International Leadership of Texas

BG Ramirez Elementary

2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

This is ILTexas BGRamirez K-8 first school year and serves a diverse population of approximately 950 students in grades K-5. The school gender percentages are 51% female and 49% male. Students attending ILTexas BGRamírez Elementary School come from different educational backgrounds, including private schools, home schools, a variety of ISDs, and other charter schools. Over 97% of our student population consists of Hispanic-Latino students, followed by Black - African American, White, American Indian, two or more races, and Asian.

- Hispanic-Latino - 97.58%
- Black - African American - 0.84%
- White - 0.74%
- Asian - 0.10%
- Two or more - 0.32%
- Pacific Islander - 0.10%

ILTexas BGramírez School population is 53.68% Limited English Proficient (LEP) students and 91.70% of the population is economically disadvantaged. The school services all special populations, including special education, section 504, Gifted and Talented, and Limited English Proficient (LEP) students.

Our faculty and staff are also very diverse. We have faculty and staff from many different countries and have diverse ethic and linguistic backgrounds.

We are preparing our students for roles in both their communities and in the international community. We want our students to develop an understanding and respect for others and their culture. Exposing our students to diversity will assist us in achieving our goal of creating trilingual graduates with an international mindset.

As we continue to grow, ILTexas BGRamírez Elementary School will strive to provide the best possible education by meeting the diverse needs of all students and hiring the highest quality teachers and staff.

Demographics Strengths

The diversity of our school population allows students to interact with a variety of different cultures and develop an appreciate and respect for those who may be different from them. Students can develop a global perspective and deepen their experiences. Specific activities throughout the school year are organized to promote international mindedness to include Hispanic Heritage Celebration, Chinese New year and our International Festival. Our rich cultural diversity brings our international curriculum to life.

Our faculty and staff are also very diverse. We have faculty and staff from many different countries and have diverse ethnic and linguistic backgrounds.

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We are an international school and we have also attracted administrators, teachers, and staff from a very wide variety of ethnic diversity. We have faculty and staff members from Australia, Africa, Central and south America, Europe and Asia.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Teachers struggle with differentiation in the classroom allowing them to meet the needs of our diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners). **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 2 (Prioritized): Students struggle learning due to social and emotional concerns/situations. **Root Cause:** Students often lack social and emotional support at home and due to family challenges during the pandemic.

Problem Statement 3 (Prioritized): Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause:** Teachers need more training in working with students of poverty and diverse backgrounds.

Problem Statement 4 (Prioritized): Students cannot use their Chromebook at home due to no access to internet. **Root Cause:** Families are not financially able to get access to internet at home.

Problem Statement 5 (Prioritized): Teachers and parents struggle communicating, especially during parent-teacher conferences and/or other meetings. **Root Cause:** Due to the high number of Spanish speaking-only families, a staff member who can serve as an interpreter is not always available.

Problem Statement 6 (Prioritized): Attendance percentage has not reached 97% overall. Covid led to an increase in student absences. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents. Covid also caused fear in families, preferred for child to be at home regardless of child's success.

Problem Statement 7 (Prioritized): School-wide strategies are not effectively implemented in K8 instruction across grade levels **Root Cause:** High number of Emergent Bilinguals and students receiving special education services.

Student Learning

Student Learning Summary

Analysis of STAAR scores indicates that there is a need for math and reading interventions. We know that interventions make an impact on student achievement. Our campus uses enrichment to target interventions that are needed as well as tutoring before and after school. Teachers believe it is imperative to begin vertical planning our curriculum on a regular basis. We have also discussed the use of Saturday school. We are still in the process of collecting and analyzing student achievement data, it is an ongoing endeavor that directly affects student achievement.

Areas to focus for the 2022-23 school year will be special education students in all grades and all subjects and our Emergent Bilingual students in all grades and subjects.

The campus will continue to provide common formative assessments across all subjects and grades in addition to unit exams, end of cycle assessments, MAP testing, ISIP testing, and other digital learning program assessments.

The campus will strive to partner with parents and be data driven in order to meet the individual needs of every student, regardless if they require intervention or challenge.

Student Learning Strengths

Extended instructional day
Daily enrichment time
Eagle Academy for academic mastery
District designated Data Days to analyze student achievement data

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers are often confused due to the broad curriculum expectations. **Root Cause:** There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.

Problem Statement 2 (Prioritized): Students struggle learning due to social and emotional concerns/situations. **Root Cause:** Students often lack social and emotional support at home and due to family challenges during the pandemic.

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Problem Statement 8 (Prioritized): ELL and at risks students struggle academically and often score low on our state and district assessments. **Root Cause:** High number of english language learners and many new teachers who need to be equipped with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.

Problem Statement 9 (Prioritized): School-wide strategies are not effectively implemented in K8 instruction across grade levels **Root Cause:** High number of Emergent Bilinguals and students receiving special education services.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction:

The district goal 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 via high quality, uniform and unified curriculum, instruction, professional development, and supportive operational and technological infrastructures. The curriculum for all content areas is the Texas Essential Knowledge and Skills (TEKS). The district utilizes the TEKS Resource system as the primary resource for the unites of study and basic lesson plans. Assessments are a combination of collaborative common campus level assessments, collaborative common assessments at the district level, and End of Course exams. In addition, students are all assessed in subjects required on the STAAR. Students language proficiency is tested based on ACTFL Proficiency Levels in Spanish and Chinese, Mandarin and Spanish Language Assessments (based on sequence and guided by ACRL) AAPL exams are administered in April for grades 5 and 8. The district also utilizes The Measure of Academic Progress (MAP) assessments to assess and project student learning. TELPAS (Texas English Language Proficiency Assessment System) assesses the progress of English Language Learners.

Daily, teachers are provided a planning period and Professional Learning Community period to ensure adequate time for lesson preparation and collaboration regarding student achievement. Lesson plans are designed to include a contend and language objective, warm up activities, a focused lesson including an introduction/purpose, I do - We Do - You do, ending with a reflection/closing. To continue to support teachers throughout the year, the district provides data days and professional development days in the academic calendar.

Staff Recruitment and Retention:

Positions at ILTexas BGRamirez are hired through a carefully selected interview committee composed of teachers, GLAs and administration. We provide multiple job fairs on and off campus, recruit from colleges around the state, attend Region Service Center job fairs, and post on job boards to attract highly qualified teachers.

School Organization

The ILTexas BGRamírez is supported financially through local, state and federal funding, In addition, the PTO provides supporting the areas of instructional supplies, supporting field trips, student and teacher events. The curriculum is based on the TEKS Teachers are provided multiple opportunities for professional development and collaborative planning time. The campus is data driven and is provided with data processing days build into the academic calendar.

Technology

The devices utilized in classrooms include document cameras, interactive projectors and peripherals associated with the projector including smart pens. Windows devices are provided to the teachers as well as the computer lab. Students are given Chromebooks for in class use and may be checked out to take home. The district provides multiple digital learning opportunities for all students. The campus houses a technology specialist who is available for tech support when needed.

District training has been provided for teachers in using the Google Application Suite as well as digital learning tools for students.

School Processes & Programs Strengths

Curriculum and Instruction:

- Focus on leadership
- Focus on languages
- Focus on character

- Strong TEKS based curriculum guide and resources
- Numerous avenues for assessing students in languages and core curriculum.
- Multiple opportunities for teacher collaboration
- Professional Development offered throughout the year via PLC time

Staff Recruitment and Retention:

- The campus considers applicants from a wide variety of sources.
- The campus actively recruits highly qualified and international teachers.
- The district offers incentives for TEA certified teachers.
- The district offers stipends for DLI teachers and other special positions.
- Grade Level Administrators are hired to support teachers at individual grade levels.
- Extensive professional development opportunities

School Organization:

- Quality Curriculum and resources
- New teacher support
- Data days built into the academic calendar
- Planning and Professional Learning community time for teachers is provided
- Tiered Administrative support - GLA, AP, Principal - on campus

Technology:

- device to student ratio
- updated classroom equipment
- Campus Technologist
- District level technology support
- Digital Learning Programs for students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers struggle with differentiation in the classroom allowing them to meet the needs of our diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners). **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 2 (Prioritized): Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause:** Teachers need more training in working with students of poverty and diverse backgrounds.

Problem Statement 3 (Prioritized): Students struggle learning due to social and emotional concerns/situations. **Root Cause:** Students often lack social and emotional support at home and due to family challenges during the pandemic.

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the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.

Problem Statement 6 (Prioritized): Teachers and parents struggle communicating, especially during parent-teacher conferences and/or other meetings. **Root Cause:** Due to the high number of Spanish speaking-only families, a staff member who can serve as an interpreter is not always available.

Problem Statement 7 (Prioritized): School-wide strategies are not effectively implemented in K8 instruction across grade levels **Root Cause:** High number of Emergent Bilinguals and students receiving special education services.

Perceptions

Perceptions Summary

Family and Community Engagement:

Parents of ILTexas BGRamirez students are provided multiple opportunities to be involved with the school. We will be hosting a literacy Night, Math Night, All About STAAR night, and montlhy Coffee With the Principal meetings, as well as a career day featuring community members. In addition, the campus will hold many events to celebrate the international community. The community also has opportunities to be a part of the PTO, be a volunteer parent, or Watch D.O.G. The campus utilizes multiple social media to maintain communication with stakeholders.

School Culture and Climate

It is our goal at ILTexas BGRamirez K-8 to create a safe and positive learning environment for all of our students. Teachers are well trained in security and safety protocol and the campus has a security officer on campus full time. Students and parents are provided multiple opportunities to participate in a variety of school activities. Activities include athletic teams, fine arts, clubs, leadership opportunities and school community activities. Our mission stresses servant leadership and putting others before self, and the culture promotes respect and sets high expectations for all students.

Family and community members have multiple opportunities to engage in meaningful school activities that support student learning throughout the year.

ILTexas BGRamírez strives to have strong relationships with the families and communities we serve. Creating opportunities for parental input and maintaining open line of communication with the parents is a priority. Communication avenues include Skyward access to student progress, School Messenger, Website, Facebook, email, parent conferences, Class Dojo, coffee with the principal, PTO meetings, and more.

Perceptions Strengths

Family and Community Engagement:

- Opportunities to be part of PTO
- Watch D.O.G. program
- Parent Academic Nights
- Community events
- Career Day with community volunteers
- International Festival
- Lunar New Year Celebration
- Middle School Parent Group
- Social Media

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds.

Root Cause: Teachers need more training in working with students of poverty and diverse backgrounds.

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Priority Problem Statements

Problem Statement 1: Teachers struggle with differentiation in the classroom allowing them to meet the needs of our diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners).

Root Cause 1: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds.

Root Cause 3: Teachers need more training in working with students of poverty and diverse backgrounds.

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

Problem Statement 5: Teachers are often confused due to the broad curriculum expectations.

Root Cause 5: There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.

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

Problem Statement 2: Students struggle learning due to social and emotional concerns/situations.

Root Cause 2: Students often lack social and emotional support at home and due to family challenges during the pandemic.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: Students cannot use their Chromebook at home due to no access to internet.

Root Cause 4: Families are not financially able to get access to internet at home.

Problem Statement 4 Areas: Demographics - Student Learning - Perceptions

Problem Statement 6: Teachers and parents struggle communicating, especially during parent-teacher conferences and/or other meetings.

Root Cause 6: Due to the high number of Spanish speaking-only families, a staff member who can serve as an interpreter is not always available.

Problem Statement 6 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 7: Attendance percentage has not reached 97% overall. Covid led to an increase in student absences.

Root Cause 7: Lack of parent involvement, update information on Skyward not accurate or updated by parents. Covid also caused fear in families, preferred for child to be at home regardless of child's success.

Problem Statement 7 Areas: Demographics - Student Learning

Problem Statement 9: School-wide strategies are not effectively implemented in K8 instruction across grade levels

Root Cause 9: High number of Emergent Bilinguals and students receiving special education services.

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

Problem Statement 8: ELL and at risks students struggle academically and often score low on our state and district assessments.

Root Cause 8: High number of english language learners and many new teachers who need to be equipped with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data

- Study of best practices

Goals

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 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.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, MAP (BOY, MOY, EOY)

Strategy 1 Details	Reviews			
Strategy 1: ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students.	Formative			Summative
	Nov	Jan	May	June
Strategy's Expected Result/Impact: Improved academic performance **Staff Responsible for Monitoring:** Dean, APs **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 1, 4 - School Processes & Programs 1, 5 **Funding Sources:** - 263 - Title III - $5,000				

Strategy 2 Details	Reviews			
Strategy 2: ILTexas will purchase supplemental resources for Emergent Bilingual students such as instructional materials (bilingual dictionaries, leveled readers) and online platforms to increase access to language acquisition and differentiation.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student academic performance **Staff Responsible for Monitoring:** Dean, APs, ICs, Teachers **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 4, 8 - School Processes & Programs 1				

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.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Improved student academic performance. **Staff Responsible for Monitoring:** Dean, APs, ICs **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 4 - School Processes & Programs 1				

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.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Improved student academic performance. **Staff Responsible for Monitoring:** Dean, APs **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 8				

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.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Improved student academic performance **Staff Responsible for Monitoring:** Principal and APs **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 8				

Strategy 6 Details	Reviews			
Strategy 6: ILTexas BGRamirez will provide content packs with supplies for students to work at home.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student academic performance.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Dean, ICs, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 3, 4 - Student Learning 3, 5 - School Processes & Programs 2 - Perceptions 1, 3				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Teachers struggle with differentiation in the classroom allowing them to meet the needs of our diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.
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Perceptions
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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 and 25% of EB students will perform at the meets level of achievement on STAAR Math

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers professional development on how to differentiate lesson planning and lesson presentation. Hire presenters, provide books and videos.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Improved student academic performance **Staff Responsible for Monitoring:** Dean, ICs, APs **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 3 - Student Learning 3, 4 - School Processes & Programs 1, 2 - Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Provide before school, during school, after school, and Saturday tutorials for students' opportunities for enrichment, remediation, and intervention.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Improved student academic performance **Staff Responsible for Monitoring:** Dean, APs **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 3 - Student Learning 3, 4 - School Processes & Programs 1, 2 - Perceptions 1				

Strategy 3 Details	Reviews			
Strategy 3: Provide parent education classes in supporting students academically and emotionally at home. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents. Provide food/refreshments and study guides for parents.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Parents will gain understanding of school academic expectations. **Staff Responsible for Monitoring:** Administration **Title I:** 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 2, 5 - Student Learning 2 - School Processes & Programs 3, 6 - Perceptions 2, 4				

Strategy 4 Details	Reviews			
Strategy 4: Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. Provide presenters and study materials for staff.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Culturally Responsive Teaching **Staff Responsible for Monitoring:** APs, Dean, ICs **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 3 - Student Learning 3 - School Processes & Programs 2 - Perceptions 1				

Strategy 5 Details	Reviews			
Strategy 5: Provide digital learning programs for students which supports reading at home and at school, provides data monitoring tools (example: Study Island, IXL, Mathia, and various online learning opportunities)	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Improved student academic performance **Staff Responsible for Monitoring:** Dean, IC, Teachers **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1, 3 - Student Learning 3, 4 - School Processes & Programs 1, 2 - Perceptions 1				

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

Performance Objective 2 Problem Statements:

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Demographics
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School Processes & Programs
Problem Statement 1: Teachers struggle with differentiation in the classroom allowing them to meet the needs of our diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.
Problem Statement 2: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need more training in working with students of poverty and diverse backgrounds.
Problem Statement 3: Students struggle learning due to social and emotional concerns/situations. **Root Cause**: Students often lack social and emotional support at home and due to family challenges during the pandemic.
Problem Statement 6: Teachers and parents struggle communicating, especially during parent-teacher conferences and/or other meetings. **Root Cause**: Due to the high number of Spanish speaking-only families, a staff member who can serve as an interpreter is not always available.

Perceptions
Problem Statement 1: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need more training in working with students of poverty and diverse backgrounds.
Problem Statement 2: Students struggle learning due to social and emotional concerns/situations. **Root Cause**: Students often lack social and emotional support at home and due to family challenges during the pandemic.
Problem Statement 4: Teachers and parents struggle communicating, especially during parent-teacher conferences and/or other meetings. **Root Cause**: Due to the high number of Spanish speaking-only families, a staff member who can serve as an interpreter is not always available.

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: 100% of the ILTexas BG Ramirez teachers and staff will receive opportunities for targeted professional development in second language acquisition, sheltered instruction, and ESL strategies, as well as opportunities for professional development growth, coaching, and feedback to help improve and implement best instructional strategies by June 2023

   Evaluation Data Sources: Implementation of strategies, improved academic performance.

Strategy 1 Details	Reviews			
Strategy 1: BG Ramirez will bring in subject matter experts and consultants to help teachers and administrators, to strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Math assessment.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student academic performance **Staff Responsible for Monitoring:** APs, Dean, ICs **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 3 - Student Learning 3, 4 - School Processes & Programs 1, 2 - Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: BG Ramirez will bring in subject matter experts and consultants to help teachers and administrators, to strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Reading assessment.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student academic performance **Staff Responsible for Monitoring:** APs, Dean, ICs **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 3 - Student Learning 3, 4 - School Processes & Programs 1, 2 - Perceptions 1				

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Teachers struggle with differentiation in the classroom allowing them to meet the needs of our diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.
Problem Statement 3: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need more training in working with students of poverty and diverse backgrounds.

Student Learning
Problem Statement 3: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need more training in working with students of poverty and diverse backgrounds.
Problem Statement 4: Teachers struggle with differentiation in the classroom allowing them to meet the needs of our diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

School Processes & Programs
Problem Statement 1: Teachers struggle with differentiation in the classroom allowing them to meet the needs of our diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.
Problem Statement 2: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need more training in working with students of poverty and diverse backgrounds.

Perceptions
Problem Statement 1: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need more training in working with students of poverty and diverse backgrounds.

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, the 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

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, APs, Counselors
 	
    Title I:
2.6
 - TEA Priorities:
Improve low-performing schools
 - ESF Levers:
Lever 3: Positive School Culture
    Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 3 - Perceptions 2				

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

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: Students struggle learning due to social and emotional concerns/situations. **Root Cause**: Students often lack social and emotional support at home and due to family challenges during the pandemic.

Student Learning
Problem Statement 2: Students struggle learning due to social and emotional concerns/situations. **Root Cause**: Students often lack social and emotional support at home and due to family challenges during the pandemic.

School Processes & Programs
Problem Statement 3: Students struggle learning due to social and emotional concerns/situations. **Root Cause**: Students often lack social and emotional support at home and due to family challenges during the pandemic.

Perceptions
Problem Statement 2: Students struggle learning due to social and emotional concerns/situations. **Root Cause**: Students often lack social and emotional support at home and due to family challenges during the pandemic.

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 students will demonstrate an increase of a minimum of one sub-level, based on the ACTFL proficiency guidelines.

Evaluation Data Sources: AAPPL

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be provided additional teaching strategies by HQ and the LOTE department to effectively grow student's proficiency in Chinese and Spanish through the development of the K-5 teachers. 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: Chinese and Spanish teachers (K-5 and MS LOTE) will be proficient in teaching rigorous content for student growth and learning. **Staff Responsible for Monitoring:** HQ, LOTE Department, APs, Dean, ICs **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 7 - Student Learning 9 - School Processes & Programs 7				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 7: School-wide strategies are not effectively implemented in K8 instruction across grade levels **Root Cause**: High number of Emergent Bilinguals and students receiving special education services.
Student Learning
Problem Statement 9: School-wide strategies are not effectively implemented in K8 instruction across grade levels **Root Cause**: High number of Emergent Bilinguals and students receiving special education services.

School Processes & Programs
Problem Statement 7: School-wide strategies are not effectively implemented in K8 instruction across grade levels **Root Cause**: High number of Emergent Bilinguals and students receiving special education services.

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: By the end of 22-23 school year, at least 50% of students will have improved their proficiency levels in Chinese and Spanish.

    Evaluation Data Sources: AAPPL Chinese & Spanish

Strategy 1 Details		Reviews		
Strategy 1: Provide resources for effective implementation of Chinese and Spanish instruction.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increased proficiency levels in Spanish and Chinese	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: APs, LOTE, Dean, ICs				
Title I: 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 7 - Student Learning 9 - School Processes & Programs 7				

Strategy 2 Details		Reviews		
Strategy 2: BGRamirez will offer Chinese and Spanish Literacy Nights for students and families.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase interest in Chinese and Sapnish languages.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: APs, Dean, ICs, LOTE				
Title I: 2.5, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 3, 7 - Student Learning 3, 9 - School Processes & Programs 2, 7 - Perceptions 1				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need more training in working with students of poverty and diverse backgrounds.
Problem Statement 7: School-wide strategies are not effectively implemented in K8 instruction across grade levels **Root Cause**: High number of Emergent Bilinguals and students receiving special education services.

Student Learning
Problem Statement 3: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need more training in working with students of poverty and diverse backgrounds.
Problem Statement 9: School-wide strategies are not effectively implemented in K8 instruction across grade levels **Root Cause**: High number of Emergent Bilinguals and students receiving special education services.

School Processes & Programs
Problem Statement 2: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need more training in working with students of poverty and diverse backgrounds.
Problem Statement 7: School-wide strategies are not effectively implemented in K8 instruction across grade levels **Root Cause**: High number of Emergent Bilinguals and students receiving special education services.

Perceptions
Problem Statement 1: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need more training in working with students of poverty and diverse backgrounds.

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: ILTexas will provide onboarding training for all new teachers in the classroom.

    Evaluation Data Sources: Staff Surveys

Strategy 1 Details	Reviews			
Strategy 1: On-campus onboarding opportunities for new teachers to transition effectively to ILTexas.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Well prepared staff members **Staff Responsible for Monitoring:** APs, Dean, ICs **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 7 - Student Learning 1, 4, 9 - School Processes & Programs 1, 5, 7	**Nov**	**Jan**	**May**	**June**

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Teachers struggle with differentiation in the classroom allowing them to meet the needs of our diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.
Problem Statement 7: School-wide strategies are not effectively implemented in K8 instruction across grade levels **Root Cause**: High number of Emergent Bilinguals and students receiving special education services.

Student Learning
Problem Statement 1: Teachers are often confused due to the broad curriculum expectations. **Root Cause**: There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.
Problem Statement 4: Teachers struggle with differentiation in the classroom allowing them to meet the needs of our diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.
Problem Statement 9: School-wide strategies are not effectively implemented in K8 instruction across grade levels **Root Cause**: High number of Emergent Bilinguals and students receiving special education services.

School Processes & Programs

Problem Statement 1: Teachers struggle with differentiation in the classroom allowing them to meet the needs of our diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 5: Teachers are often confused due to the broad curriculum expectations. **Root Cause**: There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.

Problem Statement 7: School-wide strategies are not effectively implemented in K8 instruction across grade levels **Root Cause**: High number of Emergent Bilinguals and students receiving special education services.

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: By the end of the 2022-2023 school year, we will improve the climate and culture by increasing our implementation of PBIS and Restorative Strategies with administration, teachers, instructional aides.

    Evaluation Data Sources: Staff Surveys

Strategy 1 Details	Reviews			
Strategy 1: Provide specific training regarding PBIS, classroom management and restorative strategies.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduced discipline problems in the classroom **Staff Responsible for Monitoring:** APs, Dean **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 2, 3, 7 - Student Learning 2, 3, 9 - School Processes & Programs 2, 3, 7 - Perceptions 1, 2	**Nov**	**Jan**	**May**	**June**

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Students struggle learning due to social and emotional concerns/situations. **Root Cause**: Students often lack social and emotional support at home and due to family challenges during the pandemic.
Problem Statement 3: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need more training in working with students of poverty and diverse backgrounds.
Problem Statement 7: School-wide strategies are not effectively implemented in K8 instruction across grade levels **Root Cause**: High number of Emergent Bilinguals and students receiving special education services.
Student Learning
Problem Statement 2: Students struggle learning due to social and emotional concerns/situations. **Root Cause**: Students often lack social and emotional support at home and due to family challenges during the pandemic.
Problem Statement 3: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need more training in working with students of poverty and diverse backgrounds.

Student Learning
Problem Statement 9: School-wide strategies are not effectively implemented in K8 instruction across grade levels **Root Cause**: High number of Emergent Bilinguals and students receiving special education services.

School Processes & Programs
Problem Statement 2: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need more training in working with students of poverty and diverse backgrounds.
Problem Statement 3: Students struggle learning due to social and emotional concerns/situations. **Root Cause**: Students often lack social and emotional support at home and due to family challenges during the pandemic.
Problem Statement 7: School-wide strategies are not effectively implemented in K8 instruction across grade levels **Root Cause**: High number of Emergent Bilinguals and students receiving special education services.

Perceptions
Problem Statement 1: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need more training in working with students of poverty and diverse backgrounds.
Problem Statement 2: Students struggle learning due to social and emotional concerns/situations. **Root Cause**: Students often lack social and emotional support at home and due to family challenges during the pandemic.

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 3: ILTexas BGRamirez will provide more opportunities for family engagement.

    Evaluation Data Sources: SIgn-in sheets, parent surveys

Strategy 1 Details		Reviews			
Strategy 1: Hire a Community Liason for BGramirez K-8 campus to assist families and students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Support families with student academic performance		**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Principal, APs, Counselors **Title I:** 2.6, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3, 5 - Student Learning 3 - School Processes & Programs 2, 6 - Perceptions 1, 4					
Strategy 2 Details		**Reviews**			
Strategy 2: Provide opportunities for family meetings, literacy nights, and math nights.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student academic achievement.		**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Principal, APs, Dean **Title I:** 2.5, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 3, 5, 7 - Student Learning 3, 9 - School Processes & Programs 2, 6, 7 - Perceptions 1, 4					

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need more training in working with students of poverty and diverse backgrounds.
Problem Statement 5: Teachers and parents struggle communicating, especially during parent-teacher conferences and/or other meetings. **Root Cause**: Due to the high number of Spanish speaking-only families, a staff member who can serve as an interpreter is not always available.
Problem Statement 7: School-wide strategies are not effectively implemented in K8 instruction across grade levels **Root Cause**: High number of Emergent Bilinguals and students receiving special education services.

Student Learning
Problem Statement 3: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need more training in working with students of poverty and diverse backgrounds.
Problem Statement 9: School-wide strategies are not effectively implemented in K8 instruction across grade levels **Root Cause**: High number of Emergent Bilinguals and students receiving special education services.

School Processes & Programs
Problem Statement 2: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need more training in working with students of poverty and diverse backgrounds.
Problem Statement 6: Teachers and parents struggle communicating, especially during parent-teacher conferences and/or other meetings. **Root Cause**: Due to the high number of Spanish speaking-only families, a staff member who can serve as an interpreter is not always available.
Problem Statement 7: School-wide strategies are not effectively implemented in K8 instruction across grade levels **Root Cause**: High number of Emergent Bilinguals and students receiving special education services.

Perceptions
Problem Statement 1: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need more training in working with students of poverty and diverse backgrounds.
Problem Statement 4: Teachers and parents struggle communicating, especially during parent-teacher conferences and/or other meetings. **Root Cause**: Due to the high number of Spanish speaking-only families, a staff member who can serve as an interpreter is not always available.

Campus Funding Summary

			263 - Title III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$5,000.00
				Sub-Total	$5,000.00