				

Strategy 2 Details	**Reviews**			
Strategy 2: Hire a Math Instructional Coach to assist students with demonstrating mastery of objectives assessed on State Assessments.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increase student academic achievement
   Staff Responsible for Monitoring: Assistant Principal over Math
   Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction
   Problem Statements: Student Learning 2, 9, 10 - School Processes & Programs 1, 3, 6 - Perceptions 4, 6
   Funding Sources: Payroll - 211 - Title 1-A - $25,000				

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, Ron Clark, AVID, subject are/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause**: Sometimes the district aligns PD with district-wide initiatives vs. campus specific planning needs.
Problem Statement 5: Students need additional resources to increase student achievement. **Root Cause**: There are several gaps in student achievement and additional resources are needed to close the gaps.

Student Learning

Problem Statement 9: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. **Root Cause**: Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction. Professional development and support will be offered to teachers to improve data driven instruction through planning days and vertical planning, Classroom libraries, leveled readers, and guided reading will be used to differentiate and support students on different reading levels. Online programs such as All In Learning and Measuring Up Live will be used to differentiate tests and gain real time data to meet the specific needs of all students in all content areas.

Problem Statement 10: Ongoing professional development on authentic integration of technology in daily instruction **Root Cause**: Teachers have daily agendas during their PLC time, and instruction time is limited and some PLCs are overloaded with information; therefore; performance planning days are needed.

School Processes & Programs

Problem Statement 1: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. **Root Cause**: Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction. Professional development and support will be offered to teachers to improve data driven instruction through planning days and vertical planning, Classroom libraries, leveled readers, and guided reading will be used to differentiate and support students on different reading levels. Online programs such as All In Learning and Measuring Up Live will be used to differentiate tests and gain real time data to meet the specific needs of all students in all content areas.

Problem Statement 3: Ongoing professional development on authentic integration of technology in daily instruction **Root Cause**: Teachers have daily agendas during their PLC time, and instruction time is limited and some PLCs are overloaded with information; therefore; performance planning days are needed.

Problem Statement 6: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, Ron Clark, AVID, subject are/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause**: Sometimes the district aligns PD with district-wide initiatives vs. campus specific planning needs.

Problem Statement 9: Students need additional resources to increase student achievement. **Root Cause**: There are several gaps in student achievement and additional resources are needed to close the gaps.

Perceptions

Problem Statement 4: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. **Root Cause**: Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction. Professional development and support will be offered to teachers to improve data driven instruction through planning days and vertical planning, Classroom libraries, leveled readers, and guided reading will be used to differentiate and support students on different reading levels. Online programs such as All In Learning and Measuring Up Live will be used to differentiate tests and gain real time data to meet the specific needs of all students in all content areas.

Problem Statement 6: Ongoing professional development on authentic integration of technology in daily instruction **Root Cause**: Teachers have daily agendas during their PLC time, and instruction time is limited and some PLCs are overloaded with information; therefore; performance planning days are needed.

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

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

    Targeted or ESF High Priority

    Evaluation Data Sources: STAAR, MAP, Cycle Assessments and Benchmark Data

Strategy 1 Details	Reviews			
Strategy 1: Hire a Dual Language Instructional Coach to assist our teachers with lesson plans, effective teaching strategies and data driven instruction.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase student academic achievement				
Staff Responsible for Monitoring: K-2 Assistant Principal an Assistant Principal over LOTE				
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				
Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 4, 6				
Funding Sources: Payroll - 211 - Title 1-A - $25,000				

Strategy 2 Details	Reviews			
Strategy 2: Send campus staff to conferences (e.g. La Cosecha, RCA, TESOL) to assist ILTexas teachers and administrators to support staff in strengthening their ability to support our ESL, DLI, and other student populations that will increase student achievement, with particular attention to second language learners.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase student academic achievement				
Staff Responsible for Monitoring: Instructional Coach				
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				
Problem Statements: Student Learning 2, 9, 10 - School Processes & Programs 1, 3, 6 - Perceptions 4, 6				
Funding Sources: conferences - 211 - Title 1-A - $1,000				

Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for on-going professional development in the implementation of the ACTFL proficiency guidelines.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase student academic achievement				
Staff Responsible for Monitoring: Instructional Coach				
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				
Problem Statements: Student Learning 1, 2 - School Processes & Programs 5, 6				
Funding Sources: professional development - 211 - Title 1-A - $2,000				

Strategy 4 Details	Reviews			
Strategy 4: Expose students to language through field trips, virtual tours, international teleconferences, pen pal letters with a school in China or Spain, aligned to the ACTFL proficiency guidelines.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase student academic achievement **Staff Responsible for Monitoring:** Grade Level Administrators **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 5 - School Processes & Programs 9 **Funding Sources:** field trips, - 211 - Title 1-A - $300				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: All educators are not cultural competent, to effectively handle all students. **Root Cause**: Educators placing too much emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.
Student Learning
Problem Statement 1: Ongoing professional development on authentic integration of technology in daily instruction **Root Cause**: Teachers have daily agendas during their PLC time, instruction time is limited, and some PLCs are overloaded with information.
Problem Statement 2: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, Ron Clark, AVID, subject are/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause**: Sometimes the district aligns PD with district-wide initiatives vs. campus specific planning needs.
Problem Statement 5: Students need additional resources to increase student achievement. **Root Cause**: There are several gaps in student achievement and additional resources are needed to close the gaps.
Problem Statement 9: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. **Root Cause**: Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction. Professional development and support will be offered to teachers to improve data driven instruction through planning days and vertical planning, Classroom libraries, leveled readers, and guided reading will be used to differentiate and support students on different reading levels. Online programs such as All In Learning and Measuring Up Live will be used to differentiate tests and gain real time data to meet the specific needs of all students in all content areas.
Problem Statement 10: Ongoing professional development on authentic integration of technology in daily instruction **Root Cause**: Teachers have daily agendas during their PLC time, and instruction time is limited and some PLCs are overloaded with information; therefore; performance planning days are needed.

School Processes & Programs

Problem Statement 1: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. **Root Cause**: Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction. Professional development and support will be offered to teachers to improve data driven instruction through planning days and vertical planning, Classroom libraries, leveled readers, and guided reading will be used to differentiate and support students on different reading levels. Online programs such as All In Learning and Measuring Up Live will be used to differentiate tests and gain real time data to meet the specific needs of all students in all content areas.

Problem Statement 3: Ongoing professional development on authentic integration of technology in daily instruction **Root Cause**: Teachers have daily agendas during their PLC time, and instruction time is limited and some PLCs are overloaded with information; therefore; performance planning days are needed.

Problem Statement 4: All educators are not cultural competent, to effectively handle all students. **Root Cause**: Educators placing too much emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.

Problem Statement 5: Ongoing professional development on authentic integration of technology in daily instruction **Root Cause**: Teachers have daily agendas during their PLC time, instruction time is limited, and some PLCs are overloaded with information.

Problem Statement 6: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, Ron Clark, AVID, subject are/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause**: Sometimes the district aligns PD with district-wide initiatives vs. campus specific planning needs.

Problem Statement 9: Students need additional resources to increase student achievement. **Root Cause**: There are several gaps in student achievement and additional resources are needed to close the gaps.

Perceptions

Problem Statement 4: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. **Root Cause**: Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction. Professional development and support will be offered to teachers to improve data driven instruction through planning days and vertical planning, Classroom libraries, leveled readers, and guided reading will be used to differentiate and support students on different reading levels. Online programs such as All In Learning and Measuring Up Live will be used to differentiate tests and gain real time data to meet the specific needs of all students in all content areas.

Problem Statement 6: Ongoing professional development on authentic integration of technology in daily instruction **Root Cause**: Teachers have daily agendas during their PLC time, and instruction time is limited and some PLCs are overloaded with information; therefore; performance planning days are needed.

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

Performance Objective 1: By the end of the 2021-2022 school year, the ILTexas Lancaster K-8 Faculty, Staff, and Parents will complete at least two book studies and community events, focussing on improving culture and climate.

Targeted or ESF High Priority

Evaluation Data Sources: Survey data and Observation data

Strategy 1 Details	Reviews			
Strategy 1: Purchase books for book studies (Teach Like Your Hair is on Fire, What good teachers do, What great Principals do, Five disfunctions of a team, Leverage Leadership, Who moved my cheese) and other professional development opportunities to help increase teacher effectiveness, teacher retention, and student achievement.	**Formative**			**Summative**
	Nov	Jan	May	June
Strategy's Expected Result/Impact: Increase student academic achievement **Staff Responsible for Monitoring:** Budget Clerk and Assistant Principal over Professional Development **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 2 - School Processes & Programs 2, 6 - Perceptions 5 **Funding Sources:** books - 211 - Title 1-A - $300				

Strategy 2 Details	Reviews			
Strategy 2: Provide hands-on opportunities for parents to work with staff or outside vendor to learn how to use the programs that students are required to use to improve student achievement, through the purchase of snacks, books, materials, and consultant services. (Parent Boot Camp, Parent University, Parent Orientation). Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.	**Formative**			**Summative**
	Nov	Jan	May	June
Strategy's Expected Result/Impact: Increase student academic achievement **Staff Responsible for Monitoring:** Community Liaison and Principal **Title I Schoolwide Elements:** 2.4, 2.6, 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 10, 11 - Perceptions 1, 2 **Funding Sources:** snacks, books, materials, and consultant services. - 211 - Title 1-A - $1,000				

Strategy 3 Details	Reviews			
Strategy 3: Communicate events through efforts such as monthly SMORE newsletters, Remind 101, team newsletters, campus website and individual teacher communication.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase student academic achievement **Staff Responsible for Monitoring:** Principal and Media Specialist **Title I Schoolwide Elements:** 2.6, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 11, 12 - Perceptions 2, 3 **Funding Sources:** Digital Newsletter - 211 - Title 1-A - $100				

Strategy 4 Details	Reviews			
Strategy 4: Purchase college flags and career information posters, and books for book studies.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase student academic achievement **Staff Responsible for Monitoring:** Assistant Principal over Professional Development **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 12 - Perceptions 3 **Funding Sources:** Books, college flags, books - 211 - Title 1-A - $300				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Unable to retain effective teachers for continued service. **Root Cause**: Compared to other districts in the area, our salary is not as competitive, especially for our teachers who gain certification while with us.

Student Learning
Problem Statement 2: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, Ron Clark, AVID, subject are/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause**: Sometimes the district aligns PD with district-wide initiatives vs. campus specific planning needs.

School Processes & Programs
Problem Statement 2: Unable to retain effective teachers for continued service. **Root Cause**: Compared to other districts in the area, our salary is not as competitive, especially for our teachers who gain certification while with us.
Problem Statement 6: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, Ron Clark, AVID, subject are/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause**: Sometimes the district aligns PD with district-wide initiatives vs. campus specific planning needs.
Problem Statement 10: The need to increase the PTO membership by providing various forms of volunteer opportunities for parents and stakeholders annually **Root Cause**: Host meetings and have information tables for volunteer registration and sign up. Host elections at the school with bio and photos. Have a campus open election.

School Processes & Programs
Problem Statement 11: Build effective communication & relationship among parents in the community. **Root Cause**: Create a Site-Based Decision Making Committee where parents are informed of new development, annually revised Campus Action Plan, Comprehensive Need Assessments, Family and Community events and activities.
Problem Statement 12: Consistency in the quality of our school wide systems is vital to a positive culture and climate. **Root Cause**: We have to consistently monitor our progress through the use of quality and control surveys and community volunteers. We need to streamline communication to all affected parties.

Perceptions
Problem Statement 1: The need to increase the PTO membership by providing various forms of volunteer opportunities for parents and stakeholders annually **Root Cause**: Host meetings and have information tables for volunteer registration and sign up. Host elections at the school with bio and photos. Have a campus open election.
Problem Statement 2: Build effective communication & relationship among parents in the community. **Root Cause**: Create a Site-Based Decision Making Committee where parents are informed of new development, annually revised Campus Action Plan, Comprehensive Need Assessments, Family and Community events and activities.
Problem Statement 3: Consistency in the quality of our school wide systems is vital to a positive culture and climate. **Root Cause**: We have to consistently monitor our progress through the use of quality and control surveys and community volunteers. We need to streamline communication to all affected parties.
Problem Statement 5: Unable to retain effective teachers for continued service. **Root Cause**: Compared to other districts in the area, our salary is not as competitive, especially for our teachers who gain certification while with us.

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

Performance Objective 2: Student Discipline referrals will decrease by 25% from the previous year.

Targeted or ESF High Priority

Evaluation Data Sources: Skyward Discipline Reports

Strategy 1 Details		Reviews			
Strategy 1: Provide incentives/special recognition, such as snacks and awards, for accomplishments in grades, attendance, and behaviors, as well as afford students opportunities to participate in content based field trips.		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase student academic achievement **Staff Responsible for Monitoring:** Grade Level Administrators **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 6 - School Processes & Programs 12 - Perceptions 3 **Funding Sources:** snacks and awards - 211 - Title 1-A - $300					
Strategy 2 Details		Reviews			
Strategy 2: Hire an Instructional Aide to assist in the effective implementation of Restorative Behavioral Practices and effectively implement school-wide systems obtained during professional development .		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase student academic achievement **Staff Responsible for Monitoring:** Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 3, 7 - School Processes & Programs 7 **Funding Sources:** Payroll - 211 - Title 1-A - $10,000					
Strategy 3 Details		Reviews			
Strategy 3: Provide professional development on schoolwide systems to implement smooth transitions with protocol for arrival, lunch, hallways, and dismissal.		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase student academic achievement **Staff Responsible for Monitoring:** Assistant Principal over PD **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 2, 7 - School Processes & Programs 4, 6 **Funding Sources:** Professional Development - 211 - Title 1-A - $500					
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: All educators are not cultural competent, to effectively handle all students. **Root Cause**: Educators placing too much emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.
Problem Statement 2: Maintaining attendance rates above 97% each month. **Root Cause**: 1) Students who relocate often throughout the year. 2) Accountability for student attendance needs some improvement. 3) Students who are required to care for younger siblings when they are sick, so that their parents can go to work. 4) All other factors related to attendance in a title 1 school.

Student Learning
Problem Statement 2: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, Ron Clark, AVID, subject are/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause**: Sometimes the district aligns PD with district-wide initiatives vs. campus specific planning needs.
Problem Statement 3: Some educators lack cultural competence and the ability to form authentic and effective relationships across differences. **Root Cause**: Educators placing too much emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.
Problem Statement 6: Maintaining attendance rates above 97% each month. **Root Cause**: 1) Students who relocate often throughout the year. 2) Accountability for student attendance needs some improvement. 3) Students who are required to care for younger siblings when they are sick, so that their parents can go to work. 4) All other factors related to attendance in a title 1 school.
Problem Statement 7: Historically African American and Hispanic children in Title 1 schools have needs that far exceed their more affluent peers, including the need for social emotional learning. **Root Cause**: Minimal exposure to technology, healthy habits, healthy culture identification, literacy skills, math skills, and post-secondary educational goals. Students often struggle with how to be aware of themselves and other's emotions and decisions and how to respond to those.

School Processes & Programs
Problem Statement 4: All educators are not cultural competent, to effectively handle all students. **Root Cause**: Educators placing too much emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.
Problem Statement 6: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, Ron Clark, AVID, subject are/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause**: Sometimes the district aligns PD with district-wide initiatives vs. campus specific planning needs.
Problem Statement 7: Some educators lack cultural competence and the ability to form authentic and effective relationships across differences. **Root Cause**: Educators placing too much emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.
Problem Statement 12: Consistency in the quality of our school wide systems is vital to a positive culture and climate. **Root Cause**: We have to consistently monitor our progress through the use of quality and control surveys and community volunteers. We need to streamline communication to all affected parties.

Perceptions
Problem Statement 3: Consistency in the quality of our school wide systems is vital to a positive culture and climate. **Root Cause**: We have to consistently monitor our progress through the use of quality and control surveys and community volunteers. We need to streamline communication to all affected parties.

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

Performance Objective 3: By the end of 2021 - 2022 school year. ILTexas Lancaster Elementary School will implement Professional development opportunities for teachers to increase their instructional skills.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR, MAP, Cycle Assessments and Benchmark Data

Strategy 1 Details	Reviews			
Strategy 1: Provide PD opportunities and purchase programs such as but not limited to All in Learning, Achieve 3000, Measuring Up, Think up, Study Island, and supplemental online software for core content areas to monitor student achievement. Provide consumable materials.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase student academic achievement **Staff Responsible for Monitoring:** Assistant Principal over textbooks and Assistant Principal over Professional Development **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 6 **Funding Sources:** software - 211 - Title 1-A - $1,000				

Strategy 2 Details	Reviews			
Strategy 2: Provide substitutes for teachers on 1-2 performance planning days per six weeks, in order to allow them time to review student data from DOLs and common assessments to analyze learning gaps and create reteach lessons.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase student academic achievement **Staff Responsible for Monitoring:** Assistant Principal over substitutes **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 8, 9 - School Processes & Programs 1 - Perceptions 4 **Funding Sources:** substitutes - 211 - Title 1-A - $1,000				

Strategy 3 Details	Reviews			
Strategy 3: Provide outside consultants, book studies, and outside PD to allow teachers opportunities for professional growth in their content area.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase student academic achievement				

Staff Responsible for Monitoring: Assistant Principal over staff development

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers

Problem Statements: Student Learning 2, 9 - School Processes & Programs 1, 6 - Perceptions 4

Funding Sources: Professional Development - 211 - Title 1-A - $17,000

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, Ron Clark, AVID, subject are/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause**: Sometimes the district aligns PD with district-wide initiatives vs. campus specific planning needs.
Problem Statement 8: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. **Root Cause**: Teachers administer several assessments throughout the year, but some still struggle in using assessment results to drive instruction. Professional development and support are needed to improve data driven instruction through planning days and vertical planning.
Problem Statement 9: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. **Root Cause**: Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction. Professional development and support will be offered to teachers to improve data driven instruction through planning days and vertical planning, Classroom libraries, leveled readers, and guided reading will be used to differentiate and support students on different reading levels. Online programs such as All In Learning and Measuring Up Live will be used to differentiate tests and gain real time data to meet the specific needs of all students in all content areas.

| School Processes & Programs |
|---|
| **Problem Statement 1**: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. **Root Cause**: Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction. Professional development and support will be offered to teachers to improve data driven instruction through planning days and vertical planning, Classroom libraries, leveled readers, and guided reading will be used to differentiate and support students on different reading levels. Online programs such as All In Learning and Measuring Up Live will be used to differentiate tests and gain real time data to meet the specific needs of all students in all content areas. |
| **Problem Statement 6**: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, Ron Clark, AVID, subject are/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause**: Sometimes the district aligns PD with district-wide initiatives vs. campus specific planning needs. |

Perceptions

Problem Statement 4: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. **Root Cause**: Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction. Professional development and support will be offered to teachers to improve data driven instruction through planning days and vertical planning, Classroom libraries, leveled readers, and guided reading will be used to differentiate and support students on different reading levels. Online programs such as All In Learning and Measuring Up Live will be used to differentiate tests and gain real time data to meet the specific needs of all students in all content areas.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Bring in subject matter experts (such as but not limited to AIM for Success) and purchase resources (such as but not limited to purchasing kits for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students).	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
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	Leveled Readers and Novels		$500.00
1	1	2	Resources and material		$500.00
1	2	1	subject matter experts and consultants		$3,000.00
1	2	2	conferences		$2,000.00
1	2	3	supplemental resources		$500.00
2	1	1	educational consultants		$2,000.00
2	1	2	digital books		$500.00
2	1	3	materials, resources, and snacks		$300.00
2	2	1	supplies		$500.00
2	2	2	Payroll		$25,000.00
3	1	1	Payroll		$25,000.00
3	1	2	conferences		$1,000.00
3	1	3	professional development		$2,000.00
3	1	4	field trips,		$300.00
4	1	1	books		$300.00
4	1	2	snacks, books, materials, and consultant services.		$1,000.00
4	1	3	Digital Newsletter		$100.00
4	1	4	Books, college flags, books		$300.00
4	2	1	snacks and awards		$300.00
4	2	2	Payroll		$10,000.00
4	2	3	Professional Development		$500.00
4	3	1	software		$1,000.00
4	3	2	substitutes		$1,000.00
4	3	3	Professional Development		$17,000.00
				Sub-Total	$94,600.00
				Grand Total	$94,600.00

Addendums