

International Leadership of Texas
Lancaster Elementary
2022-2023 Campus Improvement Plan

Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics(K-5)

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

AA - 394

Hispanic -337

American Indian - 4

Asian - 0

White – 15

Native Hawaiian- Pacific Islander -0

Two-or-more - 26

Source: On Data Suite (2021 - 2022 Preliminary Fall PEIMS)

Attendance Percentage per month (K-5)

(K-5) K-5 Aug. 2021 91.75%, Sept. 2021 91.32%, Oct. 2021 91.90%, Nov. 2021 91.40%, Dec. 2021 93.02%, Jan. 2022 88.53%, Feb. 2022 89.24%, March 2022 92.83%, April 2022 93.29%, May 2022 92.86%.

Source: SKYWARD Attendance Monthly report

Staff Quality - Information (K-5)

Staff Quality - Information (K-5) 100% of our teachers have at least a bachelor degree. The majority of the teachers do not hold a valid teacher certification; however, all of the teachers, with the exception of fine arts teachers and fitness coaches, have been mandated to enroll in a teacher certification program. Each of these teachers have received a deadline to complete their teacher preparation programs and obtain their teacher certification. Please see the current data below for K-5 Dual Language Teachers at our campus:

Pending Standard Certification: 1 teacher

Lancaster Elementary
Generated by Plan4Learning.com

TOEFL Required: 3 teachers

Visiting International Teacher Certificates: 1 teacher

Enrolled/Committed to Other EPPs: 7 teachers

Potential ILTexas EPP Enrollment: 2 teachers

Certification Data for all K-5 Teachers

Certified - 7, Certified out of field - 0, Enrolled in an ACP - 6, Need TOEFL (ACP) -4, Need to enroll (ACP) - 3, University - 1, Need RVW CR - 0, Need TOEFL (RVW CR) - 3, Not pursuing - 0, Not currently eligible - 12, DL English Certified - 1, DL English (Not Certified) - 16, DL Spanish Certified - 6, DL Spanish (Not Certified) - 13

Source: ILTexas, Certification Tracker

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

Problem Statement 2: Maintaining attendance rates above 97% each month. **Root Cause:** 1) Accountability for student attendance needs Improvement. 2) Students relocate throughout the year. 3) When parents are ill and can't bring students to school. 4) All other factors related to attendance in a title 1 school.

Problem Statement 3 (Prioritized): Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers, including the need for Social Emotional Learning and exposure to activities that level the playing field **Root Cause:** Minimal exposure to technology, healthy habits, healthy culture identification, literacy skills, math skills, and post-secondary educational goals. Students often struggle with how to be aware of themselves and other's emotions and decisions and how to respond to those.

Student Learning

Student Learning Summary

LTexas Lancaster K-8 identified strengths and weaknesses in the instructional program that may affect student performance. The data collected in the Needs Assessment will be used to review the overall effectiveness of the instructional program at LTexas Lancaster K-8. The data which will be reviewed includes school wide ECAs (Eduphoria: AWARE), MAP test results, monthly I-Station results, STAAR results, weekly assessments, and teacher observations. The data received will indicate learning gaps, in all core subject areas in comparison to most other schools in the district.

Results of Data Collection (STAAR 2022)					
Grade Level	Subject	% Did Not Meet	% Approaches	% Meets	% Masters
3	Reading	50	26	12	12
3	Math	75	19	6	0
4	Reading	40	33	15	13
4	Math	61	27	8	4
5	Reading	34	25	22	19
5	Math	43	33	17	7

Student Learning Strengths

LTexas Lancaster K-8 has done an extraordinary job in communicating that failure is not an option and every student has the ability to grow in every area, if they are fully engaged in our programs. Parents have been informed through parent orientations and are supportive of Eagle Academy (homework academy/mastery learning academy), Fitness WIN, and tutoring, including Saturday School and extended tutoring (beyond the school day).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. District is providing TIL Grant for teachers to receive training **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

Problem Statement 2 (Prioritized): Students need additional resources to increase student achievement. Teacher needs more training to effectively implement the curriculum to close learning gaps. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

Problem Statement 3 (Prioritized): Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers, including the need for Social Emotional Learning and exposure to activities that level the playing field **Root Cause:** Minimal exposure to technology, healthy habits, healthy culture identification, literacy skills, math skills, and post-secondary educational goals. Students often struggle with how to be aware of themselves and other's emotions and decisions and how to respond to those.

Problem Statement 4 (Prioritized): The data reflects that some standards need additional time for reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. **Root Cause:** Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction.

Problem Statement 5 (Prioritized): The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management Prioritizing for individual teacher growth in areas of concern. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

Problem Statement 6 (Prioritized): Some grade levels went without an IA for a large part of the year. The instructional aides provide support in areas such as small groups, driveline and lunch duties, filling in for IAs in grades that did not have one or had an absence, parent phone calls, parent assistance, etc. Funding for additional substitutes to cover IA vacancies is needed. **Root Cause:** IAs are pulled to cover different grade levels when we have a vacancy and cannot support the grade level they were originally assigned to. This often leads to a gap in small group implementation and parent support.

School Processes & Programs

School Processes & Programs Summary

Focus 1: Campus Leadership and District Coaches and Directors will work with staff to develop a course of action, so that all students have the opportunity to successfully meet grade level academic performance gains and STAAR performance gains. Our curriculum, instruction, and assessments support and challenge all students with all of our teachers following the state standards (TEKS) guidelines. The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Teachers will utilize the Eureka and Benchmark Instructional Planning Calendars for all core subject areas, as well as, analyze data based on the state, district and local assessments in order to be data driven. Teachers will need to differentiate instruction based on students' needs and learning styles in order to reach a diverse group of students. Kindergarten, 1st graders, and 2nd graders will take MClass. 3rd grade students will take STAAR Reading and Math Tests, 4th graders will take STAAR Reading and Math Tests, and 5th Graders will take STAAR Reading, Math, and Science Tests. Students will complete MAP testing in 2nd-8th Grades. iStation will be utilized in K-8th grades. Any student who has established a pattern of non-mastery will be targeted for remediation through small group instruction or tutorials. Home and school will work together through conferences, written, and oral communication to provide the necessary support to students. ILTexas-Lancaster will provide student support services as outlined in IEPs and 504 accommodations for qualifying students. Continuous monitoring and recognition of high achievement is a high priority supported in every area.

Focus 2: Our goal is to recruit and retain high caliber staff. We use sources such as, campus website, the Teacher Job Network (TJN), District and Region 10 and 11 job fairs, social media, and word of mouth. Our goal is that all teachers are highly qualified. We have teachers in alternative certification programs, including the new ILTexas charter alternative certification program, as well as visiting teachers from other countries to support our district mission of being a trilingual school district. Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. This year we have recruitment of teachers from Spain and China. Our interview process clearly outlines the mission, philosophy and expectations for our school. ILT will continue to work with region 10 & 11 and the district to actively find qualified teacher candidates to fill positions within the school. We seek paraprofessionals that are either enrolled in education programs, have degrees or experience in working with students. Our general data reflects that every year our district employs a high number of brand new teachers. Therefore, it is important to have the resources to support these teachers that are new to the profession. Our evaluation system uses a version of the TTESS model, this model is built to be non-threatening and improve instruction. Every teacher will obtain a walk thru by their administrator every six weeks with feedback. The extended observation of 45 minutes must be complete prior to winter break. Visits may be announced or unannounced and a post conference is required 10 business days after the extended observation.

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

Focus 4: All staff members have been provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, all students are provided their own Chromebooks, creating a 1:1 ratio for technology. We have a media lab with 60 laptop computers, and EPIC was implemented during media center rotations & class stations. We utilize the following academic resources to assist us in our daily learning and communication: Kahoot, Measuring Up, Class Dojo, Study Island, IStation, Reading A-Z, Stemscoopes, MAP, STAAR-AR, Imagine Math, All in Learning, Google Classroom, and Seesaw; and finally, technology pieces that also encourage and engage parents through the use of programs such as Edmodo, Peachjar, Dojo, Smores, Facebook, Call-Messenger and Parent Portal. With the use of this kind of technology we have increased our parent communication, improved behavior, while continuing to make teaching and the delivery more engaging, attainable, and fun.

School Processes & Programs Strengths

Focus 1: Our curriculum, instruction, and assessment supports and challenges all students with all of our teachers following the state standards (TEKS) guidelines. We are guided by the TEKS and follow Eureka and Benchmark Planning Calendars to guide in planning, instruction and assessment. Teachers plan with their grade level teams and content areas. Teachers have dedicated DATA days every week to review student levels and instructional needs. They also have extended time daily to meet with grade level team, instructional coaches, reading/math interventionists, or partner teachers during Professional Learning Communities. Teachers have the support of partners and team members. Teachers plan lessons, activities and assessments together. Teachers have access to several on-line programs: Study Island, Reading A-Z, Brain Pop, Measuring Up, etc. Teachers utilize Eduphoria. Teachers have the support of the District Content Directors and Area Coaches. Students receive intervention during school, in Fitness WIN, and after school/Saturdays. Items used for curriculum: Eureka, Benchmark, Selected programs for core subject areas, Trilingual Programs (English, Spanish and Chinese). Items used for assessment: iStation in Kinder-8th grades, Affirm Math Benchmarks, MClass Assessments (Kinder-2nd Grades), STAAR (3rd-5th grades), ECA's (2nd-5th Grades).

Focus 2: Professional Development on an ongoing basis is key to the success of our school programs. District and campus professional development and trainings have/will be provided in the following areas: Dual Language Program, Two Way SIOP Strategies for meeting needs of Limited English Proficient Students, Data Disaggregation, and Test Analysis. The district has also developed an alternative certification program for our teachers as well as a teacher incentive allotment plan to retain our current teachers.

Focus 3: The school is led by a Principal, 1 Associate Principal, 2 Assistant Principals, 9 Grade Level Administrators, 3 Counselors, 2 Instructional Coaches, as well as Instructional Aides for each grade level. New teachers are provided with mentors to assist them throughout the year in various areas. The school has a trilingual-model including English, Spanish and Chinese for all scholars. Teachers have conference periods as well as PLC periods built into their day. Physical Fitness is a part of daily instruction for scholars and an extended school day helps in the implementation of the school's curriculum.

Focus 4: Teachers utilize technology daily in their instruction. Students in grades K-3 have classroom access to tablets. Also have now included Title 1 carts increasing the number of tech. for use. Students in all grades have access to chromebooks for class assignments and homework. Parent involvement has increased due to our technological engagement efforts such as Peachjar and Dojo and virtual learning. Teachers utilize a variety of technology resources, like Google Classroom and Seesaw.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 2: 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 have a high percentage of teachers who have chosen education as an alternative career however they are very early in the program.

Problem Statement 3 (Prioritized): The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. Prioritizing for individual teacher growth in areas of concern. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

Problem Statement 4: There are high tardies in all grade levels. Parents of lower elementary students don't have to have students at school until 8:00, while middle school students must be here by 7:45. Start times for each grade level should be strictly enforced. **Root Cause:** The time difference between elementary and MS allows parents to drop off students until 8 am causing MS students to be tardy. Consequences for tardies are not consistent. Finally, we need incentives for getting to school on time.

Problem Statement 5 (Prioritized): Some grade levels went without an IA for a large part of the year. The instructional aides provide support in areas such as small groups, driveline and lunch duties, filling in for IAs in grades that did not have one or had an absence, parent phone calls, parent assistance, etc. Funding for additional substitutes to cover IA vacancies is needed. **Root Cause:** IAs are pulled to cover different grade levels when we have a vacancy and cannot support the grade level they were originally assigned to. This often leads to a gap in small group implementation and parent support.

Problem Statement 6 (Prioritized): Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement. **Root Cause:** Parent engagement opportunities are limited and intentionality with scheduling the opportunities for parents to be involved.

Problem Statement 7 (Prioritized): All educators are not cultural competent, to effectively handle all students. **Root Cause:** Educators placing too much emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.

Problem Statement 8 (Prioritized): Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. District is providing TIL Grant for teachers to receive training **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

Problem Statement 9 (Prioritized): Students need additional resources to increase student achievement. Teacher needs more training to effectively implement the curriculum to close learning gaps. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

Problem Statement 10 (Prioritized): The data reflects that some standards need additional time for reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. **Root Cause:** Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction.

Problem Statement 11 (Prioritized): The need to increase the PTO membership, awareness and engagement by providing numerous volunteer opportunities to parents and stakeholders annually. **Root Cause:** Lack of communication and promotion of the organization. Some parents need training on how to support their children. Campus PTO committee is not consistent.

Problem Statement 12 (Prioritized): Build effective relationships and rapport among parents in the community. **Root Cause:** Lack of programming and workshops for parents and staff members to engage in and bridge school-community gap. and consistency within the school- home relationship

Problem Statement 13 (Prioritized): Some educators need development with cultural competence and their ability to form authentic and effective relationships across cultural differences **Root Cause:** Relationship building between LOTE teachers and students

Perceptions

Perceptions Summary

Our school's mission is to ensure that ILTexas works cooperatively with families and communities to support family engagement and strengthen parent communication. Our goals are to reach all of our families in this endeavor and recommend other avenues to increase the value of parental contribution by communicating with parents and build community connections. Our campus provides regular communication with families and the community to the extent practicable in a language parents can understand through various of methods such as providing translators. Teachers and staff communicate through Class Dojo and Skyward. The media specialist utilizes Social Media, Peach Jar and the school website on Skyward. Our campus as a whole provides vital communication through the parent-student handbook, school newsletters, annual school calendar, and Special Events Reminder Notices. Additionally, campus communication methods consist of Progress Reports Every 3rd & 6th Week Periods, Report Cards with Teacher Comment Forms, Student Planners, Parent-Teacher Conferences, Family Nights for Academics/Fine Arts, PK-2nd Daily Behavior Sheet, and Call Out messages by our Principal.

International Leadership of Texas, Lancaster K-8 is defined by its clear vision, mission, and beliefs, which serve as the lenses through which we examine and filter all we do for students. We continually seek to improve student learning through fostering a culture of excellence. The structures, schedules and processes are in place to build and maintain a collaborative work environment. Our campus operates on the premise that when schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, remain in school longer, and enroll in higher level programs. We will have a learning community and atmosphere of collegiality. Our grade level teams plan together to work towards common goals. 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. Our parents work in a partnership with teachers by engaging in open communication through weekly newsletters, emails, and phone calls. The school website also provides an excellent communication tool for parents and the community. We are in the process of forming a PTO and advisory board to assist with events that will better connect parents to the school community.

Perceptions Strengths

International Leadership of Texas, Lancaster K-8 has in place several resources to facilitate parent communication. These resources include, but are not limited to the following: Campus Newsletter, Facebook, Instagram, Skyward Parent Portal, ClassDojo, Remind 101, Parent-Teacher Conferences, School Messenger, Parent Student Handbook and social media platforms.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The need to increase the PTO membership, awareness and engagement by providing numerous volunteer opportunities to parents and stakeholders annually. **Root Cause:** Lack of communication and promotion of the organization. Some parents need training on how to support their children. Campus PTO committee is not consistent.

Problem Statement 2 (Prioritized): Build effective relationships and rapport among parents in the community. **Root Cause:** Lack of programming and workshops for parents and staff members to engage in and bridge school-community gap. and consistency within the school- home relationship

Problem Statement 3 (Prioritized): Some educators need development with cultural competence and their ability to form authentic and effective relationships across cultural differences **Root Cause:** Relationship building between LOTE teachers and students

Problem Statement 4: Maintaining attendance rates above 97% each month. **Root Cause:** 1) Accountability for student attendance needs Improvement. 2) Students relocate throughout the year. 3) When parents are ill and can't bring students to school. 4) All other factors related to attendance in a title 1 school.

Problem Statement 5: 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 have a high percentage of teachers who have chosen education as an alternative career however they are very early in the program.

Problem Statement 6: There are high tardies in all grade levels. Parents of lower elementary students don't have to have students at school until 8:00, while middle school students must be here by 7:45. Start times for each grade level should be strictly enforced. **Root Cause:** The time difference between elementary and MS allows parents to drop off students until 8 am causing MS students to be tardy. Consequences for tardies are not consistent. Finally, we need incentives for getting to school on time.

Problem Statement 7 (Prioritized): Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement. **Root Cause:** Parent engagement opportunities are limited and intentionality with scheduling the opportunities for parents to be involved.

Priority Problem Statements

Problem Statement 8: All educators are not cultural competent, to effectively handle all students.

Root Cause 8: Educators placing too much emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.

Problem Statement 8 Areas: Demographics - School Processes & Programs

Problem Statement 1: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. District is providing TIL Grant for teachers to receive training

Root Cause 1: Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

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

Problem Statement 6: The need to increase the PTO membership, awareness and engagement by providing numerous volunteer opportunities to parents and stakeholders annually.

Root Cause 6: Lack of communication and promotion of the organization. Some parents need training on how to support their children. Campus PTO committee is not consistent.

Problem Statement 6 Areas: School Processes & Programs - Perceptions

Problem Statement 10: Students need additional resources to increase student achievement. Teacher needs more training to effectively implement the curriculum to close learning gaps.

Root Cause 10: There are several gaps in student achievement and additional resources are needed to close the gaps.

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

Problem Statement 7: Build effective relationships and rapport among parents in the community.

Root Cause 7: Lack of programming and workshops for parents and staff members to engage in and bridge school-community gap. and consistency within the school- home relationship

Problem Statement 7 Areas: School Processes & Programs - Perceptions

Problem Statement 9: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers, including the need for Social Emotional Learning and exposure to activities that level the playing field

Root Cause 9: Minimal exposure to technology, healthy habits, healthy culture identification, literacy skills, math skills, and post-secondary educational goals. Students often struggle with how to be aware of themselves and other's emotions and decisions and how to respond to those.

Problem Statement 9 Areas: Demographics - Student Learning

Problem Statement 3: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management Prioritizing for individual teacher growth in areas of concern.

Root Cause 3: The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

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

Problem Statement 11: Some educators need development with cultural competence and their ability to form authentic and effective relationships across cultural differences

Root Cause 11: Relationship building between LOTE teachers and students

Problem Statement 11 Areas: School Processes & Programs - Perceptions

Problem Statement 2: The data reflects that some standards need additional time for reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles.

Root Cause 2: Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction.

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

Problem Statement 4: Some grade levels went without an IA for a large part of the year. The instructional aides provide support in areas such as small groups, driveline and lunch duties, filling in for IAs in grades that did not have one or had an absence, parent phone calls, parent assistance, etc. Funding for additional substitutes to cover IA vacancies is needed.

Root Cause 4: IAs are pulled to cover different grade levels when we have a vacancy and cannot support the grade level they were originally assigned to. This often leads to a gap in small group implementation and parent support.

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

Problem Statement 5: Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement.

Root Cause 5: Parent engagement opportunities are limited and intentionality with scheduling the opportunities for parents to be involved.

Problem Statement 5 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
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures 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, Lancaster K-8 students will perform at the meets level of achievement on STAAR Reading/Language Arts.





High Priority

HB3 Goal

Evaluation Data Sources: STAAR, Interim Assessments, MAP, Benchmark

Strategy 1 Details	Reviews			
Strategy 1: Hire a Dual Language Instructional Coach to support teachers with Reading Language Arts and Math. Strategy's Expected Result/Impact: High student achievement Staff Responsible for Monitoring: Dean of instruction Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 4 - School Processes & Programs 10 Funding Sources: Dual Language Instructional Coach - 211 - Title 1-A - \$60,000	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
Strategy 2: Hire an elementary Reading Language Arts Instructional Coach. Strategy's Expected Result/Impact: Targeted instructional support and high student academic achievement. Staff Responsible for Monitoring: Dean of instruction Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 8 Funding Sources: RLA IC for the elementary school - 211 - Title 1-A - \$60,000	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
Strategy 3: Provide consultant services / PD for the following instructional strategies: backwards planning ,data driven instruction, instructional planning calendars, aggressive monitoring, reteach, teacher exemplars, differentiation, and small groups, etc. Strategy's Expected Result/Impact: High Student Academic Achievement Staff Responsible for Monitoring: Dean of Instruction and Associate Principal over PD Title I: 2.4, 2.5 - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 4 - School Processes & Programs 8, 10 Funding Sources: consultant services / PD - 211 - Title 1-A - \$1,000	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
Strategy 4: Hire a Urban Specialist/Restorative Discipline Teacher to support student emotional and social needs, so all students are able to take full advantage of their learning opportunities without disruptions to the learning environment. Strategy's Expected Result/Impact: An increase in time on task, decrease in disruptions to the learning environment, and high student academic achievement. Staff Responsible for Monitoring: Principal and Assistant Principals Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 1 - School Processes & Programs 7 Funding Sources: Urban Specialist/Restorative Discipline Teache - 211 - Title 1-A - \$60,000	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
Strategy 5: Purchase a class set of headphones for all classes, so students can utilize audio books and other online resources to assist with the development of their reading skills. Strategy's Expected Result/Impact: High student academic achievement Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 4 - School Processes & Programs 10 Funding Sources: Headphones - 211 - Title 1-A - \$1,000	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

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

Student Learning

Problem Statement 1: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. District is providing TIL Grant for teachers to receive training **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

Problem Statement 4: The data reflects that some standards need additional time for reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. **Root Cause:** Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction.

School Processes & Programs

Problem Statement 7: All educators are not cultural competent, to effectively handle all students. **Root Cause:** Educators placing too much emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.

Problem Statement 8: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. District is providing TIL Grant for teachers to receive training **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

Problem Statement 10: The data reflects that some standards need additional time for reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. **Root Cause:** Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction.





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

Performance Objective 2: By the end of the 22-23 school year, 30% of all ILTexas, Lancaster K-8 students will perform at the meets level of achievement on STAAR Math.

High Priority

Evaluation Data Sources: STAAR, Interim Assessments, MAP, Benchmark

Strategy 1 Details		Reviews			
Strategy 1: Hire an elementary Math Instructional Coach. Strategy's Expected Result/Impact: High Student Academic Achievement Staff Responsible for Monitoring: Dean of instruction Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 8 Funding Sources: Math IC - 211 - Title 1-A - \$60,000		Formative			Summative
		Nov	Jan	May	June
Strategy 2 Details		Reviews			
Strategy 2: Provide opportunities for Math Experts to support the campus through coaching, consultancy, and or PD. Strategy's Expected Result/Impact: High Student Achievement Staff Responsible for Monitoring: Assistant Principal over PD and Dean of Instruction Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 8 Funding Sources: PD - 211 - Title 1-A - \$1,000		Formative			Summative
		Nov	Jan	May	June

Strategy 3 Details		Reviews			
Strategy 3: Contract in-person math tutors to support small group instruction, before/after school tutoring, Saturday School, Eagle Academy, and all other intervention strategies utilized to support closing the gaps in mathematics. Strategy's Expected Result/Impact: High Student Academic Achievement Staff Responsible for Monitoring: Dean of Instruction Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 4 - School Processes & Programs 10 Funding Sources: In-person math tutors - 211 - Title 1-A - \$2,000		Formative			Summative
		Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					





Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. District is providing TIL Grant for teachers to receive training Root Cause: Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.
Problem Statement 4: The data reflects that some standards need additional time for reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. Root Cause: Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction.
School Processes & Programs
Problem Statement 8: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. District is providing TIL Grant for teachers to receive training Root Cause: Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.
Problem Statement 10: The data reflects that some standards need additional time for reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. Root Cause: Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction.

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: 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

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: Improve learning readiness as measured by Rhithm Staff Responsible for Monitoring: Principal, APs, Counselors Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2 - School Processes & Programs 9	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Students need additional resources to increase student achievement. Teacher needs more training to effectively implement the curriculum to close learning gaps. Root Cause: There are several gaps in student achievement and additional resources are needed to close the gaps.
School Processes & Programs
Problem Statement 9: Students need additional resources to increase student achievement. Teacher needs more training to effectively implement the curriculum to close learning gaps. Root Cause: There are several gaps in student achievement and additional resources are needed to close the gaps.





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 22-23 school year, 90% of K-12 fine art students will be successful in completing the specific TEKS required for all fine art courses.

High Priority

Evaluation Data Sources: Teacher-made assessment results

Strategy 1 Details	Reviews			
Strategy 1: Technology experts will train the faculty and staff on effective strategies for highlighting student participation in fine arts through social media, newsletters, and all other marketing venues. Strategy's Expected Result/Impact: High Parent and Family Engagement and High Student Academic Achievement Staff Responsible for Monitoring: Fine Arts Director and CILT Members Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 12 - Perceptions 2 Funding Sources: Technology Consultant Fees and or Marketing Material - 211 - Title 1-A - \$3,000	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
Strategy 2: Students will participate in field trips that expose them to real world examples of the fine arts concepts they are learning in the classroom, expanding their learning from the classroom to the community. Strategy's Expected Result/Impact: High Student Achievement Staff Responsible for Monitoring: Fine Arts Director and CILT Members Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy Problem Statements: Demographics 3 - Student Learning 2, 3 - School Processes & Programs 9 Funding Sources: Fine Arts Field trip Fees - 211 - Title 1-A - \$3,000	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
Strategy 3: Provide fine arts teachers with the opportunity to attend fine arts conferences/PD sessions, as well as, purchase high quality fine arts equipment/material to support high student academic achievement. Strategy's Expected Result/Impact: High student academic achievement Staff Responsible for Monitoring: Fine Arts Director and AP over PD Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Targeted Support Strategy Problem Statements: Student Learning 1, 5 - School Processes & Programs 3, 8 Funding Sources: Conference/PD Fees and Materials - 211 - Title 1-A - \$5,000	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers, including the need for Social Emotional Learning and exposure to activities that level the playing field Root Cause: Minimal exposure to technology, healthy habits, healthy culture identification, literacy skills, math skills, and post-secondary educational goals. Students often struggle with how to be aware of themselves and other's emotions and decisions and how to respond to those.

Student Learning

Problem Statement 1: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. District is providing TIL Grant for teachers to receive training **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

Problem Statement 2: Students need additional resources to increase student achievement. Teacher needs more training to effectively implement the curriculum to close learning gaps. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

Problem Statement 3: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers, including the need for Social Emotional Learning and exposure to activities that level the playing field **Root Cause:** Minimal exposure to technology, healthy habits, healthy culture identification, literacy skills, math skills, and post-secondary educational goals. Students often struggle with how to be aware of themselves and other's emotions and decisions and how to respond to those.

Problem Statement 5: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management Prioritizing for individual teacher growth in areas of concern. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

School Processes & Programs

Problem Statement 3: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management Prioritizing for individual teacher growth in areas of concern. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

Problem Statement 8: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. District is providing TIL Grant for teachers to receive training **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

Problem Statement 9: Students need additional resources to increase student achievement. Teacher needs more training to effectively implement the curriculum to close learning gaps. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

Problem Statement 12: Build effective relationships and rapport among parents in the community. **Root Cause:** Lack of programming and workshops for parents and staff members to engage in and bridge school-community gap. and consistency within the school- home relationship

Perceptions

Problem Statement 2: Build effective relationships and rapport among parents in the community. **Root Cause:** Lack of programming and workshops for parents and staff members to engage in and bridge school-community gap. and consistency within the school- home relationship





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 all students will grow at least one level in the areas of Listening, Reading, Speaking, Writing, according to the AAPPL and ACTFL ratings.

High Priority

Evaluation Data Sources: AAPPL and ACTFL rating,

Strategy 1 Details	Reviews			
Strategy 1: Hire a Dual Language Coach, DLI Consultant, or DLI Expert, to coach the teachers on facilitating running records in Spanish and Chinese. Strategy's Expected Result/Impact: High Student Academic Achievement Staff Responsible for Monitoring: Dean and Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy Problem Statements: Demographics 3 - Student Learning 1, 3 - School Processes & Programs 8 Funding Sources: DLI Coach, Consultants, and or Experts - 211 - Title 1-A - \$60,000	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
Strategy 2: The campus will purchase technology such as but not limited to the following items: All In Learning Subscription, class set of headphones, second language acquisition software, etc., for the purpose of closing the achievement gaps in second language acquisition. Strategy's Expected Result/Impact: High Student Academic Achievement Staff Responsible for Monitoring: Campus Technician, Media Specialist, and Dean Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 2 - School Processes & Programs 9 Funding Sources: Technology - 211 - Title 1-A - \$2,000	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
Strategy 3: DLI Teachers and or community partners will facilitate second language learning labs in Spanish and Chinese, for parents and students. Strategy's Expected Result/Impact: High Student Achievement and High Parent/Family Engagement Staff Responsible for Monitoring: Community Liaison, PTO Board, and Campus Administration Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: School Processes & Programs 6, 12 - Perceptions 2, 7 Funding Sources: Supplemental Pay for DLI Teachers or Consultant Fee - 211 - Title 1-A - \$2,000	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 3: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers, including the need for Social Emotional Learning and exposure to activities that level the playing field **Root Cause:** Minimal exposure to technology, healthy habits, healthy culture identification, literacy skills, math skills, and post-secondary educational goals. Students often struggle with how to be aware of themselves and other's emotions and decisions and how to respond to those.

Student Learning

Problem Statement 1: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. District is providing TIL Grant for teachers to receive training **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

Problem Statement 2: Students need additional resources to increase student achievement. Teacher needs more training to effectively implement the curriculum to close learning gaps. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

Problem Statement 3: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers, including the need for Social Emotional Learning and exposure to activities that level the playing field **Root Cause:** Minimal exposure to technology, healthy habits, healthy culture identification, literacy skills, math skills, and post-secondary educational goals. Students often struggle with how to be aware of themselves and other's emotions and decisions and how to respond to those.

School Processes & Programs

Problem Statement 6: Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement. **Root Cause:** Parent engagement opportunities are limited and intentionality with scheduling the opportunities for parents to be involved.

Problem Statement 8: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. District is providing TIL Grant for teachers to receive training **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

Problem Statement 9: Students need additional resources to increase student achievement. Teacher needs more training to effectively implement the curriculum to close learning gaps. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

Problem Statement 12: Build effective relationships and rapport among parents in the community. **Root Cause:** Lack of programming and workshops for parents and staff members to engage in and bridge school-community gap. and consistency within the school- home relationship

Perceptions

Problem Statement 2: Build effective relationships and rapport among parents in the community. **Root Cause:** Lack of programming and workshops for parents and staff members to engage in and bridge school-community gap. and consistency within the school- home relationship

Problem Statement 7: Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement. **Root Cause:** Parent engagement opportunities are limited and intentionality with scheduling the opportunities for parents to be involved.





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

Performance Objective 1: By the end of 22-23 ILTexas, Lancaster K-8 will provide at least one onboarding training session for all new teachers and ongoing PD for all Tier 2 and 3 Teachers.

High Priority

Evaluation Data Sources: 1) Teacher Observations, as measured by the ILTexas version of the TTESS 2) Onboarding Rubric/Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus instructional leadership team, TIL teacher leaders, will collaborate with Region 10 Consultants, Content Experts, and HR, to facilitate onboarding training sessions for new teachers, as defined by 0 - 1 year experience as a classroom teacher or new to the Charter.</p> <p>Strategy's Expected Result/Impact: High student academic achievement, Positive Culture and Climate, Staff Responsible for Monitoring: CILT Members and TIL Teacher Leaders</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 7, 8 Funding Sources: Supplies, Snacks, Supplemental Pay - 211 - Title 1-A - \$1,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details		Reviews			
Strategy 2: The campus instructional leadership team, TIL teacher leaders, will collaborate with Region 10 Consultants, Content Experts, and HR, to facilitate ongoing training sessions for Tier 2 and 3 Teachers. Strategy's Expected Result/Impact: High student academic achievement, Positive Culture and Climate, Staff Responsible for Monitoring: CILT Members and TIL Teacher Leaders Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 8 Funding Sources: Materials - 211 - Title 1-A - \$100		Formative			Summative
		Nov	Jan	May	June
Strategy 3 Details		Reviews			
Strategy 3: All teachers will have an opportunity to participate in at least two semester planning academy days per semester. Strategy's Expected Result/Impact: High Teacher Retention, High Student Academic Achievement, Positive Culture and Climate Staff Responsible for Monitoring: Dean and Instructional Coaches Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: Student Learning 1, 2, 5 - School Processes & Programs 3, 8, 9 Funding Sources: Supplies and Snacks - 211 - Title 1-A - \$300		Formative			Summative
		Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

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

Student Learning

Problem Statement 1: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. District is providing TIL Grant for teachers to receive training **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

Problem Statement 2: Students need additional resources to increase student achievement. Teacher needs more training to effectively implement the curriculum to close learning gaps. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

Problem Statement 5: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management Prioritizing for individual teacher growth in areas of concern. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

School Processes & Programs

Problem Statement 3: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management Prioritizing for individual teacher growth in areas of concern. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

Problem Statement 7: All educators are not cultural competent, to effectively handle all students. **Root Cause:** Educators placing too much emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.

Problem Statement 8: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. District is providing TIL Grant for teachers to receive training **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

Problem Statement 9: Students need additional resources to increase student achievement. Teacher needs more training to effectively implement the curriculum to close learning gaps. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

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 22-23 ILTexas, Lancaster K-8 will host at least two events focused on building strong partnerships with parents and teachers.

High Priority

Evaluation Data Sources: Event Survey Data and Teacher Retention Data

Strategy 1 Details		Reviews			
Strategy 1: The campus will host an initial Parent Teacher Organization Meeting during the first Cycle of the school year. Strategy's Expected Result/Impact: High parent and teacher collaboration Staff Responsible for Monitoring: Recruiters, Campus Administrative Team Title I: 2.5, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: School Processes & Programs 11, 12 - Perceptions 1, 2 Funding Sources: Supplies and Snacks - 211 - Title 1-A - \$300		Formative			Summative
		Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: All parents will be provided an opportunity to participate in a Parent University Event during the beginning of the year Parent Orientation. 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.</p> <p>Strategy's Expected Result/Impact: High parent and teacher collaboration</p> <p>Staff Responsible for Monitoring: Recruiters, Campus Administrative Team</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 11, 12 - Perceptions 1, 2</p> <p>Funding Sources: Materials, Snacks, Marketing Material - 211 - Title 1-A - \$500</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Each grade level will host a monthly Lunch and Learn event for all parents, updating the parents on all grade level expectations and student learning goals.</p> <p>Strategy's Expected Result/Impact: High Parent Involvement and Participation</p> <p>Staff Responsible for Monitoring: Grade Level Leadership Teams and Teachers</p> <p>Title I: 2.5, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 12 - Perceptions 2</p> <p>Funding Sources: Supplies and Snacks - 211 - Title 1-A - \$300</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details		Reviews			
Strategy 4: The Campus PTO will co-host several community events. The events are, but not limited to, the following events: Math Night, Literacy Night, and Fine Arts Night. Strategy's Expected Result/Impact: High community engagement and involvement Staff Responsible for Monitoring: PTO and campus events committee - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: School Processes & Programs 6, 11 - Perceptions 1, 7 Funding Sources: Supplies, Marketing Material, and Snacks - 211 - Title 1-A - \$1,000		Formative			Summative
		Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 6: Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement. Root Cause: Parent engagement opportunities are limited and intentionality with scheduling the opportunities for parents to be involved.
Problem Statement 11: The need to increase the PTO membership, awareness and engagement by providing numerous volunteer opportunities to parents and stakeholders annually. Root Cause: Lack of communication and promotion of the organization. Some parents need training on how to support their children. Campus PTO committee is not consistent.
Problem Statement 12: Build effective relationships and rapport among parents in the community. Root Cause: Lack of programming and workshops for parents and staff members to engage in and bridge school-community gap. and consistency within the school- home relationship
Perceptions
Problem Statement 1: The need to increase the PTO membership, awareness and engagement by providing numerous volunteer opportunities to parents and stakeholders annually. Root Cause: Lack of communication and promotion of the organization. Some parents need training on how to support their children. Campus PTO committee is not consistent.
Problem Statement 2: Build effective relationships and rapport among parents in the community. Root Cause: Lack of programming and workshops for parents and staff members to engage in and bridge school-community gap. and consistency within the school- home relationship
Problem Statement 7: Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement. Root Cause: Parent engagement opportunities are limited and intentionality with scheduling the opportunities for parents to be involved.

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Hire a Dual Language Instructional Coach to support teachers with Reading Language Arts and Math.
3	1	1	The campus instructional leadership team, TIL teacher leaders, will collaborate with Region 10 Consultants, Content Experts, and HR, to facilitate onboarding training sessions for new teachers, as defined by 0 - 1 year experience as a classroom teacher or new to the Charter.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Hire a Dual Language Instructional Coach to support teachers with Reading Language Arts and Math.
1	1	2	Hire an elementary Reading Language Arts Instructional Coach.
1	1	3	Provide consultant services / PD for the following instructional strategies: backwards planning ,data driven instruction, instructional planning calendars, aggressive monitoring, reteach, teacher exemplars, differentiation, and small groups, etc.
1	1	4	Hire a Urban Specialist/Restorative Discipline Teacher to support student emotional and social needs, so all students are able to take full advantage of their learning opportunities without disruptions to the learning environment.
1	2	1	Hire an elementary Math Instructional Coach.
1	2	2	Provide opportunities for Math Experts to support the campus through coaching, consultancy, and or PD.
1	2	3	Contract in-person math tutors to support small group instruction, before/after school tutoring, Saturday School, Eagle Academy, and all other intervention strategies utilized to support closing the gaps in mathematics.
2	1	2	Students will participate in field trips that expose them to real world examples of the fine arts concepts they are learning in the classroom, expanding their learning from the classroom to the community.
2	1	3	Provide fine arts teachers with the opportunity to attend fine arts conferences/PD sessions, as well as, purchase high quality fine arts equipment/material to support high student academic achievement.
2	2	1	Hire a Dual Language Coach, DLI Consultant, or DLI Expert, to coach the teachers on facilitating running records in Spanish and Chinese.
2	2	2	The campus will purchase technology such as but not limited to the following items: All In Learning Subscription, class set of headphones, second language acquisition software, etc., for the purpose of closing the achievement gaps in second language acquisition.
2	2	3	DLI Teachers and or community partners will facilitate second language learning labs in Spanish and Chinese, for parents and students.
3	1	1	The campus instructional leadership team, TIL teacher leaders, will collaborate with Region 10 Consultants, Content Experts, and HR, to facilitate onboarding training sessions for new teachers, as defined by 0 - 1 year experience as a classroom teacher or new to the Charter.
3	2	1	The campus will host an initial Parent Teacher Organization Meeting during the first Cycle of the school year.
3	2	2	All parents will be provided an opportunity to participate in a Parent University Event during the beginning of the year Parent Orientation. 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.
3	2	3	Each grade level will host a monthly Lunch and Learn event for all parents, updating the parents on all grade level expectations and student learning goals.
3	2	4	The Campus PTO will co-host several community events. The events are, but not limited to, the following events: Math Night, Literacy Night, and Fine Arts Night.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Hire an elementary Reading Language Arts Instructional Coach.
1	1	3	Provide consultant services / PD for the following instructional strategies: backwards planning ,data driven instruction, instructional planning calendars, aggressive monitoring, reteach, teacher exemplars, differentiation, and small groups, etc.

Campus Funding Summary

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Dual Language Instructional Coach		\$60,000.00
1	1	2	RLA IC for the elementary school		\$60,000.00
1	1	3	consultant services / PD		\$1,000.00
1	1	4	Urban Specialist/Restorative Discipline Teache		\$60,000.00
1	1	5	Headphones		\$1,000.00
1	2	1	Math IC		\$60,000.00
1	2	2	PD		\$1,000.00
1	2	3	In-person math tutors		\$2,000.00
2	1	1	Technology Consultant Fees and or Marketing Material		\$3,000.00
2	1	2	Fine Arts Field trip Fees		\$3,000.00
2	1	3	Conference/PD Fees and Materials		\$5,000.00
2	2	1	DLI Coach, Consultants, and or Experts		\$60,000.00
2	2	2	Technology		\$2,000.00
2	2	3	Supplemental Pay for DLI Teachers or Consultant Fee		\$2,000.00
3	1	1	Supplies, Snacks, Supplemental Pay		\$1,000.00
3	1	2	Materials		\$100.00
3	1	3	Supplies and Snacks		\$300.00
3	2	1	Supplies and Snacks		\$300.00
3	2	2	Materials, Snacks, Marketing Material		\$500.00
3	2	3	Supplies and Snacks		\$300.00
3	2	4	Supplies, Marketing Material, and Snacks		\$1,000.00
Sub-Total					\$323,500.00