International Leadership of Texas

Orem Elementary

2021-2022 Campus Improvement Plan

Mission Statement

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

Vision

ILTexas Orem Elementary School will grow and nurture students while guiding them as they reach their academic capacity. While attending ILTexas Orem Elementary, students will build relationships and excel academically. At the same time, learners will develop a love for serving others and a desire to live a healthy lifestyle.

Core Beliefs

1. All students have value.
2. All students have potential.
3. All students have the right to high expectations, caring teachers and a loving learning environment.
4. Our job is to receive students as they are, then move them forward as much as possible.
5. School and parent collaboration is paramount.

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Comprehensive Needs Assessment

Needs Assessment Overview

Located in the Southeast area of Houston, TX, the campus is expected each year to meet capacity with at least 1,416 total students. The elementary school grades (K-2) will each have 160 students and each classroom is expected to have a teacher: student ratio of 1:20. The elementary school grades (3-5) will each have 156 students and each classroom is expected to have a teacher: student ratio of 1:26.The students are from diverse cultural and ethnic backgrounds with at least 90% low SES to make the campus eligible for Title I. The CNA was conducted with the input of as many stakeholders as possible.

ILTexas Orem Elementary School needs assessment will identify strengths and weaknesses in the instructional program that may affect student performance. The data collected in the Needs Assessment will be used to review the overall effectiveness of the instructional program at ILTexas Orem.

The Campus Improvement Plan Committee will meet approximately four times annually, and a summary of the minutes will be distributed to all faculty and committee members.

Campus leadership will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade level academic performance gains and STAAR performance gains. Teachers will follow the TEKS RS Scope and Sequence and curriculum for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. Instruction will be data driven. 3rd grade students will take STAAR Reading and Mathematics tests, 4th graders will take STAAR Reading, Writing and Mathematics tests and 5th graders will take STAAR Reading, Mathematics and Science. Students will also take TPRI in grades K-2nd and MAP in grades 2nd-5th. All students K-5th will take district CSAs. Critical thinking and problem-solving skills will be emphasized in all core subject t areas.

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 insure that home and school work together provide the necessary support to students to bring about student success. ILTexas Orem will provide student support services as outlined in IEPs, and 504 accommodations for qualifying students.

In order for students to be successful they must attend school on a regular basis. Student absences will be closely monitored by homeroom teachers, school registrar and school counselor. Parents will be contacted if a student is absent more than two days. Students with perfect attendance for the year will be recognized at the end of the school year during our awards program.

Demographics

Demographics Summary

Demographics Summary

DEMOGRAPHICS

Current enrollment is 844 total students. The students are from diverse cultural and ethnic backgrounds with at least 90% low SES to make the campus eligible for Title I.

Kindergarten- 97

1st - 141

2nd - 163

3rd - 143

4th - 159

5th - 141

Male = 49.69%

Female =50.31%

Hispanic/Latino = 39.48%

African American = 57.69%

Two-or-more= 1.97%

White = .62%

Asian = 0%

Special Education = 5.54%

LEP = 29.40%

Eco-Dis = 84.50%

At-Risk = 78.47%

We are still in the process of filling all of our teacher and staff vacancies. We are 95% staffed in our classroom positions. We have 2 support/special teacher openings at this time. We anticipate filling 100% of our vacancies by June 19th, 2020.

Data Sources include: Skyward reports; Eklipse reports; Staff hired and vacancy list STAFF QUALITY

At present, 95% all positions have been filled K-5; there are 2 vacancies at the elementary school level. Identified below are statements about the strengths, as well as the priority need areas of the campus.

Demographics Strengths

DEMOGRAPHICS

At ILTexas Orem, we have a very diverse student population. Our teacher demographics match the student demographics at a very high level. Our class sizes are below the state averages. Our kindergarten to fifth grade students will participate in a Dual Language Instruction program in English, Spanish and Chinese (Mandarin) taught as a Foreign Language Elementary School (FLES) program.

STAFF QUALITY

Stipends for mentors (mentor program) Mentor/buddy program for new teachers Participating at University Job Fairs Hosting campus/district job fairs

Recruiting through university education programs and alternative certification programs Stipends for math and science content teachers

Stipends for lead representatives such as for the Gifted and Talented program

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause:** Teachers often lack the foundation to progressively move students at the same consistent pace.

Problem Statement 2 (Prioritized): Parents have minimum engagement in campus activities and events. **Root Cause:** Parents have work schedules that are not optimal for taking time off from work to work with the school.

Problem Statement 3 (Prioritized): There is a large polarity in the socio-economic needs of our families. Some families may expect small class sizes and highly specialized after

school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communique as they are leading very busy lives making ends meet. **Root Cause:** Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

Problem Statement 4 (Prioritized): Students identified as Limited English proficient often struggle on state assessments. **Root Cause:** Student medium on instruction from home countries were other than English and use of English language at home is limited.

Problem Statement 5 (Prioritized): Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause:** Salary differences between charter and public schools.

Problem Statement 6 (Prioritized): Nearly 95% or Orem's students are identified as at risk students, therefore impacting the amount of time teachers and TAs can spend with individual students . **Root Cause:** 95% of the student population is at risk due to low socioeconomic scores, limited English proficient, and failures of state assessments.

Student Learning

Student Learning Summary

Student Academic Achievement Summary

Grade	Assessment	# of Students Tested	Percentage	Approaches	Meets	Masters
3rd Math	Benchmark	127	45.41%	36.22%	36.22%	36.22%
3rd Reading	Benchmark	127	41.97%	28.57%	7.14%	0.79%
3rd Science	ECA	127	56.60%	41.6%	15.2%	0.8%
3rd Social Studies	ECA	127	52.73%	50.79%	8.73%	3.17%
4th Math	Benchmark	126	42.83%	33.06%	8.26%	1.65%
4th Reading	Benchmark	126	47.53%	37.5%	12.5%	3.33%
4th Writitng	Benchmark	126	42.49%	17.48%	10.68%	3.88%
4th Science	ECA	126	67.42%	62.63%	38.38%	18.18%
4th Social Studies	ECA	126	28.67%	1.82%	0%	28.67%
5th Math	Benchmark	120	48.27%	50.45%	17.12%	4.5%
5th Reading	Benchmark	120	49.61%	38.74%	15.32%	5.41%
5th Science	Benchmark	120	48.27%	50.45%	17.12%	4.5%
5th Social Studies	ECA	120	28.67%	1.82%	0%	0%
5th Reading	2019 STAAR	120	48%	52%	20%	8%
5th Math	2019 STAAR	120	38%	62%	20%	10%

Student Learning Strengths

Student Academic Achievement Strengths

- Access to students' most recent report cards and STAAR scores
- Extended instructional day
- Daily enrichment time
- Eagle Homework Academy for academic mastery
- District designated Data Days to analyze student achievement data
- Remediation schedule created to assist Tier III students in all STAAR tested grade levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The number of teachers on campus with sufficient experience and knowledge of effective research-based strategies in core subject areas posed issues with providing enough tools for students to reach mastery. **Root Cause:** Empirically Orem K-8 has an issue completing with ISD's to recruit highly qualified teacher due current pay scale not being on level with surrounding districts.

Problem Statement 2 (Prioritized): Novice teachers are unsure of best practices needed to progressively move students forward towards higher academic achievement. **Root Cause:** A number 1st and 2nd year teachers need assistance in developing a strong skill base for instruction and classroom management.

Problem Statement 3 (Prioritized): Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause:** Teachers often lack the foundation to progressively move students at the same consistent pace.

Problem Statement 4 (Prioritized): Teachers need resources that target differentiated instruction. **Root Cause:** Lack of resources that target various sub-pop groups.

Problem Statement 5 (Prioritized): Teachers need assistance with lesson planning, classroom management and creating student centered lessons. **Root Cause:** 80% of the school's teachers lack foundation educational pedagogy.

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Problem Statement 7 (Prioritized): Students identified as Limited English proficient often struggle on state assessments. **Root Cause:** Student medium on instruction from home countries were other than English and use of English language at home is limited.

Problem Statement 8 (Prioritized): Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause:** Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies

Problem Statement 9 (Prioritized): Nearly 95% or Orem's students are identified as at risk students, therefore impacting the amount of time teachers and TAs can spend with individual students . **Root Cause:** 95% of the student population is at risk due to low socioeconomic scores, limited English proficient, and failures of state assessments.

Problem Statement 10 (Prioritized): The lack of professional development to properly implement the technology. **Root Cause:** Staff efficacy.

Problem Statement 11 (Prioritized): Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause:** Teachers often lack the foundation to progressively move students at the same consistent pace.

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Problem Statement 13 (Prioritized): Teachers need resources that target differentiated instruction. **Root Cause:** Lack of resources that target various sub-pop groups.

Problem Statement 14 (Prioritized): Campus needs consistent and aligned checkpoints for testing student growth weekly. **Root Cause:** Lack of resource materials to create effective tests.

Problem Statement 15 (Prioritized): Lack parent and community volunteers and community resources to assist in organizing and facilitating school events **Root Cause:** Inconvenient times of events, benefits recognition, and communications between school and families.

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School Processes & Programs

School Processes & Programs Summary

CURRICULUM, INSTRUCTION, & ASSESSMENT

Orem's curriculum is TEKS based and is required to follow a scope and sequence rooted in state standards. Teachers are required to use these resources to guide their planning, instruction and assessment. Planning, instruction and assessment willed be aligned - horizontally and vertically. Curriculum, instruction and assessment will be at the heart of all PLC meetings. Planning and instruction will be driven by and responsive to student data.

STAFF RECRUITMENT & RETENTION

At present, 90% all positions have been filled K-5; there are 2 vacancies at the elementary school level. Identified below are statements about the strengths, as well as the priority need areas of the campus.

SCHOOL ORGANIZATION

ILTexas Orem elementary leadership structure consists of a principal, 2 assistant principals, 6 grade level administrators, 1 instructional coaches, and 2 school counselors. The principal serves as K-8 campus principal. These is a K-2 assistant principal and 3-5 assistant principal. Each grade level has a grade level administrator that oversees the grade level activities. They also serve as mentors to new teachers and provide some level of instructional coaching. To facilitate our dual language model teachers meet in their PLC 2x per week and with their partner teacher 2x per week. These are times for collaboration and data review. All instructional coaches and counselors provide support to teachers and students.

The school day is an extended day to facilitate the school's curriculum which places emphasizes on developing a healthy mind, body and character. Character education is taught daily in the Physical Education Program and in the classroom.

TECHNOLOGY

All students have access 1 to 1 to a computer. All classrooms have document cameras, smart panels and other forms of technology to assist with instruction.

School Processes & Programs Strengths

CURRICULUM, INSTRUCTION, & ASSESSMENT

- Structured intervention on a daily basis
- Instruction will be driven by a range of data points
- Data days will allow for teachers to review and plan to be responsive to student data
- Two-way immersion program structure
- Daily PLC with each grade level team
- TEKS-based resources
- Academic tools, including Learning A-Z, STEMScopes, Leveled Reading, etc. Use of creativity in lesson design
- Pearson Envision is a useful tool, closely aligned to the TEKS
- Dual Language structure will improve student outcomes across languages and contents
- Chromebooks will allow teachers to support technological literacy and incorporate various medias into their instruction

STAFF RECRUITMENT & RETENTION

- Stipends for mentors (mentor program)
- Mentor/buddy program for new teachers
- Participating at University Job Fairs
- Hosting campus/district job fairs
- Recruiting through university education programs and alternative certification programs Stipends for math and science content teachers
- Stipends for lead representatives such as for the Gifted and Talented program

SCHOOL ORGANIZATION

The school organizational structure provides support at many level for teachers, students and parents. Teachers have planning/meeting time built into their school day to meet and plan with grade level. Teachers also have dedicated data days built into the school year calendar. Professional development opportunities are also available to teachers. Each grade level has a grade level administrator (GLA) to oversee the grade and to support the teacher in the day to day operations. Each grade level has a teacher assistant.

- Horizontal (grade level) PLC built into workday
- Teacher support structure - Grade Level Administrators, APs, Principal
- Regular updates and newsletters to parents and faculty/staff
- District calendar includes Data Dive Days

TECHNOLOGY

- SMART Boards in all classrooms
- Tablet ratio 2:1 in Kindergarten to 3rd grade
- Chromebook ratio 1:1 in 4th to 8th grade Laptops for all teachers
- Teachers utilize technology daily in their instruction.
- Students can utilize technology for homework assignments and projects at home and on campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause:** Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.

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Problem Statement 13 (Prioritized): Need to maintain a positive school climate and culture. **Root Cause:** Parents and staff are at odds with how to administer discipline.

Perceptions

Perceptions Summary

FAMILY AND COMMUNITY INVOLVEMENT

Generally speaking Charter schools tend to have more involved parents than the traditional public schools. The school will develop a parent involvement committee and parent compact to encourage and support parent involvement in their child's education.

We will have a (SDMC) shared decision making committee comprised on teachers, students, parents and community members.

We will have a PTO that actively organizes events and fund-raising 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.

A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identified below are statements about the strengths, as well as the priority need areas of the district/school.

SCHOOL CULTURE & CLIMATE

As a third year campus, there is a need to acquire pedagogy consistency and depth with teachers in the process of establishing an identity built on trust and collaboration among all stakeholders (i.e., administrators, teachers, paraprofessionals, students, parents and community).

Data collection processes will be conducted to provide the leadership team with data to determine stakeholders' perception of the campus's culture and climate. Upon final month of school, informal feedback will be provided via social media, parent conferences, meet and greets, and personal conversations that reflected overall satisfaction with communication between school administration/teachers and the community, student discipline, and instruction.

Perceptions Strengths

FAMILY AND COMMUNITY INVOLVEMENT

- Community business partnerships
- Parent surveys
- Intercultural event calendar Intercultural committee expectation
- Parental excitement towards having a quality school in their community

SCHOOL CULTURE & CLIMATE

As a third year campus, we will maintain a system the fosters the following:

- Evident level of pride in new school
- Strong, positive teacher-teacher and teacher-administrator connections
- High level of teacher "faith" in Orem campus leadership
- Implementation of Positive Behavior Intervention and Supports (PBIS) Campus-wide
- Positive parent response to new leadership team regarding improved communication, discipline, and vision for school

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack parent and community volunteers and community resources to assist in organizing and facilitating school events **Root Cause:** Inconvenient times of events, benefits recognition, and communications between school and families.

Problem Statement 2 (Prioritized): Lack parent and community volunteers and community resources to assist in organizing and facilitating school events **Root Cause:** Inconvenient times of events, benefits recognition, and communications between school and families.

Problem Statement 3 (Prioritized): Need to maintain a positive school climate and culture. **Root Cause:** Parents and staff are at odds with how to administer discipline.

Problem Statement 4 (Prioritized): Parents have minimum engagement in campus activities and events. **Root Cause:** Parents have work schedules that are not optimal for taking time off from work to work with the school.

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Problem Statement 6 (Prioritized): Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause:** Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.

Priority Problem Statements

Problem Statement 1: Students work at various learning levels, creating learning gaps among the various tiered learning groups.

Root Cause 1: Teachers often lack the foundation to progressively move students at the same consistent pace.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Parents have minimum engagement in campus activities and events.

Root Cause 2: Parents have work schedules that are not optimal for taking time off from work to work with the school.

Problem Statement 2 Areas: Demographics - Perceptions

Problem Statement 3: There is a large polarity in the socio-economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communique as they are leading very busy lives making ends meet.

Root Cause 3: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

Problem Statement 3 Areas: Demographics - Perceptions

Problem Statement 4: Students identified as Limited English proficient often struggle on state assessments.

Root Cause 4: Student medium on instruction from home countries were other than English and use of English language at home is limited.

Problem Statement 4 Areas: Demographics - Student Learning

Problem Statement 5: Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems.

Root Cause 5: Salary differences between charter and public schools.

Problem Statement 5 Areas: Demographics - School Processes & Programs

Problem Statement 6: The number of teachers on campus with sufficient experience and knowledge of effective research-based strategies in core subject areas posed issues with providing enough tools for students to reach mastery.

Root Cause 6: Empirically Orem K-8 has an issue completing with ISD's to recruit highly qualified teacher due current pay scale not being on level with surrounding districts.

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

Problem Statement 7: Novice teachers are unsure of best practices needed to progressively move students forward towards higher academic achievement.

Root Cause 7: A number 1st and 2nd year teachers need assistance in developing a strong skill base for instruction and classroom management.

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

Problem Statement 8: Students work at various learning levels, creating learning gaps among the various tiered learning groups.

Root Cause 8: Teachers often lack the foundation to progressively move students at the same consistent pace.

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

Problem Statement 9: Teachers need resources that target differentiated instruction.

Root Cause 9: Lack of resources that target various sub-pop groups.

Problem Statement 9 Areas: Student Learning - School Processes & Programs

Problem Statement 10: Teachers need assistance with lesson planning, classroom management and creating student centered lessons.

Root Cause 10: 80% of the school's teachers lack foundation educational pedagogy.

Problem Statement 10 Areas: Student Learning - School Processes & Programs

Problem Statement 11: There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communique as they are leading very busy lives making ends meet .

Root Cause 11: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: Students identified as Limited English proficient often struggle on state assessments.

Root Cause 12: Student medium on instruction from home countries were other than English and use of English language at home is limited.

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

Problem Statement 13: Some teachers are not able to effectively use provided resources and implement strategies.

Root Cause 13: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies

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

Problem Statement 14: Nearly 95% or Orem's students are identified as at risk students, therefore impacting the amount of time teachers and TAs can spend with individual students .

Root Cause 14: 95% of the student population is at risk due to low socioeconomic scores, limited English proficient, and failures of state assessments.

Problem Statement 14 Areas: Demographics - Student Learning

Problem Statement 15: The lack of professional development to properly implement the technology.

Root Cause 15: Staff efficacy.

Problem Statement 15 Areas: Student Learning - School Processes & Programs

Problem Statement 16: Some teachers are not able to effectively use provided resources and implement strategies.
Root Cause 16: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.
Problem Statement 16 Areas: School Processes & Programs - Perceptions

Problem Statement 17: Teachers need resources that target differentiated instruction.
Root Cause 17: Lack of resources that target various sub-pop groups.
Problem Statement 17 Areas: Student Learning - School Processes & Programs

Problem Statement 18: Campus needs consistent and aligned checkpoints for testing student growth weekly.
Root Cause 18: Lack of resource materials to create effective tests.
Problem Statement 18 Areas: Student Learning - School Processes & Programs

Problem Statement 19: Lack parent and community volunteers and community resources to assist in organizing and facilitating school events
Root Cause 19: Inconvenient times of events, benefits recognition, and communications between school and families.
Problem Statement 19 Areas: Student Learning - Perceptions

Problem Statement 20: Lack parent and community volunteers and community resources to assist in organizing and facilitating school events
Root Cause 20: Inconvenient times of events, benefits recognition, and communications between school and families.
Problem Statement 20 Areas: Student Learning - Perceptions

Problem Statement 21: Need to maintain a positive school climate and culture.
Root Cause 21: Parents and staff are at odds with how to administer discipline.
Problem Statement 21 Areas: School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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

- At-risk/non-at-risk 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

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- Parent engagement rate
- Community 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

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

Performance Objective 1: Based on HB3 Board Goal requirement ... The percent of 3rd grade students that score on grade level or above in Reading will increase from 42% to 47% by June 2022 using iStation Indicator Progress Monitor tool - ISIP. The percent of 3rd grade students that grow one grade level in Spanish Reading (Spanish ISIP) will increase from 30% to 48% by June 2022.

   Targeted or ESF High Priority

   Evaluation Data Sources: ISIP English and Spanish

Strategy 1 Details	Reviews			
Strategy 1: Send campus (teachers/coaches/principals/assistant principals) and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement				
Staff Responsible for Monitoring: Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists				
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**				
Problem Statements: Demographics 5 - Student Learning 1 - School Processes & Programs 4, 5				
Funding Sources: Funds needed to send teachers to trainings and conferences. - 263 - Title III - $50,000, Funds needed to send teachers to trainings and conferences. - 211 - Title 1-A - $50,000				

Strategy 2 Details		Reviews		
Strategy 2: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement. **Staff Responsible for Monitoring:** Instructional technologist, campus principals and campus instructional coaches. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 5 - Student Learning 2 - School Processes & Programs 4, 6 **Funding Sources:** Funds needed for trainings and hiring subject matter experts. - 263 - Title III - $50,000, Funds needed for trainings and hiring subject matter experts. - 211 - Title 1-A - $50,000				

Strategy 3 Details		Reviews		
Strategy 3: Purchase supplemental technology, instructional materials and evaluation/assessment kits plus - subsequent related PD (hardcopies as well as online tools/software) to scaffold instruction (i.e, Brainpop, Study Island, Imagine Learning, Peoples Education- Measuring Up, Sped Evaluation kits, bilingual dictionaries, leveled readers etc).	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Purchase professional books for staff to increase their knowledge of DLI/ESL programs. **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Campus principals, campus textbook coordinators, campus instructional coaches and campus media specialists. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 11 **Funding Sources:** Funding needed for instructional resources. - 211 - Title 1-A - $50,000, Funding needed for instructional resources. - 263 - Title III - $50,000				

Strategy 4 Details	Reviews			
Strategy 4: Hire Math and Reading Interventionists to provide math and reading interventions during the day. Provide before school, afterschool, and Saturday tutoring.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Principal, instructional coaches and campus administrators. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1 - Perceptions 6 **Funding Sources:** Funding needed to hire math and reading interventionists. - 211 - Title 1-A - $120,000, Funding needed to hire math and reading interventionists. - 211 - Title 1-A - $120,000				

Strategy 5 Details	Reviews			
Strategy 5: Hire a Restorative Discipline Coach and aide to work with students with behavioral issues and focus on problem-solving by expressing feelings and needs and exploring how to address the root cause of student misbehavior.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement. **Staff Responsible for Monitoring:** Increased student retention and following of campus expectations. **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 3, 4 - School Processes & Programs 7, 8 **Funding Sources:** Funding needed to hire restorative discipline coach and aide. - 211 - Title I School Improvement - $120,000, Funding needed to hire restorative discipline coach and aide. - 211 - Title I School Improvement - $120,000				

Strategy 6 Details	Reviews			
Strategy 6: Hire three campus instructional coaches to coach teachers in various learning capacities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased teacher capacity and increased student acheivement.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Principal and assistant principal.				

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: School Processes & Programs 1 - Perceptions 6

Funding Sources: Funding needed to hire instructional coaches. - 211 - Title 1-A - $120,000, Funding needed to hire instructional coaches. - 211 - Title I School Improvement - $120,000

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Teachers often lack the foundation to progressively move students at the same consistent pace.
Problem Statement 5: Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause**: Salary differences between charter and public schools.

Student Learning
Problem Statement 1: The number of teachers on campus with sufficient experience and knowledge of effective research-based strategies in core subject areas posed issues with providing enough tools for students to reach mastery. **Root Cause**: Empirically Orem K-8 has an issue completing with ISD's to recruit highly qualified teacher due current pay scale not being on level with surrounding districts.
Problem Statement 2: Novice teachers are unsure of best practices needed to progressively move students forward towards higher academic achievement. **Root Cause**: A number 1st and 2nd year teachers need assistance in developing a strong skill base for instruction and classroom management.
Problem Statement 3: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Teachers often lack the foundation to progressively move students at the same consistent pace.
Problem Statement 4: Teachers need resources that target differentiated instruction. **Root Cause**: Lack of resources that target various sub-pop groups.
Problem Statement 11: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Teachers often lack the foundation to progressively move students at the same consistent pace.

School Processes & Programs
Problem Statement 1: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.
Problem Statement 4: Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause**: Salary differences between charter and public schools.

School Processes & Programs
Problem Statement 5: The number of teachers on campus with sufficient experience and knowledge of effective research-based strategies in core subject areas posed issues with providing enough tools for students to reach mastery. **Root Cause**: Empirically Orem K-8 has an issue completing with ISD's to recruit highly qualified teacher due current pay scale not being on level with surrounding districts.
Problem Statement 6: Novice teachers are unsure of best practices needed to progressively move students forward towards higher academic achievement. **Root Cause**: A number 1st and 2nd year teachers need assistance in developing a strong skill base for instruction and classroom management.
Problem Statement 7: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Teachers often lack the foundation to progressively move students at the same consistent pace.
Problem Statement 8: Teachers need resources that target differentiated instruction. **Root Cause**: Lack of resources that target various sub-pop groups.
Perceptions
Problem Statement 6: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.

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

Performance Objective 2: The percent of 2nd grade students that score on grade level or above in Reading will increase from 41% to 47% by June 2021 using iStation Indicator Progress Monitor tool - ISIP. The percent of 2nd grade students that grow one grade level in Spanish Reading (Spanish ISIP) will increase from 30% to 48% by June 2022.

Targeted or ESF High Priority

Evaluation Data Sources: ISIP (English and Spanish)

Strategy 1 Details	Reviews			
Strategy 1: Support effective inclusion support to providing PD opportunities to inclusion support teachers as well as their partner content teachers.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Student performance on unit assessments Effective classroom practices Classroom Observations				
Staff Responsible for Monitoring: Special Education Director, Principals, CAO, SPED Instructional Coaches				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**				
Problem Statements: Student Learning 1 - School Processes & Programs 5				
Funding Sources: Funds needed for PD. - 211 - Title 1-A - $50,000				

Strategy 2 Details	Reviews			
Strategy 2: Attend Professional Development conferences that focus on Special Education through ESPED, development of budgets, student instruction, RTI behavior management, behavior analysis, and/or transition programs.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Decrease in the number of revision ARDs that take place due to errors. Increase in observation of instructional practices. Decrease in the number of MDRs held.				
Staff Responsible for Monitoring: Special Education direct, Principals, CAO, SPED Instructional Coaches				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**				
Problem Statements: Demographics 5 - School Processes & Programs 1, 4 - Perceptions 6				
Funding Sources: Funding needed for trainings. - 211 - Title 1-A - $5,000				

Strategy 3 Details	Reviews			
Strategy 3: Support and provide Special Education students with supplies, services, and equipment as identified in their IEP.	Formative			Summative
	Nov	Jan	May	June
Strategy's Expected Result/Impact: : Engaged and increased student achievement. **Staff Responsible for Monitoring:** Special Education Director, SPED Coordinator, SPED Instructional Coaches, LSSP **Title I Schoolwide Elements:** 2.4, 2.6 **Problem Statements:** Student Learning 8 - School Processes & Programs 11 **Funding Sources:** Funding needed for resources. - 211 - Title 1-A - $50,000				

Strategy 4 Details	Reviews			
Strategy 4: Provide PD and instructional resources to help language teachers deliver instruction in the target language.	Formative			Summative
	Nov	Jan	May	June
Strategy's Expected Result/Impact: Increased student achievement in Spanish and Chinese language. **Staff Responsible for Monitoring:** LOTE Directors, principals, assistant principals and instructional coaches. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 5 - Student Learning 1 - School Processes & Programs 4, 5 **Funding Sources:** Funding needed for PD and instructional resources. - 211 - Title 1-A - $10,000				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 5: Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause**: Salary differences between charter and public schools.
Student Learning
Problem Statement 1: The number of teachers on campus with sufficient experience and knowledge of effective research-based strategies in core subject areas posed issues with providing enough tools for students to reach mastery. **Root Cause**: Empirically Orem K-8 has an issue completing with ISD's to recruit highly qualified teacher due current pay scale not being on level with surrounding districts.
Problem Statement 8: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies

School Processes & Programs
Problem Statement 1: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.
Problem Statement 4: Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause**: Salary differences between charter and public schools.
Problem Statement 5: The number of teachers on campus with sufficient experience and knowledge of effective research-based strategies in core subject areas posed issues with providing enough tools for students to reach mastery. **Root Cause**: Empirically Orem K-8 has an issue completing with ISD's to recruit highly qualified teacher due current pay scale not being on level with surrounding districts.
Problem Statement 11: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies
Perceptions
Problem Statement 6: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.

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

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

Targeted or ESF High Priority

Evaluation Data Sources: ISIP

Strategy 1 Details	Reviews			
Strategy 1: By the end of the 2021-22 school year, special education students will be enrolled into targeted intervention programs in reading and in math, as determined by the ARDC.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement. Change in schedule of service for students enrolled.				
Staff Responsible for Monitoring: Principal , assistant principals and ARDC				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy**				
Problem Statements: Demographics 1 - Student Learning 11				
Funding Sources: Funding needed for reading and math interventionists. - 211 - Title I School Improvement - $120,000				

Strategy 2 Details	Reviews			
Strategy 2: Special education teachers will be provided targeted professional development (initial and ongoing) to successfully carry out intervention plans.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Classroom observations. Curriculum intervention, coaching and feedback for teachers.				
Staff Responsible for Monitoring: Special Education director, campus administrators and assistant principals				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy**				
Problem Statements: Student Learning 1 - School Processes & Programs 1, 5 - Perceptions 6				
Funding Sources: Funding needed for training. - 211 - Title 1-A - $5,000				

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Teachers often lack the foundation to progressively move students at the same consistent pace.
Student Learning
Problem Statement 1: The number of teachers on campus with sufficient experience and knowledge of effective research-based strategies in core subject areas posed issues with providing enough tools for students to reach mastery. **Root Cause**: Empirically Orem K-8 has an issue completing with ISD's to recruit highly qualified teacher due current pay scale not being on level with surrounding districts.
Problem Statement 11: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Teachers often lack the foundation to progressively move students at the same consistent pace.
School Processes & Programs
Problem Statement 1: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.
Problem Statement 5: The number of teachers on campus with sufficient experience and knowledge of effective research-based strategies in core subject areas posed issues with providing enough tools for students to reach mastery. **Root Cause**: Empirically Orem K-8 has an issue completing with ISD's to recruit highly qualified teacher due current pay scale not being on level with surrounding districts.
Perceptions
Problem Statement 6: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.

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

Performance Objective 4: The percent of Kindergarten students that score on grade level or above in Reading will increase from 29% to 45% by June 2021 using iStation Indicator Progress Monitor tool - ISIP. The percent of Kindergarten students that grow one grade level in Spanish Reading (Spanish ISIP) will increase from 30% to 48% by June 2022.

Targeted or ESF High Priority

Evaluation Data Sources: ISIP (English & Spanish)

Strategy 1 Details				Reviews			
Strategy 1: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners.				**Formative**			**Summative**
				Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement. **Staff Responsible for Monitoring:** Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1 - Perceptions 6 **Funding Sources:** Funding for training. - 211 - Title 1-A - $10,000, Funding for training. - 263 - Title III - $10,000							

Strategy 2 Details	Reviews			
Strategy 2: Send campus (teachers/coaches/principals/assistant principals) and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 5 **Funding Sources:** Funding needed for trainings. - 211 - Title 1-A - $50,000, Funding needed for trainings. - 211 - Title I School Improvement - $50,000				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: The number of teachers on campus with sufficient experience and knowledge of effective research-based strategies in core subject areas posed issues with providing enough tools for students to reach mastery. **Root Cause**: Empirically Orem K-8 has an issue completing with ISD's to recruit highly qualified teacher due current pay scale not being on level with surrounding districts.

School Processes & Programs
Problem Statement 1: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.
Problem Statement 5: The number of teachers on campus with sufficient experience and knowledge of effective research-based strategies in core subject areas posed issues with providing enough tools for students to reach mastery. **Root Cause**: Empirically Orem K-8 has an issue completing with ISD's to recruit highly qualified teacher due current pay scale not being on level with surrounding districts.

Perceptions
Problem Statement 6: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.

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

Performance Objective 5: The percent of English learners that score "Meets Grade Level" on STAAR Reading will increase from 34% to 39% by June 2022.
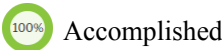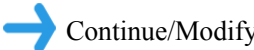
    Targeted or ESF High Priority

    Evaluation Data Sources: STAAR Reading

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our English learners, DLI, and other programs that will increase student achievement with particular attention to English learners and with focus on increasing the Meets Target goal on the STAAR Reading assessment.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increased student achievement on the STAAR/EOC Meets level.
    Staff Responsible for Monitoring: CAO, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus Instructional Coaches
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy**
    Problem Statements: Demographics 4 - Student Learning 12
    Funding Sources: Funding needed for training and resources. - 255 - Title II - $10,000, Funding needed for training and resources. - 211 - Title 1-A - $10,000				

Strategy 2 Details	Reviews			
Strategy 2: Send campus teachers, instructional coaches, principals, assistant principals, and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district staff strengthen their ability to support our students, including and in particular our English learners, DLI and other programs that will increase achievement of all students, particularly our special populations.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement on the STAAR/EOC Meets level.				

Staff Responsible for Monitoring: CAO, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus Instructional Coaches

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy**

Problem Statements: Demographics 5 - School Processes & Programs 4

Funding Sources: Funding needed for trainings. - 211 - Title I School Improvement - $10,000, Funding needed for trainings. - 211 - Title 1-A - $10,000, Funding needed for trainings. - 263 - Title III - $10,000

Strategy 3 Details	Reviews			
Strategy 3: Purchase supplemental technology (such as Chromebooks), instructional materials, and evaluation/assessment/data analysis resources (and subsequent related PD. This includes hard copies as well as online tools/software to scaffold instruction (i.e., Peoples Education - Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement. Build a foundation in reading and math.				

Staff Responsible for Monitoring: CAO, Director of EL, Academic Directors, Instructional Technologist, Campus principal, Campus textbook coordinators, Campus instructional coaches, Campus media specialists.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy**

Problem Statements: Demographics 1, 6 - Student Learning 9, 11

Funding Sources: Funding needed for resources - 211 - Title 1-A - $20,000

Strategy 4 Details	Reviews			
Strategy 4: Provide enrichment summer school to English learners to develop and strengthen their knowledge base as well as their English language proficiency in all four domains.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement.				
Staff Responsible for Monitoring: CAO, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists.				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy**				
Problem Statements: Student Learning 3 - School Processes & Programs 7				
Funding Sources: Funding needed for summer school. - 263 - Title III - $15,000				

Strategy 5 Details	Reviews			
Strategy 5: Campuses that have newcomer ESL students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extending learning time for students, and parental engagement.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement.				
Staff Responsible for Monitoring: CAO, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists				
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy**				
Problem Statements: School Processes & Programs 1 - Perceptions 6				
Funding Sources: Funding needed for PD. - 211 - Title 1-A - $20,000, Funding needed for PD. - 263 - Title III - $20,000, Funding needed for PD. - 211 - Title I School Improvement - $20,000				

Strategy 6 Details	Reviews			
Strategy 6: By June 2022, ILTexas will provide parents of English learners learning opportunities to support their children at home via webinars and face to face meetings. This will increase reading and math performance for EL students at least 10%. 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: Increased student achievement. **Staff Responsible for Monitoring:** Director of EL, EL Coordinators, campus principals, LPAC administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 **Problem Statements:** Demographics 4 - Student Learning 12 **Funding Sources:** Funding needed for campus events to promote parent engagement. - 263 - Title III - $10,000				

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

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Teachers often lack the foundation to progressively move students at the same consistent pace.
Problem Statement 4: Students identified as Limited English proficient often struggle on state assessments. **Root Cause**: Student medium on instruction from home countries were other than English and use of English language at home is limited.
Problem Statement 5: Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause**: Salary differences between charter and public schools.
Problem Statement 6: Nearly 95% or Orem's students are identified as at risk students, therefore impacting the amount of time teachers and TAs can spend with individual students . **Root Cause**: 95% of the student population is at risk due to low socioeconomic scores, limited English proficient, and failures of state assessments.
Student Learning
Problem Statement 3: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Teachers often lack the foundation to progressively move students at the same consistent pace.
Problem Statement 9: Nearly 95% or Orem's students are identified as at risk students, therefore impacting the amount of time teachers and TAs can spend with individual students . **Root Cause**: 95% of the student population is at risk due to low socioeconomic scores, limited English proficient, and failures of state assessments.
Problem Statement 11: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Teachers often lack the foundation to progressively move students at the same consistent pace.
Problem Statement 12: Students identified as Limited English proficient often struggle on state assessments. **Root Cause**: Student medium on instruction from home countries were other than English and use of English language at home is limited.

School Processes & Programs
Problem Statement 1: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.
Problem Statement 4: Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause**: Salary differences between charter and public schools.
Problem Statement 7: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Teachers often lack the foundation to progressively move students at the same consistent pace.
Perceptions
Problem Statement 6: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.

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

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

    Targeted or ESF High Priority

    Evaluation Data Sources: 2021 TELPAS

Strategy 1 Details	Reviews			
Strategy 1: All teachers of ELs know their students' English language proficiency as reflected in TELPAS and are using linguistic accommodations routinely to increase their students' English language proficiency.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase in EL students' English proficiency level. **Staff Responsible for Monitoring:** Campus principals, APs over LPAC, ICs, coaches, Dir. of EL K-12 **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 12 **Funding Sources:** Funding needed for teacher training. - 263 - Title III - $10,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 4: Students identified as Limited English proficient often struggle on state assessments. **Root Cause**: Student medium on instruction from home countries were other than English and use of English language at home is limited.
Student Learning
Problem Statement 12: Students identified as Limited English proficient often struggle on state assessments. **Root Cause**: Student medium on instruction from home countries were other than English and use of English language at home is limited.

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 7: By the end of the 2021-22 school year, ILTexas campuses newly identified as in need of comprehensive support will score a at least 60% on their Domain III from the current average of 30% for these campuses.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR

Strategy 1 Details	Reviews			
Strategy 1: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with focus on increasing the Meets Target goal on the STAAR Reading assessment.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement. **Staff Responsible for Monitoring:** CAO, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, campus instructional coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 11 **Funding Sources:** Funding needed for PD and trainings. - 211 - Title 1-A - $70,000				

Strategy 2 Details	Reviews			
Strategy 2: Will utilize the Whetstone program to provide feedback and track teacher effectiveness and provide instructional strategies from campus administrators, assistant principals, instructional coaches and area office personnel.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased teacher effectiveness and efficacy. **Staff Responsible for Monitoring:** Campus administrators, assistant principals, instructional coaches and area office personnel. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1 - Perceptions 6 **Funding Sources:** Funds needed to purchase Whetstone program. - 211 - Title 1-A - $10,000				

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

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Teachers often lack the foundation to progressively move students at the same consistent pace.

Student Learning
Problem Statement 11: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Teachers often lack the foundation to progressively move students at the same consistent pace.

School Processes & Programs
Problem Statement 1: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.

Perceptions
Problem Statement 6: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.

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

Performance Objective 1: The percent of 3rd grade students that score on grade level or above in math will increase from 36% to 44% by June 2022 using the MAP tool.

> **Targeted or ESF High Priority**

> **Evaluation Data Sources:** MAP

Strategy 1 Details	Reviews			
Strategy 1: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners using the MAP tool.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement. **Staff Responsible for Monitoring:** Instructional technologist, campus principals and campus instructional coaches. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 5 - Perceptions 6 **Funding Sources:** Funds needed for trainings and hiring subject matter experts. - 263 - Title III - $50,000, Funds needed for trainings and hiring subject matter experts. - 211 - Title 1-A - $50,000				

Strategy 2 Details	Reviews			
Strategy 2: Purchase supplemental technology, instructional materials and evaluation/assessment kits plus - subsequent related PD (hardcopies as well as online tools/software) to scaffold instruction (i.e, Brainpop, Study Island, Imagine Learning, Peoples Education- Measuring Up, Sped Evaluation kits, bilingual dictionaries, leveled readers etc). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement. **Staff Responsible for Monitoring:** Campus principals, campus textbook coordinators, campus instructional coaches and campus media specialists. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 5 **Funding Sources:** Funding needed for instructional resources. - 211 - Title 1-A - $50,000, Funding needed for instructional resources. - 263 - Title III - $50,000				

Strategy 3 Details	Reviews			
Strategy 3: Hire Math and Reading Interventionists to provide math and reading interventions during the day.	Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement	Nov	Jan	May	June
Staff Responsible for Monitoring: Principal, instructional coaches and campus administrators.				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy**				
Problem Statements: Demographics 1 - Student Learning 11				
Funding Sources: Funding needed to hire math and reading interventionists. - 211 - Title 1-A - $120,000, Funding needed to hire math and reading interventionists. - 211 - Title 1-A - $120,000				

Strategy 4 Details	Reviews			
Strategy 4: Hire a Restorative Discipline Coach and aide to work with students with behavioral issues and focus on problem-solving by expressing feelings and needs and exploring how to address the root cause of student misbehavior.	Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement.	Nov	Jan	May	June
Staff Responsible for Monitoring: Increased student retention and following of campus expectations.				
Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy**				
Problem Statements: Demographics 5 - School Processes & Programs 4				
Funding Sources: Funding needed to hire restorative discipline coach and aide. - 211 - Title I School Improvement - $120,000, Funding needed to hire restorative discipline coach and aide. - 211 - Title I School Improvement - $120,000				

Strategy 5 Details	Reviews			
Strategy 5: Hire three campus instructional coaches to coach teachers in various learning capacities.	Formative			Summative
Strategy's Expected Result/Impact: Increased teacher capacity and increased student acheivement.	Nov	Jan	May	June
Staff Responsible for Monitoring: Principal and assistant principal.				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy**				
Problem Statements: Student Learning 5 - School Processes & Programs 9				
Funding Sources: Funding needed to hire instructional coaches. - 211 - Title 1-A - $120,000, Funding needed to hire instructional coaches. - 211 - Title I School Improvement - $120,000				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Teachers often lack the foundation to progressively move students at the same consistent pace.
Problem Statement 5: Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause**: Salary differences between charter and public schools.

Student Learning
Problem Statement 1: The number of teachers on campus with sufficient experience and knowledge of effective research-based strategies in core subject areas posed issues with providing enough tools for students to reach mastery. **Root Cause**: Empirically Orem K-8 has an issue completing with ISD's to recruit highly qualified teacher due current pay scale not being on level with surrounding districts.
Problem Statement 5: Teachers need assistance with lesson planning, classroom management and creating student centered lessons. **Root Cause**: 80% of the school's teachers lack foundation educational pedagogy.
Problem Statement 11: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Teachers often lack the foundation to progressively move students at the same consistent pace.

School Processes & Programs
Problem Statement 1: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.
Problem Statement 4: Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause**: Salary differences between charter and public schools.
Problem Statement 5: The number of teachers on campus with sufficient experience and knowledge of effective research-based strategies in core subject areas posed issues with providing enough tools for students to reach mastery. **Root Cause**: Empirically Orem K-8 has an issue completing with ISD's to recruit highly qualified teacher due current pay scale not being on level with surrounding districts.
Problem Statement 9: Teachers need assistance with lesson planning, classroom management and creating student centered lessons. **Root Cause**: 80% of the school's teachers lack foundation educational pedagogy.

Perceptions
Problem Statement 6: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.

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

Performance Objective 2: The percent of 2nd grade students that score on grade level or above in math will increase from 42% to 47% by June 2022 using the MAP tool.

Targeted or ESF High Priority

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
Strategy 1: Support effective inclusion support to providing PD opportunities to inclusion support teachers as well as their partner content teachers.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Student performance on unit assessments Effective classroom practices Classroom Observations **Staff Responsible for Monitoring:** Special Education Director, Principals, CAO, SPED Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 5 **Funding Sources:** Funds needed for PD. - 211 - Title 1-A - $50,000				

Strategy 2 Details	Reviews			
Strategy 2: Attend Professional Development conferences that focus on Special Education through ESPED, development of budgets, student instruction, RTI behavior management, behavior analysis, and/or transition programs.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Decrease in the number of revision ARDs that take place due to errors. Increase in observation of instructional practices. Decrease in the number of MDRs held. **Staff Responsible for Monitoring:** Special Education direct, Principals, CAO, SPED Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1 - Perceptions 6 **Funding Sources:** Funding needed for trainings. - 211 - Title 1-A - $5,000				

Strategy 3 Details	Reviews			
Strategy 3: Support and provide Special Education students with supplies, services, and equipment as identified in their IEP.	Formative			Summative
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Engaged and increased student achievement. **Staff Responsible for Monitoring:** Special Education Director, SPED Coordinator, SPED Instructional Coaches, LSSP **Title I Schoolwide Elements:** 2.4, 2.6 **Problem Statements:** Demographics 1 - Student Learning 11 **Funding Sources:** Funding needed for resources. - 211 - Title 1-A - $50,000				

Strategy 4 Details	Reviews			
Strategy 4: Provide PD and instructional resources to help language teachers deliver instruction in the target language.	Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement in Spanish and Chinese language.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: LOTE Directors, principals, assistant principals and instructional coaches. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 12 **Funding Sources:** Funding needed for PD and instructional resources. - 211 - Title 1-A - $10,000				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Teachers often lack the foundation to progressively move students at the same consistent pace.
Problem Statement 4: Students identified as Limited English proficient often struggle on state assessments. **Root Cause**: Student medium on instruction from home countries were other than English and use of English language at home is limited.

Student Learning
Problem Statement 1: The number of teachers on campus with sufficient experience and knowledge of effective research-based strategies in core subject areas posed issues with providing enough tools for students to reach mastery. **Root Cause**: Empirically Orem K-8 has an issue completing with ISD's to recruit highly qualified teacher due current pay scale not being on level with surrounding districts.
Problem Statement 11: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Teachers often lack the foundation to progressively move students at the same consistent pace.

Student Learning
Problem Statement 12: Students identified as Limited English proficient often struggle on state assessments. **Root Cause**: Student medium on instruction from home countries were other than English and use of English language at home is limited.

School Processes & Programs
Problem Statement 1: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.
Problem Statement 5: The number of teachers on campus with sufficient experience and knowledge of effective research-based strategies in core subject areas posed issues with providing enough tools for students to reach mastery. **Root Cause**: Empirically Orem K-8 has an issue completing with ISD's to recruit highly qualified teacher due current pay scale not being on level with surrounding districts.

Perceptions
Problem Statement 6: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.

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

Performance Objective 3: The percent of 1st grade students that score on grade level or above in math will increase from 46% to 51% by June 2022 using the Imagine Math tool.

Targeted or ESF High Priority

Evaluation Data Sources: Imagine Math

Strategy 1 Details	Reviews			
Strategy 1: By the end of the 2021-22 school year, special education students will be enrolled into targeted intervention programs in reading and in math, as determined by the ARDC.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement. Change in schedule of service for students enrolled. **Staff Responsible for Monitoring:** Principal , assistant principals and ARDC **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 11 **Funding Sources:** Funding needed for reading and math interventionists. - 211 - Title I School Improvement - $120,000				

Strategy 2 Details	Reviews			
Strategy 2: Special education teachers will be provided targeted professional development (initial and ongoing) to successfully carry out intervention plans.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Classroom observations. Curriculum intervention, coaching and feedback for teachers. **Staff Responsible for Monitoring:** Special Education director, campus administrators and assistant principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 5 **Funding Sources:** Funding needed for training. - 211 - Title 1-A - $5,000				

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Teachers often lack the foundation to progressively move students at the same consistent pace.

Student Learning
Problem Statement 1: The number of teachers on campus with sufficient experience and knowledge of effective research-based strategies in core subject areas posed issues with providing enough tools for students to reach mastery. **Root Cause**: Empirically Orem K-8 has an issue completing with ISD's to recruit highly qualified teacher due current pay scale not being on level with surrounding districts.
Problem Statement 11: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Teachers often lack the foundation to progressively move students at the same consistent pace.

School Processes & Programs
Problem Statement 5: The number of teachers on campus with sufficient experience and knowledge of effective research-based strategies in core subject areas posed issues with providing enough tools for students to reach mastery. **Root Cause**: Empirically Orem K-8 has an issue completing with ISD's to recruit highly qualified teacher due current pay scale not being on level with surrounding districts.

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

Performance Objective 4: The percent of K students that score on grade level or above in math will increase from 46% to 53% by June 2021 using the Imagine Math tool.

Targeted or ESF High Priority

Evaluation Data Sources: Imagine Math

Strategy 1 Details	Reviews			
Strategy 1: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners using Imagine Math tool.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement. **Staff Responsible for Monitoring:** Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1 - Perceptions 6 **Funding Sources:** Funding for training. - 211 - Title 1-A - $10,000, Funding for training. - 263 - Title III - $10,000				

Strategy 2 Details	Reviews			
Strategy 2: Send campus (teachers/coaches/principals/assistant principals) and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

programs that will increase student achievement of all students (particularly our special populations).

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy**

Problem Statements: Student Learning 1 - School Processes & Programs 5

Funding Sources: Funding needed for trainings. - 211 - Title 1-A - $50,000, Funding needed for trainings. - 211 - Title I School Improvement - $50,000

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

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: The number of teachers on campus with sufficient experience and knowledge of effective research-based strategies in core subject areas posed issues with providing enough tools for students to reach mastery. **Root Cause**: Empirically Orem K-8 has an issue completing with ISD's to recruit highly qualified teacher due current pay scale not being on level with surrounding districts.

School Processes & Programs
Problem Statement 1: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.
Problem Statement 5: The number of teachers on campus with sufficient experience and knowledge of effective research-based strategies in core subject areas posed issues with providing enough tools for students to reach mastery. **Root Cause**: Empirically Orem K-8 has an issue completing with ISD's to recruit highly qualified teacher due current pay scale not being on level with surrounding districts.

Perceptions
Problem Statement 6: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.

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

Performance Objective 5: The percent of English learners that score "Meets Grade Level" on STAAR Math will increase from 35% to 49% by June 2022

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Math

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our English learners, DLI, and other programs that will increase student achievement with particular attention to English learners and with focus on increasing the Meets Target goal on the STAAR Math assessment.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement on the STAAR/EOC Meets level. **Staff Responsible for Monitoring:** CAO, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 12 **Funding Sources:** Funding needed for training and resources. - 255 - Title II - $10,000, Funding needed for training and resources. - 211 - Title 1-A - $10,000				
Strategy 2 Details	Reviews			
Strategy 2: Send campus teachers, instructional coaches, principals, assistant principals, and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district staff strengthen their ability to support our students, including and in particular our English learners, DLI and other programs that will increase achievement of all students, particularly our special populations.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement on the STAAR/EOC Meets level. **Staff Responsible for Monitoring:** CAO, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 5 - School Processes & Programs 1, 4 - Perceptions 6 **Funding Sources:** Funding needed for trainings. - 211 - Title I School Improvement - $10,000, Funding needed for trainings. - 211 - Title 1-A - $10,000, Funding needed for trainings. - 263 - Title III - $10,000				

Strategy 3 Details	Reviews			
Strategy 3: Purchase supplemental technology (such as Chromebooks), instructional materials, and evaluation/assessment/data analysis resources (and subsequent related PD. This includes hard copies as well as online tools/software to scaffold instruction (i.e., Imagine Math - Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.	**Formative**			**Summative**
	Nov	Jan	May	June
Strategy's Expected Result/Impact: Increased student achievement. Build a foundation in reading and math. **Staff Responsible for Monitoring:** CAO, Director of EL, Academic Directors, Instructional Technologist, Campus principal, Campus textbook coordinators, Campus instructional coaches, Campus media specialists. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 11 - School Processes & Programs 5 **Funding Sources:** Funding needed for resources - 211 - Title 1-A - $20,000				

Strategy 4 Details	Reviews			
Strategy 4: Provide enrichment summer school to English learners to develop and strengthen their knowledge base as well as their English language proficiency in all four domains.	**Formative**			**Summative**
	Nov	Jan	May	June
Strategy's Expected Result/Impact: Increased student achievement. **Staff Responsible for Monitoring:** CAO, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 12 **Funding Sources:** Funding needed for summer school. - 263 - Title III - $15,000				

Strategy 5 Details	Reviews			
Strategy 5: Campuses that have newcomer ESL students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extending learning time for students, and parental engagement.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement. **Staff Responsible for Monitoring:** CAO, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 12 **Funding Sources:** Funding needed for PD. - 211 - Title 1-A - $20,000, Funding needed for PD. - 263 - Title III - $20,000, Funding needed for PD. - 211 - Title I School Improvement - $20,000				

Strategy 6 Details	Reviews			
Strategy 6: By June 2022, ILTexas will provide parents of English learners learning opportunities to support their children at home via webinars and face to face meetings. This will increase reading and math performance for EL students at least 10%.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement. **Staff Responsible for Monitoring:** Director of EL, EL Coordinators, campus principals, LPAC administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 **Problem Statements:** Student Learning 15 - Perceptions 1 **Funding Sources:** Funding needed for campus events to promote parent engagement. - 263 - Title III - $10,000				

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

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Teachers often lack the foundation to progressively move students at the same consistent pace.
Problem Statement 4: Students identified as Limited English proficient often struggle on state assessments. **Root Cause**: Student medium on instruction from home countries were other than English and use of English language at home is limited.
Problem Statement 5: Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause**: Salary differences between charter and public schools.

Student Learning

Problem Statement 1: The number of teachers on campus with sufficient experience and knowledge of effective research-based strategies in core subject areas posed issues with providing enough tools for students to reach mastery. **Root Cause**: Empirically Orem K-8 has an issue completing with ISD's to recruit highly qualified teacher due current pay scale not being on level with surrounding districts.

Problem Statement 11: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Teachers often lack the foundation to progressively move students at the same consistent pace.

Problem Statement 12: Students identified as Limited English proficient often struggle on state assessments. **Root Cause**: Student medium on instruction from home countries were other than English and use of English language at home is limited.

Problem Statement 15: Lack parent and community volunteers and community resources to assist in organizing and facilitating school events **Root Cause**: Inconvenient times of events, benefits recognition, and communications between school and families.

School Processes & Programs

Problem Statement 1: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.

Problem Statement 4: Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause**: Salary differences between charter and public schools.

Problem Statement 5: The number of teachers on campus with sufficient experience and knowledge of effective research-based strategies in core subject areas posed issues with providing enough tools for students to reach mastery. **Root Cause**: Empirically Orem K-8 has an issue completing with ISD's to recruit highly qualified teacher due current pay scale not being on level with surrounding districts.

Perceptions

Problem Statement 1: Lack parent and community volunteers and community resources to assist in organizing and facilitating school events **Root Cause**: Inconvenient times of events, benefits recognition, and communications between school and families.

Problem Statement 6: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.

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

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

Targeted or ESF High Priority

Evaluation Data Sources: 2021 TELPAS

Strategy 1 Details	Reviews			
Strategy 1: All teachers of ELs know their students' English language proficiency as reflected in TELPAS and are using linguistic accommodations routinely to increase their students' English language proficiency.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase in EL students' English proficiency level. **Staff Responsible for Monitoring:** Campus principals, APs over LPAC, ICs, coaches, Dir. of EL K-12 **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 12 **Funding Sources:** Funding needed for teacher training. - 263 - Title III - $10,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 6 Problem Statements:

| Demographics |
|---|
| **Problem Statement 4**: Students identified as Limited English proficient often struggle on state assessments. **Root Cause**: Student medium on instruction from home countries were other than English and use of English language at home is limited. |
| **Student Learning** |
| **Problem Statement 12**: Students identified as Limited English proficient often struggle on state assessments. **Root Cause**: Student medium on instruction from home countries were other than English and use of English language at home is limited. |

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 7: By the end of the 2021-22 school year, ILTexas campuses newly identified as in need of comprehensive support will score a at least 60% on their Domain III from the current average of 30% for these campuses.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR

Strategy 1 Details	Reviews			
Strategy 1: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with focus on increasing the Meets Target goal on the STAAR Reading assessment.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement. **Staff Responsible for Monitoring:** CAO, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, campus instructional coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** School Processes & Programs 1 - Perceptions 6 **Funding Sources:** Funding needed for PD and trainings. - 211 - Title 1-A - $70,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 7 Problem Statements:

School Processes & Programs
Problem Statement 1: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.
Perceptions
Problem Statement 6: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.

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 2021-22 school year, all students at ILTexas Orem K-8 will show growth on ACTFL rating by 1 measure from novice low.

    Targeted or ESF High Priority

    Evaluation Data Sources: ACTFL

Strategy 1 Details	Reviews			
Strategy 1: Bring in a tool to more effectively track language proficiency, to include artifacts of learning and progress.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student language proficiency.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Principals, assistant principals, GLAs and instructional coaches.				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Demographics 4 - Student Learning 12				
Funding Sources: Funding needed to purchase tracking systems. - 211 - Title 1-A - $200				

Strategy 2 Details	Reviews			
Strategy 2: Provide teachers with bilingual resources for student engagement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student engagement and achievement.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Principals, assistant principals, GLAs and instructional coaches.				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**				
Problem Statements: Demographics 4 - Student Learning 12				
Funding Sources: Funding needed for bilingual resources. - 211 - Title 1-A - $10,000				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: Students identified as Limited English proficient often struggle on state assessments. **Root Cause**: Student medium on instruction from home countries were other than English and use of English language at home is limited.

Student Learning

Problem Statement 12: Students identified as Limited English proficient often struggle on state assessments. **Root Cause**: Student medium on instruction from home countries were other than English and use of English language at home is limited.

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

Performance Objective 2: By the end of the 2021-22 school year at ILTexas Orem K-8 50% of 5th grade students will show growth on AAPPL test from novice low to novice intermediate.

Targeted or ESF High Priority

Evaluation Data Sources: AAPPL

Strategy 1 Details	Reviews			
Strategy 1: Bring in a tool to more effectively track language proficiency, to include artifacts of learning and progress.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student language proficiency.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Principals, assistant principals, GLAs and instructional coaches.				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Demographics 4 - Student Learning 7, 12 - School Processes & Programs 10				
Funding Sources: Funding needed to purchase tracking systems. - 211 - Title 1-A - $200				

Strategy 2 Details	Reviews			
Strategy 2: Provide teachers with bilingual resources for student engagement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student engagement and achievement.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Principals, assistant principals, GLAs and instructional coaches.				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**				
Problem Statements: Student Learning 7 - School Processes & Programs 10				
Funding Sources: Funding needed for bilingual resources. - 211 - Title 1-A - $10,000				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: Students identified as Limited English proficient often struggle on state assessments. **Root Cause**: Student medium on instruction from home countries were other than English and use of English language at home is limited.

Student Learning
Problem Statement 7: Students identified as Limited English proficient often struggle on state assessments. **Root Cause**: Student medium on instruction from home countries were other than English and use of English language at home is limited.

| **Student Learning** |
|---|
| **Problem Statement 12**: Students identified as Limited English proficient often struggle on state assessments. **Root Cause**: Student medium on instruction from home countries were other than English and use of English language at home is limited. |
| **School Processes & Programs** |
| **Problem Statement 10**: Students identified as Limited English proficient often struggle on state assessments. **Root Cause**: Student medium on instruction from home countries were other than English and use of English language at home is limited. |

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

Performance Objective 1: By the end of the 2021-22 school year, we will increase the teacher retention rate from 80% to at least 85%.

Targeted or ESF High Priority

Evaluation Data Sources: Surveys and teacher retention data.

Strategy 1 Details	Reviews			
Strategy 1: By June 2022, 100% of the teachers new to ILTexas will have participated in the district mentorship program.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased retention rate **Staff Responsible for Monitoring:** Area Superintendents, PD Executive Director, Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 5, 6 **Funding Sources:** Funding needed to train teachers. - 211 - Title 1-A - $50,000				
Strategy 2 Details	Reviews			
Strategy 2: Support new teachers by meeting, observing, coaching, and helping to develop professional development for new to third year teachers.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased Teacher Retention Rate and effectiveness of teachers in the classroom. **Staff Responsible for Monitoring:** PD Executive Director, Chief Academic Officer, Assistant Principals and Principals. **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1 - Perceptions 6 **Funding Sources:** Funding needed for PD. - 211 - Title 1-A - $50,000				

Strategy 3 Details	Reviews			
Strategy 3: Utilize Whetstone to provide feedback to teachers and observe instructional practices.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased teacher retention and efficacy.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Principals, assistant principals, instructional coaches and area office personnel.				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**				
Problem Statements: Demographics 5 - Student Learning 1 - School Processes & Programs 4, 5				
Funding Sources: Funding needed to purchase Whetstone program. - 211 - Title 1-A - $20,000				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 5: Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause**: Salary differences between charter and public schools.

Student Learning
Problem Statement 1: The number of teachers on campus with sufficient experience and knowledge of effective research-based strategies in core subject areas posed issues with providing enough tools for students to reach mastery. **Root Cause**: Empirically Orem K-8 has an issue completing with ISD's to recruit highly qualified teacher due current pay scale not being on level with surrounding districts.
Problem Statement 2: Novice teachers are unsure of best practices needed to progressively move students forward towards higher academic achievement. **Root Cause**: A number 1st and 2nd year teachers need assistance in developing a strong skill base for instruction and classroom management.

School Processes & Programs
Problem Statement 1: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.
Problem Statement 4: Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause**: Salary differences between charter and public schools.
Problem Statement 5: The number of teachers on campus with sufficient experience and knowledge of effective research-based strategies in core subject areas posed issues with providing enough tools for students to reach mastery. **Root Cause**: Empirically Orem K-8 has an issue completing with ISD's to recruit highly qualified teacher due current pay scale not being on level with surrounding districts.
Problem Statement 6: Novice teachers are unsure of best practices needed to progressively move students forward towards higher academic achievement. **Root Cause**: A number 1st and 2nd year teachers need assistance in developing a strong skill base for instruction and classroom management.

Perceptions
Problem Statement 6: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies.

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			

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Send campus (teachers/coaches/principals/assistant principals) and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).
1	1	2	Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners.
1	1	3	Purchase supplemental technology, instructional materials and evaluation/assessment kits plus - subsequent related PD (hardcopies as well as online tools/software) to scaffold instruction (i.e, Brainpop, Study Island, Imagine Learning, Peoples Education- Measuring Up, Sped Evaluation kits, bilingual dictionaries, leveled readers etc). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.
1	1	4	Hire Math and Reading Interventionists to provide math and reading interventions during the day. Provide before school, afterschool, and Saturday tutoring.
1	1	5	Hire a Restorative Discipline Coach and aide to work with students with behavioral issues and focus on problem-solving by expressing feelings and needs and exploring how to address the root cause of student misbehavior.
1	1	6	Hire three campus instructional coaches to coach teachers in various learning capacities.
1	2	1	Support effective inclusion support to providing PD opportunities to inclusion support teachers as well as their partner content teachers.
1	2	2	Attend Professional Development conferences that focus on Special Education through ESPED, development of budgets, student instruction, RTI behavior management, behavior analysis, and/or transition programs.
1	2	4	Provide PD and instructional resources to help language teachers deliver instruction in the target language.
1	3	1	By the end of the 2021-22 school year, special education students will be enrolled into targeted intervention programs in reading and in math, as determined by the ARDC.
1	3	2	Special education teachers will be provided targeted professional development (initial and ongoing) to successfully carry out intervention plans.
1	4	1	Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners.
1	4	2	Send campus (teachers/coaches/principals/assistant principals) and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).

Goal	Objective	Strategy	Description
1	5	1	Strategy 1: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our English learners, DLI, and other programs that will increase student achievement with particular attention to English learners and with focus on increasing the Meets Target goal on the STAAR Reading assessment.
1	5	2	Send campus teachers, instructional coaches, principals, assistant principals, and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district staff strengthen their ability to support our students, including and in particular our English learners, DLI and other programs that will increase achievement of all students, particularly our special populations.
1	5	3	Purchase supplemental technology (such as Chromebooks), instructional materials, and evaluation/assessment/data analysis resources (and subsequent related PD. This includes hard copies as well as online tools/software to scaffold instruction (i.e., Peoples Education - Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.
1	5	4	Provide enrichment summer school to English learners to develop and strengthen their knowledge base as well as their English language proficiency in all four domains.
1	5	5	Campuses that have newcomer ESL students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extending learning time for students, and parental engagement.
1	6	1	All teachers of ELs know their students' English language proficiency as reflected in TELPAS and are using linguistic accommodations routinely to increase their students' English language proficiency.
1	7	2	Will utilize the Whetstone program to provide feedback and track teacher effectiveness and provide instructional strategies from campus administrators, assistant principals, instructional coaches and area office personnel.
2	1	1	Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners using the MAP tool.
2	1	2	Purchase supplemental technology, instructional materials and evaluation/assessment kits plus - subsequent related PD (hardcopies as well as online tools/software) to scaffold instruction (i.e, Brainpop, Study Island, Imagine Learning, Peoples Education- Measuring Up, Sped Evaluation kits, bilingual dictionaries, leveled readers etc). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.
2	1	3	Hire Math and Reading Interventionists to provide math and reading interventions during the day.
2	1	4	Hire a Restorative Discipline Coach and aide to work with students with behavioral issues and focus on problem-solving by expressing feelings and needs and exploring how to address the root cause of student misbehavior.
2	1	5	Hire three campus instructional coaches to coach teachers in various learning capacities.
2	2	1	Support effective inclusion support to providing PD opportunities to inclusion support teachers as well as their partner content teachers.

Goal	Objective	Strategy	Description
2	2	2	Attend Professional Development conferences that focus on Special Education through ESPED, development of budgets, student instruction, RTI behavior management, behavior analysis, and/or transition programs.
2	2	4	Provide PD and instructional resources to help language teachers deliver instruction in the target language.
2	3	1	By the end of the 2021-22 school year, special education students will be enrolled into targeted intervention programs in reading and in math, as determined by the ARDC.
2	3	2	Special education teachers will be provided targeted professional development (initial and ongoing) to successfully carry out intervention plans.
2	4	1	Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners using Imagine Math tool.
2	4	2	Send campus (teachers/coaches/principals/assistant principals) and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).
2	5	1	Strategy 1: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our English learners, DLI, and other programs that will increase student achievement with particular attention to English learners and with focus on increasing the Meets Target goal on the STAAR Math assessment.
2	5	2	Send campus teachers, instructional coaches, principals, assistant principals, and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district staff strengthen their ability to support our students, including and in particular our English learners, DLI and other programs that will increase achievement of all students, particularly our special populations.
2	5	3	Purchase supplemental technology (such as Chromebooks), instructional materials, and evaluation/assessment/data analysis resources (and subsequent related PD. This includes hard copies as well as online tools/software to scaffold instruction (i.e., Imagine Math - Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.
2	5	4	Provide enrichment summer school to English learners to develop and strengthen their knowledge base as well as their English language proficiency in all four domains.
2	5	5	Campuses that have newcomer ESL students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extending learning time for students, and parental engagement.
2	6	1	All teachers of ELs know their students' English language proficiency as reflected in TELPAS and are using linguistic accommodations routinely to increase their students' English language proficiency.
3	1	2	Provide teachers with bilingual resources for student engagement.
3	2	2	Provide teachers with bilingual resources for student engagement.

Goal	Objective	Strategy	Description
4	1	1	By June 2022, 100% of the teachers new to ILTexas will have participated in the district mentorship program.
4	1	2	Support new teachers by meeting, observing, coaching, and helping to develop professional development for new to third year teachers.
4	1	3	Utilize Whetstone to provide feedback to teachers and observe instructional practices.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Send campus (teachers/coaches/principals/assistant principals) and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).
1	1	2	Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners.
1	1	3	Purchase supplemental technology, instructional materials and evaluation/assessment kits plus - subsequent related PD (hardcopies as well as online tools/software) to scaffold instruction (i.e, Brainpop, Study Island, Imagine Learning, Peoples Education- Measuring Up, Sped Evaluation kits, bilingual dictionaries, leveled readers etc). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.
1	1	4	Hire Math and Reading Interventionists to provide math and reading interventions during the day. Provide before school, afterschool, and Saturday tutoring.
1	1	5	Hire a Restorative Discipline Coach and aide to work with students with behavioral issues and focus on problem-solving by expressing feelings and needs and exploring how to address the root cause of student misbehavior.
1	1	6	Hire three campus instructional coaches to coach teachers in various learning capacities.
1	2	1	Support effective inclusion support to providing PD opportunities to inclusion support teachers as well as their partner content teachers.
1	2	2	Attend Professional Development conferences that focus on Special Education through ESPED, development of budgets, student instruction, RTI behavior management, behavior analysis, and/or transition programs.
1	2	4	Provide PD and instructional resources to help language teachers deliver instruction in the target language.
1	3	1	By the end of the 2021-22 school year, special education students will be enrolled into targeted intervention programs in reading and in math, as determined by the ARDC.
1	3	2	Special education teachers will be provided targeted professional development (initial and ongoing) to successfully carry out intervention plans.
1	4	1	Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners.
1	4	2	Send campus (teachers/coaches/principals/assistant principals) and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).

Goal	Objective	Strategy	Description
1	5	1	Strategy 1: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our English learners, DLI, and other programs that will increase student achievement with particular attention to English learners and with focus on increasing the Meets Target goal on the STAAR Reading assessment.
1	5	2	Send campus teachers, instructional coaches, principals, assistant principals, and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district staff strengthen their ability to support our students, including and in particular our English learners, DLI and other programs that will increase achievement of all students, particularly our special populations.
1	5	3	Purchase supplemental technology (such as Chromebooks), instructional materials, and evaluation/assessment/data analysis resources (and subsequent related PD. This includes hard copies as well as online tools/software to scaffold instruction (i.e., Peoples Education - Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.
1	5	4	Provide enrichment summer school to English learners to develop and strengthen their knowledge base as well as their English language proficiency in all four domains.
1	5	5	Campuses that have newcomer ESL students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extending learning time for students, and parental engagement.
1	6	1	All teachers of ELs know their students' English language proficiency as reflected in TELPAS and are using linguistic accommodations routinely to increase their students' English language proficiency.
1	7	2	Will utilize the Whetstone program to provide feedback and track teacher effectiveness and provide instructional strategies from campus administrators, assistant principals, instructional coaches and area office personnel.
2	1	1	Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners using the MAP tool.
2	1	2	Purchase supplemental technology, instructional materials and evaluation/assessment kits plus - subsequent related PD (hardcopies as well as online tools/software) to scaffold instruction (i.e, Brainpop, Study Island, Imagine Learning, Peoples Education- Measuring Up, Sped Evaluation kits, bilingual dictionaries, leveled readers etc). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.
2	1	3	Hire Math and Reading Interventionists to provide math and reading interventions during the day.
2	1	4	Hire a Restorative Discipline Coach and aide to work with students with behavioral issues and focus on problem-solving by expressing feelings and needs and exploring how to address the root cause of student misbehavior.
2	1	5	Hire three campus instructional coaches to coach teachers in various learning capacities.
2	2	1	Support effective inclusion support to providing PD opportunities to inclusion support teachers as well as their partner content teachers.

Goal	Objective	Strategy	Description
2	2	2	Attend Professional Development conferences that focus on Special Education through ESPED, development of budgets, student instruction, RTI behavior management, behavior analysis, and/or transition programs.
2	2	4	Provide PD and instructional resources to help language teachers deliver instruction in the target language.
2	3	1	By the end of the 2021-22 school year, special education students will be enrolled into targeted intervention programs in reading and in math, as determined by the ARDC.
2	3	2	Special education teachers will be provided targeted professional development (initial and ongoing) to successfully carry out intervention plans.
2	4	1	Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners using Imagine Math tool.
2	4	2	Send campus (teachers/coaches/principals/assistant principals) and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).
2	5	1	Strategy 1: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our English learners, DLI, and other programs that will increase student achievement with particular attention to English learners and with focus on increasing the Meets Target goal on the STAAR Math assessment.
2	5	2	Send campus teachers, instructional coaches, principals, assistant principals, and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district staff strengthen their ability to support our students, including and in particular our English learners, DLI and other programs that will increase achievement of all students, particularly our special populations.
2	5	3	Purchase supplemental technology (such as Chromebooks), instructional materials, and evaluation/assessment/data analysis resources (and subsequent related PD. This includes hard copies as well as online tools/software to scaffold instruction (i.e., Imagine Math - Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.
2	5	4	Provide enrichment summer school to English learners to develop and strengthen their knowledge base as well as their English language proficiency in all four domains.
2	5	5	Campuses that have newcomer ESL students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extending learning time for students, and parental engagement.
2	6	1	All teachers of ELs know their students' English language proficiency as reflected in TELPAS and are using linguistic accommodations routinely to increase their students' English language proficiency.
3	1	2	Provide teachers with bilingual resources for student engagement.
3	2	2	Provide teachers with bilingual resources for student engagement.

Goal	Objective	Strategy	Description
4	1	1	By June 2022, 100% of the teachers new to ILTexas will have participated in the district mentorship program.
4	1	2	Support new teachers by meeting, observing, coaching, and helping to develop professional development for new to third year teachers.
4	1	3	Utilize Whetstone to provide feedback to teachers and observe instructional practices.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Send campus (teachers/coaches/principals/assistant principals) and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).
1	1	2	Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners.
1	1	3	Purchase supplemental technology, instructional materials and evaluation/assessment kits plus - subsequent related PD (hardcopies as well as online tools/software) to scaffold instruction (i.e, Brainpop, Study Island, Imagine Learning, Peoples Education- Measuring Up, Sped Evaluation kits, bilingual dictionaries, leveled readers etc). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.
1	1	4	Hire Math and Reading Interventionists to provide math and reading interventions during the day. Provide before school, afterschool, and Saturday tutoring.
1	1	5	Hire a Restorative Discipline Coach and aide to work with students with behavioral issues and focus on problem-solving by expressing feelings and needs and exploring how to address the root cause of student misbehavior.
1	1	6	Hire three campus instructional coaches to coach teachers in various learning capacities.
1	2	1	Support effective inclusion support to providing PD opportunities to inclusion support teachers as well as their partner content teachers.
1	2	2	Attend Professional Development conferences that focus on Special Education through ESPED, development of budgets, student instruction, RTI behavior management, behavior analysis, and/or transition programs.
1	2	4	Provide PD and instructional resources to help language teachers deliver instruction in the target language.
1	3	1	By the end of the 2021-22 school year, special education students will be enrolled into targeted intervention programs in reading and in math, as determined by the ARDC.
1	3	2	Special education teachers will be provided targeted professional development (initial and ongoing) to successfully carry out intervention plans.
1	4	1	Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners.
1	4	2	Send campus (teachers/coaches/principals/assistant principals) and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).

Goal	Objective	Strategy	Description
1	5	1	Strategy 1: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our English learners, DLI, and other programs that will increase student achievement with particular attention to English learners and with focus on increasing the Meets Target goal on the STAAR Reading assessment.
1	5	2	Send campus teachers, instructional coaches, principals, assistant principals, and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district staff strengthen their ability to support our students, including and in particular our English learners, DLI and other programs that will increase achievement of all students, particularly our special populations.
1	5	3	Purchase supplemental technology (such as Chromebooks), instructional materials, and evaluation/assessment/data analysis resources (and subsequent related PD. This includes hard copies as well as online tools/software to scaffold instruction (i.e., Peoples Education - Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.
1	5	4	Provide enrichment summer school to English learners to develop and strengthen their knowledge base as well as their English language proficiency in all four domains.
1	5	5	Campuses that have newcomer ESL students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extending learning time for students, and parental engagement.
1	6	1	All teachers of ELs know their students' English language proficiency as reflected in TELPAS and are using linguistic accommodations routinely to increase their students' English language proficiency.
1	7	2	Will utilize the Whetstone program to provide feedback and track teacher effectiveness and provide instructional strategies from campus administrators, assistant principals, instructional coaches and area office personnel.
2	1	1	Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners using the MAP tool.
2	1	2	Purchase supplemental technology, instructional materials and evaluation/assessment kits plus - subsequent related PD (hardcopies as well as online tools/software) to scaffold instruction (i.e, Brainpop, Study Island, Imagine Learning, Peoples Education- Measuring Up, Sped Evaluation kits, bilingual dictionaries, leveled readers etc). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.
2	1	3	Hire Math and Reading Interventionists to provide math and reading interventions during the day.
2	1	4	Hire a Restorative Discipline Coach and aide to work with students with behavioral issues and focus on problem-solving by expressing feelings and needs and exploring how to address the root cause of student misbehavior.
2	1	5	Hire three campus instructional coaches to coach teachers in various learning capacities.
2	2	1	Support effective inclusion support to providing PD opportunities to inclusion support teachers as well as their partner content teachers.

Goal	Objective	Strategy	Description
2	2	2	Attend Professional Development conferences that focus on Special Education through ESPED, development of budgets, student instruction, RTI behavior management, behavior analysis, and/or transition programs.
2	2	4	Provide PD and instructional resources to help language teachers deliver instruction in the target language.
2	3	1	By the end of the 2021-22 school year, special education students will be enrolled into targeted intervention programs in reading and in math, as determined by the ARDC.
2	3	2	Special education teachers will be provided targeted professional development (initial and ongoing) to successfully carry out intervention plans.
2	4	1	Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners using Imagine Math tool.
2	4	2	Send campus (teachers/coaches/principals/assistant principals) and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).
2	5	1	Strategy 1: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our English learners, DLI, and other programs that will increase student achievement with particular attention to English learners and with focus on increasing the Meets Target goal on the STAAR Math assessment.
2	5	2	Send campus teachers, instructional coaches, principals, assistant principals, and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district staff strengthen their ability to support our students, including and in particular our English learners, DLI and other programs that will increase achievement of all students, particularly our special populations.
2	5	3	Purchase supplemental technology (such as Chromebooks), instructional materials, and evaluation/assessment/data analysis resources (and subsequent related PD. This includes hard copies as well as online tools/software to scaffold instruction (i.e., Imagine Math - Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.
2	5	4	Provide enrichment summer school to English learners to develop and strengthen their knowledge base as well as their English language proficiency in all four domains.
2	5	5	Campuses that have newcomer ESL students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extending learning time for students, and parental engagement.
2	6	1	All teachers of ELs know their students' English language proficiency as reflected in TELPAS and are using linguistic accommodations routinely to increase their students' English language proficiency.
3	1	2	Provide teachers with bilingual resources for student engagement.
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Goal	Objective	Strategy	Description
4	1	1	By June 2022, 100% of the teachers new to ILTexas will have participated in the district mentorship program.
4	1	2	Support new teachers by meeting, observing, coaching, and helping to develop professional development for new to third year teachers.
4	1	3	Utilize Whetstone to provide feedback to teachers and observe instructional practices.

Campus Funding Summary

			211 - Title 1-A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Funds needed to send teachers to trainings and conferences.		$50,000.00
1	1	2	Funds needed for trainings and hiring subject matter experts.		$50,000.00
1	1	3	Funding needed for instructional resources.		$50,000.00
1	1	4	Funding needed to hire math and reading interventionists.		$120,000.00
1	1	4	Funding needed to hire math and reading interventionists.		$120,000.00
1	1	6	Funding needed to hire instructional coaches.		$120,000.00
1	2	1	Funds needed for PD.		$50,000.00
1	2	2	Funding needed for trainings.		$5,000.00
1	2	3	Funding needed for resources.		$50,000.00
1	2	4	Funding needed for PD and instructional resources.		$10,000.00
1	3	2	Funding needed for training.		$5,000.00
1	4	1	Funding for training.		$10,000.00
1	4	2	Funding needed for trainings.		$50,000.00
1	5	1	Funding needed for training and resources.		$10,000.00
1	5	2	Funding needed for trainings.		$10,000.00
1	5	3	Funding needed for resources		$20,000.00
1	5	5	Funding needed for PD.		$20,000.00
1	7	1	Funding needed for PD and trainings.		$70,000.00
1	7	2	Funds needed to purchase Whetstone program.		$10,000.00
2	1	1	Funds needed for trainings and hiring subject matter experts.		$50,000.00
2	1	2	Funding needed for instructional resources.		$50,000.00
2	1	3	Funding needed to hire math and reading interventionists.		$120,000.00
2	1	3	Funding needed to hire math and reading interventionists.		$120,000.00
2	1	5	Funding needed to hire instructional coaches.		$120,000.00
2	2	1	Funds needed for PD.		$50,000.00
2	2	2	Funding needed for trainings.		$5,000.00
2	2	3	Funding needed for resources.		$50,000.00

211 - Title 1-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4	Funding needed for PD and instructional resources.		$10,000.00
2	3	2	Funding needed for training.		$5,000.00
2	4	1	Funding for training.		$10,000.00
2	4	2	Funding needed for trainings.		$50,000.00
2	5	1	Funding needed for training and resources.		$10,000.00
2	5	2	Funding needed for trainings.		$10,000.00
2	5	3	Funding needed for resources		$20,000.00
2	5	5	Funding needed for PD.		$20,000.00
2	7	1	Funding needed for PD and trainings.		$70,000.00
3	1	1	Funding needed to purchase tracking systems.		$200.00
3	1	2	Funding needed for bilingual resources.		$10,000.00
3	2	1	Funding needed to purchase tracking systems.		$200.00
3	2	2	Funding needed for bilingual resources.		$10,000.00
4	1	1	Funding needed to train teachers.		$50,000.00
4	1	2	Funding needed for PD.		$50,000.00
4	1	3	Funding needed to purchase Whetstone program.		$20,000.00
				Sub-Total	$1,740,400.00

255 - Title II

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Funding needed for training and resources.		$10,000.00
2	5	1	Funding needed for training and resources.		$10,000.00
				Sub-Total	$20,000.00

263 - Title III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Funds needed to send teachers to trainings and conferences.		$50,000.00
1	1	2	Funds needed for trainings and hiring subject matter experts.		$50,000.00
1	1	3	Funding needed for instructional resources.		$50,000.00
1	4	1	Funding for training.		$10,000.00
1	5	2	Funding needed for trainings.		$10,000.00

263 - Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	4	Funding needed for summer school.		$15,000.00
1	5	5	Funding needed for PD.		$20,000.00
1	5	6	Funding needed for campus events to promote parent engagement.		$10,000.00
1	6	1	Funding needed for teacher training.		$10,000.00
2	1	1	Funds needed for trainings and hiring subject matter experts.		$50,000.00
2	1	2	Funding needed for instructional resources.		$50,000.00
2	4	1	Funding for training.		$10,000.00
2	5	2	Funding needed for trainings.		$10,000.00
2	5	4	Funding needed for summer school.		$15,000.00
2	5	5	Funding needed for PD.		$20,000.00
2	5	6	Funding needed for campus events to promote parent engagement.		$10,000.00
2	6	1	Funding needed for teacher training.		$10,000.00
				Sub-Total	$400,000.00
211 - Title I School Improvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Funding needed to hire restorative discipline coach and aide.		$120,000.00
1	1	5	Funding needed to hire restorative discipline coach and aide.		$120,000.00
1	1	6	Funding needed to hire instructional coaches.		$120,000.00
1	3	1	Funding needed for reading and math interventionists.		$120,000.00
1	4	2	Funding needed for trainings.		$50,000.00
1	5	2	Funding needed for trainings.		$10,000.00
1	5	5	Funding needed for PD.		$20,000.00
2	1	4	Funding needed to hire restorative discipline coach and aide.		$120,000.00
2	1	4	Funding needed to hire restorative discipline coach and aide.		$120,000.00
2	1	5	Funding needed to hire instructional coaches.		$120,000.00
2	3	1	Funding needed for reading and math interventionists.		$120,000.00
2	4	2	Funding needed for trainings.		$50,000.00
2	5	2	Funding needed for trainings.		$10,000.00
2	5	5	Funding needed for PD.		$20,000.00

211 - Title I School Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	$1,120,000.00
				Grand Total	$3,280,400.00

Addendums