

International Leadership of Texas
Arlington Grand Prairie High
2022-2023 Campus Improvement Plan



Mission Statement

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

Vision

Our vision is to see our community filled with graduates making a positive impact on our local and global community. We see our school as a safe, encouraging, and visionary campus where we help student to see their value and potential and work daily to allow them opportunities to honor both.

Motto

We believe in exhibiting "Others Before Self" behavior.

We believe in exhibiting "Grit" and "Eagle Pride".

We believe in our students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

International Leadership of Arlington Grand Prairie High School is a charter school rated as a Met Standard School with an overall score of 88% according to the State of Texas STAAR exam. The school earned distinctions in ELAR/Reading, Social Studies, Comparative closing the gaps, Mathematics, Comparative academic growth, and Post Secondary readiness. Enrollment has steadily increased from previous years, because of the addition of new feeder pattern schools. We currently serve 537 high school students. The ethnicity groups represented are 61.27% Hispanic, 27.56% African-American, 6.15% White, 1.49% two or more races, 3.17% Asian, 0.19 % American Indian. The percentage of economically disadvantaged students is currently, 57.8%.

The staff is very diverse with teachers that provide Spanish instruction and Chinese. A support system is in place for teachers that may not be certified. An Instructional coach is in place to assist teachers with teaching strategies. The district provides staff development during the year through Data Days and through the Professional Learning Communities (PLCs) meetings on a weekly basis.

The campus has just completed its second year of the Marine JROTC program. There are two campus JROTC instructors.

Demographics Strengths

The campus is very ethnically diverse (students and staff).

Despite an increase in the percentage of economically disadvantaged students, our campus continues to make academic gains when comparing STAAR results with previous years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase in numbers of students who are Economically disadvantaged **Root Cause:** New feeder schools added

Problem Statement 2: 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 **Root Cause:** Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction. Professional development and support will be offered to teachers to improve data driven instruction Vertical planning, Classroom libraries, and Online programs such as All In Learning will be used to differentiate tests and gain real time data to meet the specific.

Problem Statement 3: Ongoing professional development on authentic integration of technology in daily instruction **Root Cause:** Limited time for media specialist to work with teachers during their PLC and data days.

Problem Statement 4: Technology is faulty and often not working **Root Cause:** Lack of quality infrastructure and support

Problem Statement 5 (Prioritized): Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom

management strategies in an effort to maximize the learning time and rigor of each lesson. **Root Cause:** Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year.

Problem Statement 6 (Prioritized): Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. **Root Cause:** Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.

Problem Statement 7 (Prioritized): With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships **Root Cause:** Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding

Problem Statement 8 (Prioritized): The inadequate funding of charter schools leads to teachers seeking opportunities in other district due to the higher salary. **Root Cause:** Funding by federal and state need to be matched at the charter level in order to be able to provide competitive salaries to our teachers. We lack the resources and capacity to fully support brand new teachers to teaching especially at new campuses. We have a high percentage of teachers who have chosen education as an alternative career however they are very early in the program an

Problem Statement 9 (Prioritized): Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Inadequate PD focussed on developing an educators ability to accurately and effective analyze data, reflect, formulate a plan, and implement the plan to meet the academic needs of the students.

Student Learning

Student Learning Summary

Student Outcomes and Performance

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

1. AGPHS(006)

- Overall- 88, Met Standard
- Student Achievement- 78, Met Standard
- School Progress- 87, Met Standard
- Closing the Gaps- 89, Met Standard

2. Data Source (Closing the Achievement Gap Data Report)

- Summary Breakdown of Report (copy of actual report attached to this document)

-Making progress in all areas of Academic Achievement and Academic Growth across sub-pops from 2017 to 2018 school years.

Example: Academic Achievement, in all subjects for African American sub-pop increased from 73% in 2017 to 81% in 2018, causing us to meet target for the 2018 school year.

Example: In the area of Academic Growth, All Students, African American, Hispanic, EcoDis, and EL increased their scores enough from 2017 to 2018 to meet target for each sub pop group.

-We are reaching Target goal in the area of Academic Growth.

Student Learning Strengths

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.

Campus Strength #3: Increasing the number of students who are at the approaches, meets, and masters standard levels.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All															
Percent of Tests															
% at Did Not Meet															
GL	18%	20%	17%	14%	%	23%	%	0%	20%	26%	%	53%	67%	12%	21%
Standard or Above															
% at Approaches															
GL	80%	78%	80%	82%	100%	74%	100%	94%	78%	68%	68%	36%	43%	87%	75%
Standard or Above															
% at Meets															
GL	60%	56%	60%	72%	%	65%	%	80%	55%	42%	42%	9%	33%	68%	56%
Standard or Above															
% at Masters GL	19%	17%	19%	18%	%	31%	%	20%	16%	8%	10%	2%	0%	26%	15%
Standard															

Problem Statements Identifying Student Learning Needs

Problem Statement 1: English EOC results need to be stronger **Root Cause:** Need cross-curricular support to build writing skills

Problem Statement 2: 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' EU needs and learning styles. When differentiating teachers are able to reach a diverse group of students and able to target **Root Cause:** Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction. Professional development and support will be offered to teachers to improve data driven instruction Vertical planning, Classroom libraries, and Online programs such as All In Learning will be used to differentiate tests and gain real time data to meet the specific.

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Problem Statement 8 (Prioritized): Consistency in the quality of our school wide systems is vital to a positive culture and climate. **Root Cause:** We have to consistently monitor our progress through the use of quality and control surveys and community volunteers.

Problem Statement 9 (Prioritized): Full adoption and implementation of the PBIS program with fidelity. **Root Cause:** PBIS discipline PD should occur prior to the start of school, followed by continuous staff development throughout the year. There has to be a progression of implementation to maximize the benefits of the program.

Problem Statement 10 (Prioritized): There needs to be a focus on opportunities to educate and engage the community into the culture and climate of the school. **Root Cause:** Minimal parenting and community workshops and or need for a community liaison / urban specialist to meet the needs of a title 1 campus.

Problem Statement 11 (Prioritized): The establishment, sustainability, and effective leadership of committees designed to support the culture and climate of the campus. **Root Cause:** The faculty and staff need designated time dedicated to meeting and planning with their committees; therefore, coverage for their regular duties would afford them adequate time to plan.

Problem Statement 12 (Prioritized): Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. **Root Cause:** Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.

Problem Statement 13 (Prioritized): Outside partners available to provide support for student achievement. The additional support could consist of, but is not limited to the following: tutors, instructional coach, SAT and PSAT tutoring. **Root Cause:** The needs of each campus are unique to the community they serve. Subscribing to the one size fits all is not beneficial to all students. The additional personnel could consist of, but is not limited to the following: tutors, and an instructional coach.ing/social.studies .

School Processes & Programs

School Processes & Programs Summary

As a campus, our strongest areas of strength are assessment, collaborating with staff and having a voice and assisting in making campus-wide decisions. Areas of opportunity that we will continue to focus on are mentoring new staff members and providing ongoing support for teachers via professional development opportunities and technology.

School Processes & Programs Strengths

Our strengths include professional development during the summer, campus data days, and campus PLC's.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Salary differential between us and neighboring districts provides challenge for teacher recruitment and retention **Root Cause:** Funding inequity between ISDs and Charter schools

Problem Statement 2: System of Grade Level Administrators not as effective as it could be. **Root Cause:** Grade Level Administrators are organized by grade level instead of by content area.

Problem Statement 3: The content of professional development is not always what is needed to improve teacher quality and instruction. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs.

Problem Statement 4: Teachers do not receive any compensation for continued education. **Root Cause:** Limited budget does not allow for stipends to match educational expertise.

Problem Statement 5: Teachers do not receive the opportunity to attend expert training conferences. **Root Cause:** Limited funding to pay for conference expenses.

Problem Statement 6: English EOC results need to be stronger **Root Cause:** Need cross-curricular support to build writing skills

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Problem Statement 14 (Prioritized): There needs to be a focus on opportunities to educate and engage the community into the culture and climate of the school. **Root Cause:** Minimal parenting and community workshops and or need for a community liaison / urban specialist to meet the needs of a title 1 campus.

Problem Statement 15 (Prioritized): The establishment, sustainability, and effective leadership of committees designed to support the culture and climate of the campus. **Root Cause:** The faculty and staff need designated time dedicated to meeting and planning with their committees; therefore, coverage for their regular duties would afford them adequate time to plan.

Problem Statement 16 (Prioritized): Professional development on the establishment and sustainability of a healthy culture and climate are needed. **Root Cause:** Funding, time, and resources for PD, book studies, and focus groups.

Problem Statement 17 (Prioritized): Need continued improvement of student leadership opportunities **Root Cause:** Teachers and administration must continue to release leadership opportunities to students

Problem Statement 18 (Prioritized): Lack of positive relationships with community businesses and schools. **Root Cause:** Communication and relationship building and feedback within the Arlington, Grand Prairie, Mansfield Community.

Problem Statement 19 (Prioritized): Build relationships among parents. **Root Cause:** Lack of activities for parents to participate in. Lack of programming to ease the cultural barriers of parents and staff members. Lack of designated parent teacher conference nights.

Problem Statement 20 (Prioritized): Lack of computers for parents and students to access online information and complete required documentation. **Root Cause:** Parents do not have computer access.

Perceptions

Perceptions Summary

We have a learning community and atmosphere of collegiality. Our grade level teams plan together, working towards common goals. Our teachers leaders meet weekly to discuss school-wide successes and challenges. Input is solicited from all stakeholders to address school-wide issues and concerns. Our staff members are able to rely on each other for support, suggestions, and assistance. In addition, we are able to bounce ideas off of each other and use colleagues as resources.

Professional Development training is provided to ensure that there is a common language for addressing concerns, activities, and school-related items.

Perceptions Strengths

Teachers across the campus participate in monthly Learning Walks where they observe and discuss best practices with their colleagues. Classroom teachers are consistently asked to participate in PLCs that solicit their feedback as it relates to campus-based activities. provided with more timely feedback as requested on the climate survey.

Collaborative sessions are designed to solicit the input of all staff members. Monthly meetings are held to provide staff members with multiple opportunities to share their ideas about improving the overall climate and culture of the campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Need continued improvement of student leadership opportunities **Root Cause:** Teachers and administration must continue to release leadership opportunities to students

Problem Statement 2 (Prioritized): Lack of positive relationships with community businesses and schools. **Root Cause:** Communication and relationship building and feedback within the Arlington, Grand Prairie, Mansfield Community.

Problem Statement 3 (Prioritized): Build relationships among parents. **Root Cause:** Lack of activities for parents to participate in. Lack of programming to ease the cultural barriers of parents and staff members. Lack of designated parent teacher conference nights.

Problem Statement 4 (Prioritized): Lack of computers for parents and students to access online information and complete required documentation. **Root Cause:** Parents do not have computer access.

Problem Statement 5: Increase in numbers of students who are Economically disadvantaged **Root Cause:** New feeder schools added

Problem Statement 6: Ongoing professional development on authentic integration of technology in daily instruction **Root Cause:** Limited time for media specialist to work with teachers during their PLC and data days.

Problem Statement 7: Salary differential between us and neighboring districts provides challenge for teacher recruitment and retention **Root Cause:** Funding inequity between ISDs and Charter schools

Problem Statement 8: System of Grade Level Administrators not as effective as it could be. **Root Cause:** Grade Level Administrators are organized by grade level instead of by content area.

Problem Statement 9: The content of professional development is not always what is needed to improve teacher quality and instruction. **Root Cause:** The district aligns PD with

district-wide initiatives vs. campus specific planing needs.

Problem Statement 10: Teachers do not receive any compensation for continued education. **Root Cause:** Limited budget does not allow for stipends to match educational expertise.

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Problem Statement 12 (Prioritized): Outside partners available to provide support for student achievement. The additional support could consist of, but is not limited to the following: tutors, instructional coach, SAT and PSAT tutoring. **Root Cause:** The needs of each campus are unique to the community they serve. Subscribing to the one size fits all is not beneficial to all students. The additional personnel could consist of, but is not limited to the following: tutors, and an instructional coach.ing/social.studies .

Problem Statement 13 (Prioritized): Professional development on the establishment and sustainability of a healthy culture and climate are needed. **Root Cause:** Funding, time, and resources for PD, book studies, and focus groups.

Problem Statement 14 (Prioritized): Consistency in the quality of our school wide systems is vital to a positive culture and climate. **Root Cause:** We have to consistently monitor our progress through the use of quality and control surveys and community volunteers.

Problem Statement 15 (Prioritized): Full adoption and implementation of the PBIS program with fidelity. **Root Cause:** PBIS discipline PD should occur prior to the start of school, followed by continuous staff development throughout the year. There has to be a progression of implementation to maximize the benefits of the program.

Priority Problem Statements

Problem Statement 12: Need continued improvement of student leadership opportunities

Root Cause 12: Teachers and administration must continue to release leadership opportunities to students

Problem Statement 12 Areas: School Processes & Programs - Perceptions

Problem Statement 13: Lack of positive relationships with community businesses and schools.

Root Cause 13: Communication and relationship building and feedback within the Arlington, Grand Prairie, Mansfield Community.

Problem Statement 13 Areas: School Processes & Programs - Perceptions

Problem Statement 14: Build relationships among parents.

Root Cause 14: Lack of activities for parents to participate in. Lack of programming to ease the cultural barriers of parents and staff members. Lack of designated parent teacher conference nights.

Problem Statement 14 Areas: School Processes & Programs - Perceptions

Problem Statement 15: Lack of computers for parents and students to access online information and complete required documentation.

Root Cause 15: Parents do not have computer access.

Problem Statement 15 Areas: School Processes & Programs - Perceptions

Problem Statement 3: Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson.

Root Cause 3: Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year.

Problem Statement 3 Areas: Demographics - School Processes & Programs

Problem Statement 1: With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships

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

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 5: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.

Root Cause 5: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.

Problem Statement 5 Areas: Demographics - Student Learning

Problem Statement 6: The inadequate funding of charter schools leads to teachers seeking opportunities in other district due to the higher salary.

Root Cause 6: Funding by federal and state need to be matched at the charter level in order to be able to provide competitive salaries to our teachers. We lack the resources and

capacity to fully support brand new teachers to teaching especially at new campuses. We have a high percentage of teachers who have chosen education as an alternative career however they are very early in the program an

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

Problem Statement 7: Consistency in the quality of our school wide systems is vital to a positive culture and climate.

Root Cause 7: We have to consistently monitor our progress through the use of quality and control surveys and community volunteers.

Problem Statement 7 Areas: Student Learning - Perceptions

Problem Statement 2: Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps.

Root Cause 2: Inadequate PD focussed on developing an educators ability to accurately and effective analyze data, reflect, formulate a plan, and implement the plan to meet the academic needs of the students.

Problem Statement 2 Areas: Demographics - School Processes & Programs

Problem Statement 8: Full adoption and implementation of the PBIS program with fidelity.

Root Cause 8: PBIS discipline PD should occur prior to the start of school, followed by continuous staff development throughout the year. There has to be a progression of implementation to maximize the benefits of the program.

Problem Statement 8 Areas: Student Learning - Perceptions

Problem Statement 9: There needs to be a focus on opportunities to educate and engage the community into the culture and climate of the school.

Root Cause 9: Minimal parenting and community workshops and or need for a community liaison / urban specialist to meet the needs of a title 1 campus.

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

Problem Statement 4: Outside partners available to provide support for student achievement. The additional support could consist of, but is not limited to the following: tutors, instructional coach, SAT and PSAT tutoring.

Root Cause 4: The needs of each campus are unique to the community they serve. Subscribing to the one size fits all is not beneficial to all students. The additional personnel could consist of, but is not limited to the following: tutors, and an instructional coach.ing/social.studies .

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

Problem Statement 10: The establishment, sustainability, and effective leadership of committees designed to support the culture and climate of the campus.

Root Cause 10: The faculty and staff need designated time dedicated to meeting and planning with their committees; therefore, coverage for their regular duties would afford them adequate time to plan.

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

Problem Statement 11: Professional development on the establishment and sustainability of a healthy culture and climate are needed.

Root Cause 11: Funding, time, and resources for PD, book studies, and focus groups.

Problem Statement 11 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
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

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 22-23 school year, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Reading/Language Arts and 25% of EB students will perform at the meets level of achievement on STAAR Reading/Language Arts.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Send campus and district staff to conferences (e.g. La Cosecha, Ron Clark, TESOL) to assist 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 Strategy's Expected Result/Impact: increased student achievement Staff Responsible for Monitoring: administrators, instructional coach Problem Statements: Demographics 5, 6, 7 - Student Learning 6, 12 - School Processes & Programs 12 Funding Sources: - 420 - State - \$100, - 211 - Title 1-A - \$12,000	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Purchase supplemental resources such as bilingual dictionaries, leveled readers, online resources such as Study Island, All in Learning, Measuring Up, and Flocabulary, and enrichment summer school materials to support instruction of English learners. Strategy's Expected Result/Impact: increased student achievement Staff Responsible for Monitoring: campus administration, GLA's teachers Problem Statements: Demographics 6 - Student Learning 12	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
Strategy 3: Keep Instructional Coach position to assist teachers with planning and developing effective instruction for students in grades 9-12. Strategy's Expected Result/Impact: increased student achievement Staff Responsible for Monitoring: Principal Problem Statements: Demographics 5, 6, 7, 9 - Student Learning 6, 12 - School Processes & Programs 10, 12 Funding Sources: - 211 - Title 1-A - \$60,000	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
Strategy 4: Utilize supplemental instructional materials, computer/web-based programs - ProjectEd, Rhithm, Study Island, Flocabulary, Edpuzzle, Measuring Up, MAP, Plato, Mathia, READ 180, and MATH 180 and All in Learning to track progress. Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates Staff Responsible for Monitoring: administrators Problem Statements: Demographics 6, 7 - Student Learning 6, 12 Funding Sources: - 211 - Title 1-A - \$15,000	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
Strategy 5: Use of before school, Saturday School and after-school tutoring to provide additional instruction for students in Math, English, Science, and Social Studies Strategy's Expected Result/Impact: increased student achievement Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals GLAs, Instructional Coach Problem Statements: Demographics 6, 7 - Student Learning 6, 12 Funding Sources: - 211 - Title 1-A - \$30,000	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 5: Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Root Cause: Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year.

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School Processes & Programs

Problem Statement 10: Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Inadequate PD focussed on developing an educators ability to accurately and effective analyze data, reflect, formulate a plan, and implement the plan to meet the academic needs of the students.





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Performance Objective 2: By the end of the 22-23 school year, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Math and 25% of EB students will perform at the meets level of achievement on STAAR Math.

Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: Utilize supplemental instructional materials, computer/web-based programs - ProjectEd, Rhithm, Study Island, Flocabulary, Edpuzzle, Measuring Up, MAP, Plato, Mathia, READ 180, and MATH 180, and All in Learning to track progress. Strategy's Expected Result/Impact: increased student achievement Staff Responsible for Monitoring: administrators, GLA's Instructional Coach Problem Statements: Demographics 6, 7 - Student Learning 6, 12 Funding Sources: - 211 - Title 1-A - \$10,000	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Keep Instructional Coach position to assist teachers with planning and developing effective instruction for students in grades 9-12. Strategy's Expected Result/Impact: increased student achievement Staff Responsible for Monitoring: Principal Problem Statements: Demographics 5, 6, 7, 9 - Student Learning 6, 12 - School Processes & Programs 10, 12 Funding Sources: - 211 - Title 1-A - \$60,000	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
Strategy 3: Use of before school, Saturday School, and after-school tutoring to provide additional instruction for students in Math, English, Science, and Social Studies Strategy's Expected Result/Impact: increased student achievement Staff Responsible for Monitoring: administrators, instructional coach GLA's Problem Statements: Demographics 6, 7 - Student Learning 6, 12 Funding Sources: - 211 - Title 1-A - \$30,000	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details		Reviews			
Strategy 4: Send campus and district staff to conferences (e.g. La Cosecha, Ron Clark, TESOL) to assist 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 Strategy's Expected Result/Impact: increased student achievement Staff Responsible for Monitoring: administrators, instructional coach GLA's Problem Statements: Demographics 5, 6, 7 - Student Learning 6, 12 - School Processes & Programs 12 Funding Sources: - 211 - Title 1-A - \$12,000		Formative			Summative
		Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					





Performance Objective 2 Problem Statements:

Demographics
Problem Statement 5: Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Root Cause: Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year.
Problem Statement 6: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. Root Cause: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.
Problem Statement 7: With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships Root Cause: Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding
Problem Statement 9: Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. Root Cause: Inadequate PD focussed on developing an educators ability to accurately and effective analyze data, reflect, formulate a plan, and implement the plan to meet the academic needs of the students.
Student Learning
Problem Statement 6: With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships Root Cause: Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding
Problem Statement 12: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. Root Cause: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.
School Processes & Programs
Problem Statement 10: Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. Root Cause: Inadequate PD focussed on developing an educators ability to accurately and effective analyze data, reflect, formulate a plan, and implement the plan to meet the academic needs of the students.
Problem Statement 12: Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Root Cause: Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year.

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: The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 74% to 77% by June 2023.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Schedule 100% of seniors who have not CCMR by Aug 9, 2022, into a math or English class with the College Bridge program. Strategy's Expected Result/Impact: 100% of seniors will complete CCMR readiness in both English and Math Staff Responsible for Monitoring: Associate Principal Problem Statements: Demographics 7 - Student Learning 6	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: AP Exam Testing Fees will utilize Title Funds to help reduce or cover the cost for AP Exams to expand opportunities for students to achieve college credit Strategy's Expected Result/Impact: Enrollment and Registration will increase providing students more opportunities to earn CCMR point. Campuses are expected to utilize Title Funds to facilitate student registration of AP Exams. Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Senior Executive Director of Special Programs, Director of Advanced Academics, Campus Principals TEA Priorities: Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 3 Problem Statements:

Demographics
Problem Statement 7: With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships Root Cause: Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding
Student Learning
Problem Statement 6: With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships Root Cause: Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding

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: By the end of the 22-23 school year, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Social Studies and 25% of EB students will perform at the meets level of achievement on STAAR Social Studies.

Strategy 1 Details	Reviews			
Strategy 1: Send campus and district staff to conferences (e.g. La Cosecha, Ron Clark, TESOL) to assist 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 Strategy's Expected Result/Impact: increased student achievement Staff Responsible for Monitoring: administrators, instructional coach Problem Statements: Demographics 5, 6, 7 - Student Learning 6, 12 - School Processes & Programs 12 Funding Sources: - 211 - Title 1-A - \$12,000	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize supplemental instructional materials, computer/web-based programs - ProjectEd, Rhithm, Study Island, Flocabulary, Edpuzzle, Measuring Up, MAP, Plato, Mathia, READ 180, and MATH 180, and All in Learning to track progress. Strategy's Expected Result/Impact: increased student achievement Staff Responsible for Monitoring: administrators, Instructional coach Problem Statements: Demographics 6, 7 - Student Learning 6, 12 Funding Sources: - 211 - Title 1-A - \$15,000	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
Strategy 3: Use of before school, Saturday school and after-school tutoring to provide additional instruction for students in Math, English, Science, and Social Studies Strategy's Expected Result/Impact: increased student achievement Staff Responsible for Monitoring: administrators, instructional coach, GLA's Problem Statements: Demographics 6, 7 - Student Learning 6, 12 Funding Sources: - 211 - Title 1-A - \$30,000	Formative			Summative
	Nov	Jan	May	June





Strategy 4 Details		Reviews			
Strategy 4: Keep Instructional Coach position to assist teachers with planning and developing effective instruction for students in grades 9-12. Strategy's Expected Result/Impact: increased student achievement Staff Responsible for Monitoring: Principal Problem Statements: Demographics 5, 6, 7, 9 - Student Learning 6, 12 - School Processes & Programs 10, 12 Funding Sources: - 211 - Title 1-A - \$60,000		Formative			Summative
		Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 5: Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Root Cause: Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year.
Problem Statement 6: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. Root Cause: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.
Problem Statement 7: With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships Root Cause: Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding
Problem Statement 9: Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. Root Cause: Inadequate PD focussed on developing an educators ability to accurately and effective analyze data, reflect, formulate a plan, and implement the plan to meet the academic needs of the students.
Student Learning
Problem Statement 6: With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships Root Cause: Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding
Problem Statement 12: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. Root Cause: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.
School Processes & Programs
Problem Statement 10: Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. Root Cause: Inadequate PD focussed on developing an educators ability to accurately and effective analyze data, reflect, formulate a plan, and implement the plan to meet the academic needs of the students.
Problem Statement 12: Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Root Cause: Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year.

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, 70% of ILTexas students will increase performance on traditionally low standards on 5th-grade STAAR Science and 8th-grade STAAR Science. 50% of ILTexas high school freshmen will increase performance on traditionally low standards on G9 Bio STAAR EOC

Strategy 1 Details	Reviews			
Strategy 1: Utilize supplemental instructional materials, computer/web-based programs - ProjectEd, Rhithm, Study Island, Flocabulary, Edpuzzle, Measuring Up, MAP, Plato, Mathia, READ 180, and MATH 180, and All in Learning to track progress. Strategy's Expected Result/Impact: increased student achievement Staff Responsible for Monitoring: administrators, instructional coach Problem Statements: Demographics 6, 7 - Student Learning 6, 12 Funding Sources: - 211 - Title 1-A - \$12,000	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Use of before school, Saturday School, and after-school tutoring to provide additional instruction for students in Math, English, Science, and Social Studies Strategy's Expected Result/Impact: increased student achievement Staff Responsible for Monitoring: administrators, instructional coach Problem Statements: Demographics 6, 7 - Student Learning 6, 12 Funding Sources: - 211 - Title 1-A - \$30,000	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 6: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. Root Cause: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.
Problem Statement 7: With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships Root Cause: Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding





Student Learning

Problem Statement 6: With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships
Root Cause: Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding
Problem Statement 12: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. **Root Cause:** Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.

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 6: By the end of the 22-23 school year, ILTexas students enrolled in the Special Education program will maintain a Meets achievement standard at a 9% rate for Math and a 10% rate for English Language Arts and Reading state assessments.

Evaluation Data Sources: MAP, Interim assessments, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Utilize supplemental instructional materials, computer/web-based programs - ProjectEd, Rhithm, Study Island, Flocabulary, Edpuzzle, Measuring Up, MAP, Plato, Mathia, READ 180, and MATH 180, and All in Learning to track progress. Strategy's Expected Result/Impact: increased student achievement Staff Responsible for Monitoring: administrators, instructional coach Problem Statements: Demographics 6, 7 - Student Learning 6, 12 Funding Sources: - 211 - Title 1-A - \$12,000	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Use of before school, Saturday School, and after-school tutoring to provide additional instruction for students in Math, English, Science, and Social Studies Strategy's Expected Result/Impact: increased student achievement Staff Responsible for Monitoring: administrators, instructional coach Problem Statements: Demographics 6, 7 - Student Learning 6, 12 Funding Sources: - 211 - Title 1-A - \$30,000	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
Strategy 3: Keep interventionist Strategy's Expected Result/Impact: increased student achievement Staff Responsible for Monitoring: IC, AP's Problem Statements: Demographics 6, 7 - Student Learning 6, 12 Funding Sources: - 211 - Title 1-A - \$49,000	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 6 Problem Statements:





Demographics
Problem Statement 6: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. Root Cause: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.
Problem Statement 7: With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships Root Cause: Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding
Student Learning
Problem Statement 6: With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships Root Cause: Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding
Problem Statement 12: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. Root Cause: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.

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 7: 90% of students will receive credit for 100% of their courses at the end of the 2022-23 school year.

Evaluation Data Sources: Skyward Failure Report

Strategy 1 Details	Reviews			
Strategy 1: 1 to 1 Chromebook to student ratio - while also utilizing supplemental instructional materials, computer/web-based programs including Mathia, Read 180, Math 180, Study Island, Plato, Kuder, Google Classroom, Flubaroo, and Kahoot. Strategy's Expected Result/Impact: increased student achievement Staff Responsible for Monitoring: AP's GLA's Problem Statements: Demographics 6, 7 - Student Learning 6, 12	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students with a focus on increasing the Meets Target goal on the STAAR Reading assessment by the end of 22-23 school year. Strategy's Expected Result/Impact: increased student achievement Staff Responsible for Monitoring: AP's instructional coach Problem Statements: Demographics 6, 7 - Student Learning 6, 12	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
Strategy 3: ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days Strategy's Expected Result/Impact: increased student achievement Staff Responsible for Monitoring: administrators, instructional coaches Problem Statements: Demographics 6, 7 - Student Learning 6, 12	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
Strategy 4: ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments. Strategy's Expected Result/Impact: increased student achievement Staff Responsible for Monitoring: administrators, instructional coach Problem Statements: Demographics 6, 7 - Student Learning 6, 12	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
Strategy 5: ILTexas will provide enrichment summer school to Emergent Bilingual students to develop and strengthen their knowledge base as well as their English language proficiency in all four domains. Strategy's Expected Result/Impact: improved student achievement Staff Responsible for Monitoring: administrators, instructional coach Problem Statements: Demographics 6, 7 - Student Learning 6, 12	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
Strategy 6: ILTexas will provide High school Emergent Bilingual students with additional SAT test prep sessions to increase their performance on the SAT test. Strategy's Expected Result/Impact: improved student achievement Staff Responsible for Monitoring: administrators, instructional coach Problem Statements: Demographics 6, 7 - Student Learning 6, 12	Formative			Summative
	Nov	Jan	May	June
Strategy 7 Details	Reviews			
Strategy 7: ILTexas will provide parents of Emergent Bilingual students with learning opportunities to support their children at home, understand the importance of state assessments, and receive college and career information. Strategy's Expected Result/Impact: improved student achievement Staff Responsible for Monitoring: AP's Problem Statements: Demographics 6, 7 - Student Learning 6, 12	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 7 Problem Statements:

Demographics

Problem Statement 6: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. **Root Cause:** Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.

Problem Statement 7: With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships
Root Cause: Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding

Student Learning

Problem Statement 6: With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships





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

Problem Statement 12: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. **Root Cause:** Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.

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 8: 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. Strategy's Expected Result/Impact: Improved learning readiness as measured by Rhithm Staff Responsible for Monitoring: Principal, APs, Counselors	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 9: The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 74% to 77% by June 2023





High Priority

Strategy 1 Details	Reviews			
Strategy 1: Provide Career & Technical Education resources including but not limited to teacher professional development, hardware, software, peripherals, online resources, and industry-based tools to support the established Programs of Study. Strategy's Expected Result/Impact: Increase college and career readiness for all students Staff Responsible for Monitoring: Principal, AP's TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: By the end of the 22-23 school year, at least 75% of students will show at least one year of growth in both Chinese and Spanish foreign language classes.

Performance Objective 1: By the end of the 22-23 school year Students will show one year of growth on ACTFL

Evaluation Data Sources: ACTFL

Strategy 1 Details	Reviews			
Strategy 1: Use of before school, Saturday School, and after-school tutoring to provide additional instruction for students in Math, English, Science, and Social Studies Strategy's Expected Result/Impact: increased student achievement Staff Responsible for Monitoring: administrators, instructional coach Problem Statements: Demographics 6, 7 - Student Learning 6, 12 Funding Sources: - 211 - Title 1-A - \$30,000	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Keep Instructional Coach position to assist teachers with planning and developing effective instruction for students in grades 9-12. Strategy's Expected Result/Impact: increased student achievement Staff Responsible for Monitoring: Principal Problem Statements: Demographics 5, 6, 7, 9 - Student Learning 6, 12 - School Processes & Programs 10, 12 Funding Sources: - 211 - Title 1-A - \$60,000	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 5: Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Root Cause: Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year.
Problem Statement 6: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. Root Cause: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.
Problem Statement 7: With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships Root Cause: Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding

Demographics

Problem Statement 9: Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Inadequate PD focussed on developing an educators ability to accurately and effective analyze data, reflect, formulate a plan, and implement the plan to meet the academic needs of the students.

Student Learning

Problem Statement 6: With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships
Root Cause: Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding

Problem Statement 12: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. **Root Cause:** Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.





School Processes & Programs

Problem Statement 10: Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Inadequate PD focussed on developing an educators ability to accurately and effective analyze data, reflect, formulate a plan, and implement the plan to meet the academic needs of the students.

Problem Statement 12: Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. **Root Cause:** Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year.

Goal 3: By the end of the 22-23 school year ILTexas will retain 75% of teachers, an increase from 74% achieved in the 2022-23 school year.

Performance Objective 1: ILTexas will provide onboarding training for all new teachers in the classroom throughout the 22-23 school year.

Strategy 1 Details	Reviews			
Strategy 1: Before new teachers enter a classroom, new teacher onboarding and training will be provided by the curriculum departments that support the content the teacher will teach. Strategy's Expected Result/Impact: Increased teacher efficacy and retention Staff Responsible for Monitoring: administrators, instructional coach Problem Statements: Demographics 5, 6, 8 - Student Learning 7, 12 - School Processes & Programs 12, 13	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Title 1 Instructional Coach to increase teacher support, classroom management, and increase student achievement through classroom modeling Strategy's Expected Result/Impact: Increase teacher efficacy Staff Responsible for Monitoring: administrators Problem Statements: Demographics 5, 6, 7, 8 - Student Learning 6, 7, 12 - School Processes & Programs 12, 13	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 5: Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Root Cause: Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year.</p> <p>Problem Statement 6: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. Root Cause: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.</p> <p>Problem Statement 7: With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships Root Cause: Educators placing too much emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding</p> <p>Problem Statement 8: The inadequate funding of charter schools leads to teachers seeking opportunities in other district due to the higher salary. Root Cause: Funding by federal and state need to be matched at the charter level in order to be able to provide competitive salaries to our teachers. We lack the resources and capacity to fully support brand new teachers to teaching especially at new campuses. We have a high percentage of teachers who have chosen education as an alternative career however they are very early in the program an</p>

Student Learning

Problem Statement 6: With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships
Root Cause: Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding

Problem Statement 7: The inadequate funding of charter schools leads to teachers seeking opportunities in other district due to the higher salary. **Root Cause:** Funding by federal and state need to be matched at the charter level in order to be able to provide competitive salaries to our teachers. We lack the resources and capacity to fully support brand new teachers to teaching especially at new campuses. We have a high percentage of teachers who have chosen education as an alternative career however they are very early in the program an

Problem Statement 12: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. **Root Cause:** Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.

School Processes & Programs

Problem Statement 12: Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. **Root Cause:** Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year.

Problem Statement 13: The inadequate funding of charter schools leads to teachers seeking opportunities in other district due to the higher salary. **Root Cause:** Funding by federal and state need to be matched at the charter level in order to be able to provide competitive salaries to our teachers. We lack the resources and capacity to fully support brand new teachers to teaching especially at new campuses. We have a high percentage of teachers who have chosen education as an alternative career however they are very early in the program an

Campus Funding Summary

420 - State					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$100.00
Sub-Total					\$100.00
211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$12,000.00
1	1	3			\$60,000.00
1	1	4			\$15,000.00
1	1	5			\$30,000.00
1	2	1			\$10,000.00
1	2	2			\$60,000.00
1	2	3			\$30,000.00
1	2	4			\$12,000.00
1	4	1			\$12,000.00
1	4	2			\$15,000.00
1	4	3			\$30,000.00
1	4	4			\$60,000.00
1	5	1			\$12,000.00
1	5	2			\$30,000.00
1	6	1			\$12,000.00
1	6	2			\$30,000.00
1	6	3			\$49,000.00
2	1	1			\$30,000.00
2	1	2			\$60,000.00
Sub-Total					\$569,000.00