International Leadership of Texas

Garland Middle

2022-2023 Campus Improvement Plan

Mission Statement

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

Vision

At ILTexas, we are continually creating an enriched educational community of knowledge, discovery, compassion, and collaboration, igniting a culture of active and accountable students who gain a lifelong appreciation for higher learning. As we pair self-reliance with selflessness, we encourage our students to lead by example, respect diversity, and welcome challenges. Through the combined determination of students, parents, and teachers, we embrace our local and global community as we strive for excellence.

Motto

Student Success! Whatever It Takes! Legally, Morally & Ethically!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We pride ourself on being an international campus. ILT MS Garland has a very diverse student population. As an international school we have attracted families from a wide range of ethnic backgrounds and socio-economic level. The student population is represented as follows: Gender: Female - 51% Male - 49% Race: Hispanic-Latino - 62% American Indian - .30% Asian- 8% African American - 16% Anglo - 11% Economically Disadvantaged - 65% Limited English Proficient - 44% Special Education - 5% Gifted and Talented - 9%. Our staff demographics include the following: African American 3.6%, Hispanic 17.9%, White 57.4%, Asian-13.6 %, Two or More-7.5% and Gender- 35.5% Male and 64.5% Female.

Demographics Strengths

Strengths is that we are truly representative of need for the district's mission to prepare students for expectional leadership roles in an international community, as our student body easily represents an international community. Our families see and support the value in being interntionally aware, culturally sensitive and multilingual.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (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 2 (Prioritized): More students should be identified for TAG **Root Cause:** Inexperienced teachers may not be identifying students early

Problem Statement 3 (Prioritized): New students unfamiliar with English and American culture often struggle. **Root Cause:** No immediate induction service or support is available to student new to the country.

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Problem Statement 5 (Prioritized): Sub populations have trouble passing state exams. **Root Cause:** Content mastery instructor not available on schedule

Problem Statement 6 (Prioritized): Increasing the percentage of students in the meet and mastery performance level. **Root Cause:** Intervention plans do not include differentiation for advanced students.

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Problem Statement 8 (Prioritized): Multi-language resources are not always available **Root Cause:** Limited funds to pay for dual language resources that are ancillary to current

program resources.

Problem Statement 9 (Prioritized): Teacher Pay and recognition continues be an area of growth. To maintain and increase high positive responses for both parents and teachers by increasing communication, transparency and inclusiveness. Based on the information pProvided through the DistrictaEUs Climate Survey, **Root Cause:** Lack of funding for teacher career growth and supplemental responsibilities

Problem Statement 10 (Prioritized): Need accurate reporting of student's abilities and level of comprehension for each standard as well as comparison data across the year and prior year to assess gaps and growth in order to determine student needs. **Root Cause:** Students have varying levels of comprehension and abilities that the teacher needs to be able to accurately identify and address.

Problem Statement 11 (Prioritized): Teachers do not receive competitive salaries in relation to surrounding districts **Root Cause:** Limited budget does not allow to match surrounding district salary scale.

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Student Learning

Student Learning Summary

Within our STAAR comparison information we found that our students have shown growth in 8th grade reading and math for the 2018-2019 school year; along with small gains being made across the campus. Our interventions have been making an impact on student achievement through our campus using enrichment to target interventions that are needed. One example of this was the use of interventions that targeted students in our math department. Our lower grade level math teachers played a significant role in this by helping with math instruction. Our campus was also instrumental in utilizing Saturday school for students to help further target our necessary interventions. While looking at our data we do see there is a need to improve in all subjects. Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor.

Student Outcomes and Performance

1. What progress has been made by the students? Describe the domain ratings. Data Source (School Report Card 2018-2019)

    1. Middle School (002)

        - Student Achievement- , 78 Met Standard

        - School Progress- , 85 Met Standard

        - Closing the Gaps- 70, Met Standard

    2. Data Source (Closing the Achievement Gap Data Report 2018 and 2019)

    ○ Summary Breakdown of Report

      -Making progress in all areas of Academic Achievement and Academic Growth across sub-pops from 2018 and 2019 school years.

      Example: Academic Achievement, Math, African American sub-pop increased from 47 in 2018 to 49 in 2019, causing us to meet target for the 2019 school year.

      Example: In the area of Academic Growth and Reading improved for African Americans from 60% to 61% from 2018 to 2019 to meet target for sub pop group.

      -Though making progress, we are still not reaching Target goal in area of Academic Growth for Math, besides the White sub-pop

      Example: In the area Academic Growth Math, All Students, Hispanic, EcoDis, and EL sub pop made limited progress from 2018 to 2019, but did not reach their Target goal.

Student Learning Strengths

Our interventions have been making an impact on student achievement through our campus using enrichment to target interventions that are needed. One example of this was the use of interventions that targeted students in our math department. Our lower grade level math teachers played a significant role in this by helping with math instruction. Our campus was also instrumental in utilizing Saturday school for students to help further target our necessary interventions.

Campus Strength #1: Multiple campus interventions have successfully been implemented on campus to grow students based on data. Evidence: MWA data via All in Learning.

Campus Strength #2: Creating Academic Growth in Students

1. Evidence- 2019 8th Grade Reading Growth--50%

2. Evidence- 2019 8th Grade Math Growth-- 75%

Campus Strenth #3: Increasing number of students scoring at the Approaches Grade Level on STAAR Test in 8th grade. Evidence: 2018-2019 Growth.

Problem Statements Identifying Student Learning Needs

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Problem Statement 9 (Prioritized): Multi-language resources are not always available **Root Cause:** Limited funds to pay for dual language resources that are ancillary to current program resources.

Problem Statement 10 (Prioritized): We would like to begin adding college job fairs to our recruiting process in the future so that we can also find highly qualified and effective staff. Our staff turnover rate has been affected with many of our teachers being promoted to district office positions, others pursuing positions at our high school, as well as some staff leaving due to family circumstances.

Problem Statement 11 (Prioritized): The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on studentsaEU needs and learning styles.

Problem Statement 12 (Prioritized): Teachers do not receive the opportunity to attend expert training conferences. **Root Cause:** Limited funding to pay for conference expenses. Edit Associated Areas

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Problem Statement 15 (Prioritized): All in Learning program does not have enough equipment for all teachers **Root Cause:** Limited teacher use and does not encourage more spending.

Problem Statement 16 (Prioritized): Valuable websites are blocked by technology department. **Root Cause:** Access to website usage request is time consuming.

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Problem Statement 22 (Prioritized): Students do not completely support servant leadership mission. **Root Cause:** Students receive little training in servant leadership and organizational development.

Problem Statement 23 (Prioritized): Last minute communication limits understanding and effectiveness **Root Cause:** Lack of appropriate communication by district and campus administration.

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School Processes & Programs

School Processes & Programs Summary

We are recruiting highly qualified and effective staff by using resources such as Region 10, HR departments, and networking. We would like to begin adding college job fairs to our recruiting process in the future so that we can also find highly qualified and effective staff. Our staff turnover rate has been affected with many of our teachers being promoted to district office positions, others pursuing positions at our high school, as well as some staff leaving due to family circumstances. Our data has helped to determine our professional development for staff in that our campus utilizes surveys that help to drive what PD is offered, we also have in place a Professional Development Board where staff can see or voice their ideas regarding their professional development.

Our curriculum, instruction, and assessment supports and challenges all students with all of our teachers following the state standards (TEKS) guidelines. Our planning of instruction an assessment are always based with TEKS in mind. The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. When differentiating teachers are able to reach a diverse group of students and able to target instruction more effectively.

To help devote adequate time to students performing poorly our campus offers tutoring, enrichment, small group instruction with our teacher assistants, as well as Saturday school. Our school expectations has revealed that our overall consistency needs to be strengthened in this area.

Our campus is considered to be at a proficient level in our use of technology, while we also consider ourselves to be moving into the advanced stages with the new use of procedures/equipment being implemented such as "Google Classroom". Some of our technology professional development we have provided consists of Wix.com that enables teachers to create professional websites for their classrooms; as well as academic resources provided include that of, Dojo, Study Island, Reading A-Z, Stemscopes, Kuder, MAP, STAAR-AR; and finally, technology pieces that also encourage and engage parents through the use of programs such as Edmodo, and Parent Portal. With the use of this kind of technology we have increased our parent communication, improved behavior, while continuing to make teaching and the delivery more engaging, attainable, and fun.

School Processes & Programs Strengths

Our data has helped to determine our professional development for staff in that our campus utilizes surveys that help to drive what PD is offered, we also have in place a Professional Development Board where staff can see or voice their ideas regarding their professional development.

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Perceptions

Perceptions Summary

Our students and staff have opportunities to share their attitudes regarding school culture in climate through survey, informal conversations, as well as suggestion boxes. Part of our students and staff feeling physically safe is also important and observed through our use of signs on our doors promoting safety and our bully free zones. Language clubs, video announcements created by our student population, and consistent policies throughout our campus continue to help our students and staff maintain academic, behavioral, social, and extracurricular expectations.

Perceptions Strengths

Students and staff feeling physically safe is also important and observed through our use of signs on our doors promoting safety and our bully free zones. Language clubs, video announcements created by our student population, and consistent policies throughout our campus continue to help our students and staff maintain academic, behavioral, social, and extracurricular expectations.

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Priority Problem Statements

Problem Statement 2: Need accurate reporting of student's abilities and level of comprehension for each standard as well as comparison data across the year and prior year to assess gaps and growth in order to determine student needs.

Root Cause 2: Students have varying levels of comprehension and abilities that the teacher needs to be able to accurately identify and address.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 4: 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 4: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

Problem Statement 4 Areas: Demographics - Student Learning

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Root Cause 13:

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

Problem Statement 34: Teacher Pay and recognition continues be an area of growth. To maintain and increase high positive responses for both parents and teachers by increasing communication, transparency and inclusiveness. Based on the information pProvided through the DistrictaEUs Climate Survey, Differentiated Professional Development to meet the need of teachers in all tier levels.

Root Cause 34:

Problem Statement 34 Areas: School Processes & Programs - Perceptions

Problem Statement 5: More students should be identified for TAG

Root Cause 5: Inexperienced teachers may not be identifying students early

Problem Statement 5 Areas: Demographics - Student Learning

Problem Statement 14: Teachers do not receive competitive salaries in relation to surrounding districts

Root Cause 14: Limited budget does not allow to match surrounding district salary scale.

Problem Statement 14 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 35: Last minute communication limits understanding and effectiveness

Root Cause 35: Lack of appropriate communication by district and campus administration.

Problem Statement 35 Areas: Student Learning - Perceptions

Problem Statement 6: New students unfamiliar with English and American culture often struggle.

Root Cause 6: No immediate induction service or support is available to student new to the country.

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

Problem Statement 36: Students do not completely support servant leadership mission.

Root Cause 36: Students receive little training in servant leadership and organizational development.

Problem Statement 36 Areas: Student Learning - Perceptions

Problem Statement 15: Professional development is often given by campus teachers.

Root Cause 15: Limited funds to pay for experts in the field to present to campus teachers and staff.

Problem Statement 15 Areas: School Processes & Programs - Perceptions

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Root Cause 7: Summer remediation is not enrichment but STAAR focused without the availability of differentiated instructional materials. Edit Associated Areas

Problem Statement 7 Areas: Demographics - Student Learning

Problem Statement 37: 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 37: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

Problem Statement 37 Areas: Demographics - Student Learning - Perceptions

Problem Statement 16: Unable to retain effective teachers for continued service.

Root Cause 16: No contract expectations available.

Problem Statement 16 Areas: School Processes & Programs - Perceptions

Problem Statement 8: Sub populations have trouble passing state exams.

Root Cause 8: Content mastery instructor not available on schedule

Problem Statement 8 Areas: Demographics - Student Learning

Problem Statement 38: Teachers do not receive competitive salaries in relation to surrounding districts

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Problem Statement 38 Areas: Student Learning - School Processes & Programs - Perceptions

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Problem Statement 17 Areas: School Processes & Programs - Perceptions

Problem Statement 9: Increasing the percentage of students in the meet and mastery performance level.

Root Cause 9: Intervention plans do not include differentiation for advanced students.

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Root Cause 18: Limited funding to pay for conference expenses. Edit Associated Areas

Problem Statement 18 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 39: Physical space of the building is not appropriate to student enrollment

Root Cause 39: Too many students are enrolled in each class.

Problem Statement 39 Areas: Student Learning - Perceptions

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

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Problem Statement 19 Areas: Student Learning - School Processes & Programs

Problem Statement 41: All in Learning program does not have enough equipment for all teachers

Root Cause 41: Limited teacher use and does not encourage more spending.

Problem Statement 41 Areas: Student Learning - Perceptions

Problem Statement 11: Multi-language resources are not always available

Root Cause 11: Limited funds to pay for dual language resources that are ancillary to current program resources.

Problem Statement 11 Areas: Demographics - Student Learning

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Problem Statement 20 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 40: Valuable websites are blocked by technology department.

Root Cause 40: Access to website usage request is time consuming.

Problem Statement 40 Areas: Student Learning - Perceptions

Problem Statement 12: Teacher Pay and recognition continues be an area of growth. To maintain and increase high positive responses for both parents and teachers by increasing communication, transparency and inclusiveness. Based on the information pProvided through the DistrictaEUs Climate Survey,

Root Cause 12: Lack of funding for teacher career growth and supplemental responsibilities

Problem Statement 12 Areas: Demographics - School Processes & Programs

Problem Statement 21: Physical space of the building is not appropriate to student enrollment

Root Cause 21: Too many students are enrolled in each class.

Problem Statement 21 Areas: School Processes & Programs - Perceptions

Problem Statement 22: Teachers have limited say in the design of testing for students.

Root Cause 22: The charter taken away the ability for the campus leadership/experts to create assessments in order to standardize for the district. Edit Associated Areas

Problem Statement 22 Areas: School Processes & Programs - Perceptions

Problem Statement 23: The challenge continues to be consistency in getting our technology to work, then serviced in a timely manner. We frequently have issues with projectors and integrated projector sound. These issues often take weeks to resolve. Improve the bandwidth so technology can immediately connect two web-based services

Root Cause 23:

Problem Statement 23 Areas: Student Learning - School Processes & Programs

Problem Statement 24: All in Learning program does not have enough equipment for all teachers

Root Cause 24: Limited teacher use and does not encourage more spending.

Problem Statement 24 Areas: Student Learning - School Processes & Programs

Problem Statement 27: New students unfamiliar with English and American culture often struggle.

Root Cause 27: No immediate induction service or support is available to student new to the country.

Problem Statement 27 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 25: Valuable websites are blocked by technology department.

Root Cause 25: Access to website usage request is time consuming.

Problem Statement 25 Areas: Student Learning - School Processes & Programs

Problem Statement 26: 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 26: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

Problem Statement 26 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 28: Personnel availability to support supplemental instructional needs.

Root Cause 28: Additional teachers or instructional aides needs to support classroom instruction.

Problem Statement 28 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 29: Increasing the percentage of students in the meet and mastery performance level.

Root Cause 29: Intervention plans do not include differentiation for advanced students.

Problem Statement 29 Areas: Student Learning - School Processes & Programs

Problem Statement 30: Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance.

Root Cause 30: Vertical planning has been secondary to grade level planning.

Problem Statement 30 Areas: Student Learning - School Processes & Programs

Problem Statement 33: Teacher Pay and recognition continues be an area of growth. To maintain and increase high positive responses for both parents and teachers by increasing communication, transparency and inclusiveness. Based on the information pProvided through the DistrictaEUs Climate Survey, Differentiated Professional Development to meet the need of teachers in all tier levels

Root Cause 33:

Problem Statement 33 Areas: School Processes & Programs - Perceptions

Problem Statement 31: Students do not completely support servant leadership mission.

Root Cause 31: Students receive little training in servant leadership and organizational development.

Problem Statement 31 Areas: Student Learning - School Processes & Programs

Problem Statement 32: Last minute communication limits understanding and effectiveness

Root Cause 32: Lack of appropriate communication by district and campus administration.

Problem Statement 32 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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 Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

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 Emergent Bilingual (EB) 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- 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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates 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
- Enrollment trends

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
- Equity data

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

Goals

Revised/Approved: June 15, 2022

Goal 1: By the end of the 22-23 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher

Performance Objective 1: By the end of the 2022-2023 school year, all Special Populations (to include SPED, Bilingual, CTE and ESL students) will increase their performance at the Performance Level on State Assessments from 50% to 75%

   Evaluation Data Sources: STAAR & EOC Assessments

Strategy 1 Details	Reviews			
Strategy 1: Bring in subject matter experts, Spanish or Bilingual Instructional coach and consultants to help ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, DLI and other programs that will increase student achievement, with particular attention to ELLs	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: s Increased student achievement **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 6 - Student Learning 6 **Funding Sources:** - 211 - Title 1-A - $75,000				

Strategy 2 Details	Reviews			
Strategy 2: Purchase supplemental resources such as bilingual dictionaries, leveled readers, and enrichment summer school materials to support instruction of English learners. **Staff Responsible for Monitoring:** Campus Administrator **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 2 **Funding Sources:** - 211 - Title 1-A - $5,000	Formative			Summative
	Nov	**Jan**	**May**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Purchase supplemental technology and instructional materials (hardcopies as well as online tools/software) to scaffold instruction (i.e, Brain pop, Study Island, Imagine Learning, Peoples Education-Measuring up, bilingual dictionaries, leveled readers etc.		Formative		Summative
	Nov	Jan	May	June
Staff Responsible for Monitoring: CAO, Academic Directors, Instructional Technologists, Campus Principals, Campus textbook coordinators, campus instructional coaches campus media specialists **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 2 **Funding Sources:** - 211 - Title 1-A - $15,000				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 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 6: Increasing the percentage of students in the meet and mastery performance level. **Root Cause**: Intervention plans do not include differentiation for advanced students.

Student Learning
Problem Statement 2: 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 6**: Increasing the percentage of students in the meet and mastery performance level. **Root Cause**: Intervention plans do not include differentiation for advanced students.

Goal 1: By the end of the 22-23 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher

Performance Objective 2: Increase the frequency of student participation with real world experiences and connections from 70% to 90% or above by the end of the 2022-2023.
school year

    Evaluation Data Sources: BOY, MOY, EOY assessments, STAAR and AR

Strategy 1 Details	Reviews			
Strategy 1: 6-8 teachers will provide opportunities for students to	**Formative**			**Summative**
acquire skills through the use real life experiences and	**Nov**	**Jan**	**May**	**June**

web-based research to enhance academic, music, art, fine arts, athletic and Enrichment (such as chess club, etc.) success.
 	
    Strategy's Expected Result/Impact: MAP scores, AR reading levels, STAAR assessments for applicable grades
    Staff Responsible for Monitoring: Teachers, Librarian, Administrators
 	
    Title I:
    2.5, 2.6
    Problem Statements: Demographics 7 - Student Learning 8 - School Processes & Programs 23
    Funding Sources: - 211 - Title 1-A - $5,000				

Strategy 2 Details	Reviews			
Strategy 2: ILTexas MS will develop processes and applications to achieve the equitable distribution of digital resources, along with adequate training and support for implementation. 6-8 grade teachers will provide opportunities for students to interact with various computer programs, such as All in Learning and Edutyping, Jr. to support their instruction and enhance students' learning.		Formative		Summative
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: MAP scores, AR reading levels, TPRI & Tejas Lee performance, STAAR assessment for applicable grades. **Staff Responsible for Monitoring:** Teachers, Librarian, Administrators **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 7 - Student Learning 8 - School Processes & Programs 23 **Funding Sources:** - 211 - Title 1-A - $10,000				

Strategy 3 Details	Reviews			
Strategy 3: Provide enrichment summer school to middle school English learners with a focus on Social Studies and American history 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:** Principal, Teachers **Title I:** 2.5, 2.6 **Problem Statements:** Demographics 3 - Student Learning 4 - School Processes & Programs 22 **Funding Sources:** - 211 - Title 1-A - $10,000				

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: New students unfamiliar with English and American culture often struggle. **Root Cause**: No immediate induction service or support is available to student new to the country.
Problem Statement 7: Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance. **Root Cause**: Vertical planning has been secondary to grade level planning
Student Learning
Problem Statement 4: New students unfamiliar with English and American culture often struggle. **Root Cause**: No immediate induction service or support is available to student new to the country.
Problem Statement 8: Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance. **Root Cause**: Vertical planning has been secondary to grade level planning
School Processes & Programs
Problem Statement 22: New students unfamiliar with English and American culture often struggle. **Root Cause**: No immediate induction service or support is available to student new to the country.
Problem Statement 23: Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance. **Root Cause**: Vertical planning has been secondary to grade level planning

Goal 1: By the end of the 22-23 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher

Performance Objective 3: IL Texas Garland MS will promote and support Special Population through innovative and rigorous instructional practices in order to continuously improve academic achievement for Second Language Learners and Special Populations. Students will meet performance standards as from 75% to 80% as measured by state, district and local assessments by the end of the 2022-2023 school year.

Evaluation Data Sources: CSAs, STAAR, TPRI, Tejas Lee, Map, Online software MAP, Study Island, AR, measuring Up, Brain Pop

Strategy 1 Details	Reviews			
Strategy 1: Teachers 6-8 will utilize AR,DRA/EDL, Study Island, Istation, Galaxy to determine reading levels and set individual reading goals for students and provide daily guided reading instruction.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: unit assessments, BOY, MOY, EOY assessments **Staff Responsible for Monitoring:** Principal, AP, GLAs, Teacher, Campus based instructional coach **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 10 - Student Learning 1 **Funding Sources:** - 211 - Title 1-A - $25,000				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize MAP other digital software data to create individual academic goals for students 6-8 to meet projected growth in Reading, science, social studies. **Strategy's Expected Result/Impact:** unit assessments, BOY, MOY, EOY assessments **Staff Responsible for Monitoring:** Principal, AP, GLAs, Teacher, Campus based instructional coach **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 6 - Student Learning 6 **Funding Sources:** - 211 - Title 1-A - $10,000	Formative			Summative
	Nov	**Jan**	**May**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize supplemental resources and instructional tools, such as graphing calculators, Zspace in grades 6th-8th grade to assist students in preparing for the STAAR assessment. **Strategy's Expected Result/Impact:** unit assessments, BOY, MOY, EOY assessments **Staff Responsible for Monitoring:** Principal, AP, GLAs, Teacher, Campus based instructional coach **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 10 - Student Learning 1 **Funding Sources:** - 211 - Title 1-A - $20,000	Formative			Summative
	Nov	**Jan**	**May**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Provide training opportunities for special programs staff regarding program specific compliance, new research/best practices, and instructional strategies for identified students (including Special Education, dyslexia, ESL, GT, CTE, etc.) Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide online access to CNA/CIP.	Formative			Summative
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Assistant principal over program **Staff Responsible for Monitoring:** Improved level of understanding through program initiatives **Title I:** 2.5, 2.6 **Problem Statements:** Demographics 4 - Student Learning 5 **Funding Sources:** - 211 - Title 1-A - $10,500				

Strategy 5 Details	Reviews			
Strategy 5: Teachers will offer grades 6th-8th grade students small group tutoring or the STAAR assessment with after school and Saturday School tutoring. Students will receive snacks during their time in Saturday School	Formative			Summative
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: District Assessments, Agendas **Staff Responsible for Monitoring:** Administration and teacher **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 6 - Student Learning 6 **Funding Sources:** - 211 - Title 1-A - $10,000				

Strategy 6 Details	Reviews			
Strategy 6: Provide Science instructional supplies to increase student achievement. Science equipment material, and labs, kits.	Formative			Summative
	Nov	Jan	May	June
Strategy's Expected Result/Impact: Increase in science scores on CSAs and STAAR. **Staff Responsible for Monitoring:** Principal, assistant Principal, Counselor , Grade Level Administrators and teachers **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 10 - Student Learning 1 **Funding Sources:** - 211 - Title 1-A - $5,000				

Strategy 7 Details	**Reviews**			
Strategy 7: Provide summer school differentiation sessions that will consist of Reading, Math, Social Studies, and ESL in areas of accelerated instruction, on target learning, as well as students of promise to all 6th - 8th grade students. Supplies & snacks for 6-8th grade students will include instructional materials necessary to support different learning styles		**Formative**		**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: ncrease in Reading, ESL, Math and Social Studies STAAR score **Staff Responsible for Monitoring:** Principal, assistant Principal, Counselor , Grade Level Administrators and teachers. **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Learning 2 **Funding Sources:** - 211 - Title 1-A - $10,000				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: 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: SpED populations find no growth after 3rd administration of STAAR. **Root Cause**: Summer remediation is not enrichment but STAAR focused without the availability of differentiated instructional materials. Edit Associated Areas
Problem Statement 6: Increasing the percentage of students in the meet and mastery performance level. **Root Cause**: Intervention plans do not include differentiation for advanced students.

Demographics

Problem Statement 10: Need accurate reporting of student's abilities and level of comprehension for each standard as well as comparison data across the year and prior year to assess gaps and growth in order to determine student needs. **Root Cause**: Students have varying levels of comprehension and abilities that the teacher needs to be able to accurately identify and address.

Student Learning

Problem Statement 1: Need accurate reporting of student's abilities and level of comprehension for each standard as well as comparison data across the year and prior year to assess gaps and growth in order to determine student needs. **Root Cause**: Students have varying levels of comprehension and abilities that the teacher needs to be able to accurately identify and address.

Problem Statement 2: 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 5: SpED populations find no growth after 3rd administration of STAAR. **Root Cause**: Summer remediation is not enrichment but STAAR focused without the availability of differentiated instructional materials. Edit Associated Areas

Problem Statement 6: Increasing the percentage of students in the meet and mastery performance level. **Root Cause**: Intervention plans do not include differentiation for advanced students.

Goal 1: By the end of the 22-23 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher

Performance Objective 4: ILT Garland MS will focus on improving academic achievement of all students through rigorous learner-centered instruction facilitated through research based instructional strategies. By May 2023, 90% students will meet performance standards as measured by state, district and local
assessments from 80% to 90%.

Evaluation Data Sources: CSAs, STAAR, TPRI, Tejas Lee, Map, Online software MAP, Study Island, AR, measuring Up, Brain Pop

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Administer student assessments to monitor learning objective mastery.	**Nov**	**Jan**	**May**	**June**
Teacher will profile students assessment data through tracking students assessment results with profile binders, access to Lead4Ward, supplemental pay for subs to cover teacher teams for additional profile day				
Strategy's Expected Result/Impact: Increase in the number of students passing all assessments and courses.				
Staff Responsible for Monitoring: Principal, Assist. Principal, grade level administrators & teachers				
Title I: 2.4, 2.5				
Problem Statements: Demographics 6 - Student Learning 6				
Funding Sources: - 211 - Title 1-A - $5,000				

Strategy 2 Details	Reviews			

Strategy 2: Additional Targeted Support will be provided to all students with priority given to the Asian, and SpED student groups through small group interventions during the school day and extended-day tutoring sessions after school. Various STAAR supplemental review materials will be used to increase the number of students meeting grade level standards across all STAAR tested subject areas.
 	
    Strategy's Expected Result/Impact: We expect to see at minimum an increase in academic all subjects achievement in the following areas:
- Asian rom 62% to 73%
- SpEd from 20% to 23%
 	
    Staff Responsible for Monitoring: Lead Teachers/Admin Team/SpEd Coordinator/
 	
    Title I:
    2.4, 2.5, 2.6
    Problem Statements: Demographics 6 - Student Learning 6
    Funding Sources: - 211 - Title 1-A - $5,000
	Formative			**Summative**

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

Strategy 3 Details	Reviews			
	Formative			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy 3: Additional Targeted Support will be provided to All students with a focus on White, Eco Disadvantage, EL (former) students through Literacy Workshops and extended learning opportunities to enrich and increase all students' reading growth. **Strategy's Expected Result/Impact:** We expect to see Reading growths increase at a minimum of: -61% to 66% for all students - 62 % to 69%for White students; - 57% to 77% for Asian students -58% to 64% for EcoDis -63% to 64% for EL (**Staff Responsible for Monitoring:** Lead Teachers/Teachers/Admin Team/Instructional Coaches **Title I:** 2.5, 2.6 **Problem Statements:** Demographics 7 - Student Learning 8 - School Processes & Programs 23 **Funding Sources:** - 211 - Title 1-A - $5,000				

Strategy 4 Details	Reviews			
Strategy 4: Additional Targeted Support will be provided to all students with a focus ond Asian students through Literacy Workshops and extended learning opportunities to enrich and increase all students' reading success.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: We expect to see reading achievement increase at a minimum of: - 46% to 74% for Asian students **Staff Responsible for Monitoring:** Lead Teachers/Teachers/Admin Team **Title I:** 2.5, 2.6 **Problem Statements:** Demographics 3 - Student Learning 4 - School Processes & Programs 22 **Funding Sources:** - 211 - Title 1-A - $5,000				

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

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: New students unfamiliar with English and American culture often struggle. **Root Cause**: No immediate induction service or support is available to student new to the country.
Problem Statement 6: Increasing the percentage of students in the meet and mastery performance level. **Root Cause**: Intervention plans do not include differentiation for advanced students.
Problem Statement 7: Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance. **Root Cause**: Vertical planning has been secondary to grade level planning

Student Learning
Problem Statement 4: New students unfamiliar with English and American culture often struggle. **Root Cause**: No immediate induction service or support is available to student new to the country.
Problem Statement 6: Increasing the percentage of students in the meet and mastery performance level. **Root Cause**: Intervention plans do not include differentiation for advanced students.

Student Learning
Problem Statement 8: Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance. **Root Cause**: Vertical planning has been secondary to grade level planning

School Processes & Programs
Problem Statement 22: New students unfamiliar with English and American culture often struggle. **Root Cause**: No immediate induction service or support is available to student new to the country.
Problem Statement 23: Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance. **Root Cause**: Vertical planning has been secondary to grade level planning

Goal 1: By the end of the 22-23 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher

Performance Objective 5: By the end of the 22-23 school year, students' learning readiness indicator as measured by Rhithm, will increase 10% 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.

    Evaluation Data Sources: Rhithm Insight reports and assessments compared to 2021-2022 data.

Strategy 1 Details	Reviews			
Strategy 1: Bring in subject matter experts (such as but not limited to Youth Equipped to Succeed) and purchase resources (such as but not limit to SEL and mental health curriculum for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students) to improve students' readiness to learn.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Improve learning readiness as measured by Rhithm
    Staff Responsible for Monitoring: Principal, AP, Counselors
 	
    Title I:
    2.5
    Problem Statements: Demographics 7 - Student Learning 8 - School Processes & Programs 23				

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

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 7: Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance. **Root Cause**: Vertical planning has been secondary to grade level planning

Student Learning
Problem Statement 8: Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance. **Root Cause**: Vertical planning has been secondary to grade level planning

School Processes & Programs
Problem Statement 23: Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance. **Root Cause**: Vertical planning has been secondary to grade level planning

Goal 2: By the end of the 22-23 school year, at least 75% of students graduate meeting language (students enrolled at ILTexas 7 years or more are at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

Performance Objective 1: By the end of the 2022-2023 school year, all Sub Populations (Asian, Non-continous, SpED (current)) will increase their performance from 50% to 75% on the STAAR assessment to meet the 2022-2023 accountability target.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize MAP data to create individual academic goals for students 6-8 to meet projected growth in Math.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Staff Responsible for Monitoring: GLAs, Instructional coach, Admin. **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 6 - Student Learning 6 **Funding Sources:** - 211 - Title 1-A - $5,000				

Strategy 2 Details	Reviews			
Strategy 2: Purchase supplemental technology and instructional materials (hardcopies as well as online tools/software) to scaffold instruction (i.e, Brain pop, Study Island, Imagine Learning, Peoples Education-Measuring up, bilingual dictionaries, leveled readers etc.)	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Staff Responsible for Monitoring: GLAs, Instructional coach, Admin. **Title I:** 2.5, 2.6 **Problem Statements:** Demographics 6 - Student Learning 6 **Funding Sources:** - 211 - Title 1-A - $5,000				
0% No Progress 100% Accomplished Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 6: Increasing the percentage of students in the meet and mastery performance level. **Root Cause**: Intervention plans do not include differentiation for advanced students.
Student Learning
Problem Statement 6: Increasing the percentage of students in the meet and mastery performance level. **Root Cause**: Intervention plans do not include differentiation for advanced students.

Goal 2: By the end of the 22-23 school year, at least 75% of students graduate meeting language (students enrolled at ILTexas 7 years or more are at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

Performance Objective 2: ILT Garland MS will focus on improving academic achievement of all students through rigorous learner-centered instruction facilitated through research based instructional strategies. By May 2023, 90% students will meet performance standards as measured by state, district and local
assessments from 80% to 90%

    Evaluation Data Sources: CSAs, STAAR, TPRI, Tejas Lee, Map, Online software MAP, Study Island, AR, measuring Up, Brain Pop

Strategy 1 Details	Reviews			
Strategy 1: Administer student assessments to monitor learning objective mastery.	**Formative**			**Summative**
Teacher will profile students assessment data through tracking students assessment results with profile binders, access to Lead4Ward, supplemental pay for subs to cover teacher teams for additional profile day	**Nov**	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increase in the number of students passing all assessments and courses.
    Staff Responsible for Monitoring: Principal, Assist. Principal, grade level administrators & teachers
 	
    Title I:
    2.5, 2.6
    Problem Statements: Student Learning 11 - School Processes & Programs 7
    Funding Sources: - 211 - Title 1-A - $5,000				

Strategy 2 Details	Reviews			
Strategy 2: Provide online program to include Study Island, MAP, Zspace. STAR AR, All in Learning and other online resources to enhance instruction and increase student achievement **Staff Responsible for Monitoring:** Assistant Principals, ICs, Teachers **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 6 - Student Learning 6 **Funding Sources:** - 211 - Title 1-A - $25,000	Formative			Summative
	Nov	**Jan**	**May**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Additional Targeted Support will be provided to all students with priority given to the Asian, and SpED student groups through small group interventions during the school day and extended-day tutoring sessions after school. Various STAAR supplemental review materials will be used to increase the number of students meeting grade level standards across all STAAR tested subject areas. **Strategy's Expected Result/Impact:** We expect to see at minimum an increase in academic all subjects achievement in the following areas: - Asian rom 62% to 73% - SpEd from 20% to 23% **Staff Responsible for Monitoring:** Lead Teachers/Admin Team/SpEd Coordinator/ **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 6 - Student Learning 6 **Funding Sources:** - 211 - Title 1-A - $5,000	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy 4 Details	Reviews			
Strategy 4:) Additional Targeted Support will be provided to all students with priority given to the Asian student group through the medium of Math Literacy to increase academic growth by meeting grade level standard in math.	Formative			Summative
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: We expect to see academic growth at a minimum of: - 2% for Asian students in math **Staff Responsible for Monitoring:** Teachers/Interventionists/Admin Team/Instructional Coach **Funding Sources:** - 211 - Title 1-A - $5,000				

Strategy 5 Details	Reviews			
Strategy 5: Additional Targeted Support will be provided to all students with priority given to the Asian student group through the medium of Math Literacy to increase academic achievement by meeting grade level standard in math.	Formative			Summative
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: We expect to see academic growth at a minimum of: - 8% for Asian students in math **Staff Responsible for Monitoring:** Teachers/Interventionists/Admin Team/Instructional Coach **Title I:** 2.5, 2.6 **Problem Statements:** Demographics 3 - Student Learning 4 - School Processes & Programs 22 **Funding Sources:** - 211 - Title 1-A - $5,000				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: New students unfamiliar with English and American culture often struggle. **Root Cause**: No immediate induction service or support is available to student new to the country.
Problem Statement 6: Increasing the percentage of students in the meet and mastery performance level. **Root Cause**: Intervention plans do not include differentiation for advanced students.

Student Learning
Problem Statement 4: New students unfamiliar with English and American culture often struggle. **Root Cause**: No immediate induction service or support is available to student new to the country.
Problem Statement 6: Increasing the percentage of students in the meet and mastery performance level. **Root Cause**: Intervention plans do not include differentiation for advanced students.
Problem Statement 11: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on studentsaEU needs and learning styles.

School Processes & Programs
Problem Statement 7: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on studentsaEU needs and learning styles.
Problem Statement 22: New students unfamiliar with English and American culture often struggle. **Root Cause**: No immediate induction service or support is available to student new to the country.

Goal 3: By the end of the 22-23 school year ILTexas will retain 75% of teachers, an increase from 74% achieved in the 2021-22 school year.

Performance Objective 1: By the end of the 2022-2023 school year, all students will demonstrate an increase of a minimum of one sub-level, based on the ACTFL proficiency guidelines from 50% to 100%.

Evaluation Data Sources: ACTFL assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide Spanish/Chinese instructional material for students in reading/LA, social studies, math and science to include online & consumable resources, lab kits, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in reviewing and preparing for state assessments and foreign language assessments.		Formative		Summative
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase in the number of students passing all assessments and courses. **Staff Responsible for Monitoring:** Principal, Assist. Principal, grade level administrators & teachers **Title I:** 2.5, 2.6 **Problem Statements:** Demographics 6 - Student Learning 6 **Funding Sources:** - 211 - Title 1-A - $10,000				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 6: Increasing the percentage of students in the meet and mastery performance level. **Root Cause**: Intervention plans do not include differentiation for advanced students.

Student Learning
Problem Statement 6: Increasing the percentage of students in the meet and mastery performance level. **Root Cause**: Intervention plans do not include differentiation for advanced students.

Goal 3: By the end of the 22-23 school year ILTexas will retain 75% of teachers, an increase from 74% achieved in the 2021-22 school year.

Performance Objective 2: All Instructional coaches will monitor fidelity of the DLI model by June 2023.

    Evaluation Data Sources: ACTFL

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

Strategy's Expected Result/Impact: ACTFL increase
    Staff Responsible for Monitoring: Principal, AP
 	
    Title I:
    2.4, 2.5
    Problem Statements: Student Learning 11 - School Processes & Programs 7				

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 11: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on studentsaEU needs and learning styles.

School Processes & Programs
Problem Statement 7: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on studentsaEU needs and learning styles.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Bring in subject matter experts, Spanish or Bilingual Instructional coach and consultants to help ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, DLI and other programs that will increase student achievement, with particular attention to ELLs
1	1	2	Purchase supplemental resources such as bilingual dictionaries, leveled readers, and enrichment summer school materials to support instruction of English learners.
1	1	3	Purchase supplemental technology and instructional materials (hardcopies as well as online tools/software) to scaffold instruction (i.e, Brain pop, Study Island, Imagine Learning, Peoples Education-Measuring up, bilingual dictionaries, leveled readers etc.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Bring in subject matter experts, Spanish or Bilingual Instructional coach and consultants to help ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, DLI and other programs that will increase student achievement, with particular attention to ELLs
1	1	2	Purchase supplemental resources such as bilingual dictionaries, leveled readers, and enrichment summer school materials to support instruction of English learners.
1	1	3	Purchase supplemental technology and instructional materials (hardcopies as well as online tools/software) to scaffold instruction (i.e, Brain pop, Study Island, Imagine Learning, Peoples Education-Measuring up, bilingual dictionaries, leveled readers etc.

Plan Notes

6th grade: for 2019-20 school year, 6th grade, the number of Study Island sessions for math is 9,241 with an average score of 68%, for ELA 6,095 sessions with average score of 67%, and for science - sessions 3,820 with an average score of 72%

6th grade: Based on district benchmarks, increases in scores are in part due to time spent utilizing Study Island. For math, Leadership Report Card shows for Proportional Reasoning an increase of 190% from checkpoint 1 to checkpoint 3; for Expresions, Equations, and Inequalities an increase by 195%; Algebraic Relationships increase by 161% from checkpoint 2 to checkpoint 3

6th grade: Study Island Suggested Topics report can be by class summary or individual student - the report separates concepts into areas of High priority(needing most attention) to standards that have been exceeded - showing percentage of correct answers - gives topic and expectation for each topic

6th grade: Study Island NWEA MAP Link Report provides data for each student showing all sessions completed within each topic/content area. Student (teacher and parent) can view each session reviewing missed questions. Each student is assigned a grading key as determined by their success in that area of content.

6th grade: MAP reveals student growth and predicts students level of success on state tests, ACT, and SAT exams

6th grade: Lab tables in 6th grade science for a condusive environment for science labs, experiments, and exploration in group settings.

Campus Funding Summary

			211 - Title 1-A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$75,000.00
1	1	2			$5,000.00
1	1	3			$15,000.00
1	2	1			$5,000.00
1	2	2			$10,000.00
1	2	3			$10,000.00
1	3	1			$25,000.00
1	3	2			$10,000.00
1	3	3			$20,000.00
1	3	4			$10,500.00
1	3	5			$10,000.00
1	3	6			$5,000.00
1	3	7			$10,000.00
1	4	1			$5,000.00
1	4	2			$5,000.00
1	4	3			$5,000.00
1	4	4			$5,000.00
2	1	1			$5,000.00
2	1	2			$5,000.00
2	2	1			$5,000.00
2	2	2			$25,000.00
2	2	3			$5,000.00
2	2	4			$5,000.00
2	2	5			$5,000.00
3	1	1			$10,000.00
				Sub-Total	$295,500.00