

International Leadership of Texas
North Richland Hills Middle
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 vision of International Leadership of Texas, North Richland Hills K-8, is to foster a community of learning founded on collaboration and involvement of all of our constituents. While focusing on the district's mission and core values, NRH K-8 will continue to excel academically while earning campus distinctions based on the state of Texas requirements.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	11
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	16
Goals	18
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.	19
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, and 100% CCMR.	40
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.	42
Targeted Support Strategies	47
Campus Funding Summary	49

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

We are a very diverse community of educators who includes international teachers from Mexico, Spain, China, Puerto Rico and other South American countries. Our unique backgrounds assists in providing our students with a rich understanding of global communities and cultures.

Last year in the 2021-2022, out of 430 middle school students, 263 were economically disadvantaged which equals 61%.

This year, in 2022-2023, out of 443 students, 316 are economically disadvantaged which equals to 71%. The comparison from the 2021-2022 to 2022-2023 school year is 10.17%.

Students Demographics Summary

Ethnic Distribution:

- African American 76 (18.4%)
- Hispanic 255 (61.6%)
- White 53, (12.8%)
- American Indian 1 (0.2%)
- Asian 16 (3.9%)
- Pacific Islander 0 (0.0%)
- Economically Disadvantaged 255 (61.6%)
- Non-Educationally Disadvantaged 159 (38.4%)
- English Language Learners (ELL) 142 (34.3%)
- Students w/ Disciplinary Placements 0 (0.0%)
- At-Risk 272 (65.7%)

Teachers by Ethnicity:

- African American 3.5 (14.0%)
- Hispanic 7.1 (28.1%)

- White 11.6 (46.0%)
- American Indian 0 (0%)
- Asian 3.0 (11.9%)
- Pacific Islander 0.0 (0%)
- Two or More Races 0.0 (0%)

Teachers by Gender:

- Males 8.1 (32.3)
- Females 17.1 (67.7%)

We use a number of sources to find high caliber staff such as our campus website, Skyward, Region 10 and 11 job fairs. The majority of core and LOTE teachers are at a highly qualified status in accordance with NCLB. Our interview process clearly outlines the mission, philosophy and expectations for our school. We have recruited teachers from Spain and China to teach our trilingual model. ILTexas will continue to work with Region 10 and 11 and the District to actively find qualified teacher candidates to fill positions within the school. Teachers have professional freedom to be innovative and creative. They have opportunities to have input into decision making on campus.

We have wonderful ethnic diversity in our faculty/staff population, we are truly international. We have faculty/staff from Mexico, Puerto Rico, Spain, China, and other South American countries, such as Colombia and Argentina.

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. This year we have also increased the number of teachers that meet highly qualified status. There has also been a significant salary increase for teachers, making our salary a little more competitive with local ISDs.

Demographics Strengths

The strength of our campus is the diversity of our student and teacher population.

We use a number of sources to find high caliber staff such as our campus website, Skyward, Region 10 and job fairs. The majority of core and LOTE teachers are at a highly qualified status in accordance with NCLB. Our interview process clearly outlines the mission, philosophy and expectations for our school. We have recruited teachers from Spain and China to teach our trilingual model. ILTexas will continue to work with Region 10 and 11 and the District to actively find qualified teacher candidates to fill positions within the school. Teachers have professional freedom to be innovative and creative. They have opportunities to have input into decision making on campus.

We have wonderful ethnic diversity in our faculty/staff population, we are truly international. We have faculty/staff from Mexico, Puerto Rico, Spain, China, and other South American countries, such as Colombia and Argentina.

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. This year we have also increased the number of teachers that meet highly qualified status. There has also been a significant salary increases for teachers, making our salary a little more competitive with local ISDs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our identified Emergent Bilingual students have increased and students need additional support with language acquisition. **Root Cause:** As an international schools, we attract students who speak languages other than English

Problem Statement 2 (Prioritized): There are new teachers to NRH who need in class support with classroom management, small group instruction, data analysis, and understanding instructional platforms **Root Cause:** NRH cannot compete with neighboring ISD's and charters that offer competitive packages to retain quality teachers and staff

Problem Statement 3 (Prioritized): STAAR Reading and Math meet scores are lower than the district target. Reading is 33% and Math 17%. **Root Cause:** We currently have 33% Tier 3 students in Math and 37% in Reading.

Problem Statement 4 (Prioritized): Teachers and students are provided with technology for curriculum and instruction. Charging stations are not readily available for students within the classrooms. **Root Cause:** Charging stations and/or power strips need to be ordered for classrooms.

Problem Statement 5 (Prioritized): Due to vacancies, instructional aides are asked to cover classes and still support their grade band. This leads to frustration from the instructional aides. **Root Cause:** Teachers need to be proactive about putting in their absences so that substitutes can be put in a timely manner.

Student Learning

Student Learning Summary

International Leadership of Texas North Richland Hills K-8 is entering into the sixth year of existence. The 2022 Accountability Ratings as of August 2022 revealed multiple successes and challenges.

Some of the strategies that are being reinforced are the 6 weeks planning sessions to analyze data and revise instructional calendars to provide data-driven instruction to all students.

Students participated in districtwide common assessments. Below is a chart with ILTexas North Richland Hills STAAR Data for 2022

Math % Satisfactory (Approaches)			Reading % Satisfactory (Approaches)	
	2022			2022
3rd grade	36.88%		3rd grade	51.06%
4th grade	32.87%		4th grade	52.78%
*5th grade	50.36%		*5th grade	65.47%
6th grade	48.70%		6th grade	48.05%
7th grade	43.26%		7th grade	73.05%
*8th grade	26.92%		*8th grade	64%
Science % Satisfactory (Approaches)				
	2022			
5th grade	45.32%			
8th grade	50.39%			
Social Studies % Satisfactory (Approaches)				
	2022			
8th grade	26.77%			

Student Learning Strengths

Strengths:

- There is a high retention of middle school students.
- African American, Hispanic and ECo- Disad and Emergent Bilingual students hit the targets in RLA.
- Out of 286 students tested, 141 students earned 1 point, 32 students earned .5 points and 133 students earned 0 points
- Emergent Bilingual students performed above district average on STAAR
- Attendance rate was at 97.6%

- 4 year graduation rate was at 98.6 (class of 2018) which demonstrates our students are graduating with their cohort

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our identified Emergent Bilingual students have increased and students need additional support with language acquisition. **Root Cause:** As an international school, we attract students who speak languages other than English

Problem Statement 2 (Prioritized): There are new teachers to NRH who need in class support with classroom management, small group instruction, data analysis, and understanding instructional platforms **Root Cause:** NRH cannot compete with neighboring ISD's and charters that offer competitive packages to retain quality teachers and staff

Problem Statement 3 (Prioritized): STAAR Reading and Math meet scores are lower than the district target. Reading is 33% and Math 17%. **Root Cause:** We currently have 33% Tier 3 students in Math and 37% in Reading.

Problem Statement 4 (Prioritized): Teachers and students are provided with technology for curriculum and instruction. Charging stations are not readily available for students within the classrooms. **Root Cause:** Charging stations and/or power strips need to be ordered for classrooms.

Problem Statement 5 (Prioritized): Due to vacancies, instructional aides are asked to cover classes and still support their grade band. This leads to frustration from the instructional aides. **Root Cause:** Teachers need to be proactive about putting in their absences so that substitutes can be put in a timely manner.

Problem Statement 6 (Prioritized): There are little to no parent volunteers on our campus. **Root Cause:** Since the pandemic, parent volunteers are not visible on campus and the perception is the school operates with a pandemic mentality.

Problem Statement 7 (Prioritized): There is a perception that the school is not proactive about addressing bullying situations **Root Cause:** There needs to be communication and timeline to parents indicating how administrators investigate bullying allegations.

Problem Statement 8 (Prioritized): Students do not know how to take care of chrome books and misuse them looking at inappropriate websites **Root Cause:** There is a lack of training for students on how to use chromebooks and consequences for abusing school property as well as using them for their intended use.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction

- The ILTexas leadership has a strong Teaching and Learning Department. There is support from central office staff in every area, including Fine Arts, Chinese. ILTexas educates the whole child and the mission of the charter is reflected in the curriculum.
- There is a Dean and two instructional coaches

Leadership and Decision Making

- We have a learning community and atmosphere of collegiality. Our grade level teams plan together and work towards a common goals. Our staff members are able to rely on each other for support, suggestions and assistance. Collaborarion is the key.
- Decisions are made with administration team mostly
- There is an active PTO that supports the school and involves the principal for all decisions

Communication

- Our parents work in a partnership with teachers by engaging in open communication through weekly newsletter, emails, and phone calls. Our PTO has been formed and assist with events that will better connect parents to the school community.
- The student council, the voice of the students, will engage in monthly meetings with the principal for an open discussion about the school. These conversations allow the students to highlight the positive as well as identify areas of improvement within the school.
- Parent newsletter goes out weely (every Thursday so teachers can send wih their newsletter on Fridays)
- Staff newsletter goes out weekly

Organization

- Each grade level has a Grade Level administrator
- There are three assistant principals (K-2, 3-5, 6-8)
- GLA's and administration meet once a week
- Safety committees meet once a week

Extra-curricular Activities

- There is a 10th period embedded in the school day for clubs and activities
- There are 6-8 competitive sports for students (volleyball, cross country, flag football, softball)

Technology integration

- There is 1-1 computer for every student
- The school has instructional applications for students

School Processes & Programs Strengths

Teachers and students feel recognized for their contributions through recognition from campus administration and colleagues.

Student and class attendance is celebrated weekly and every six weeks along with celebrations that is communicated through teacher and parent newsletters, announcements, facebook, and bulletin boards.

There are processes and procedures for safety, hallway transitions, classroom and cafeteria expectations. Parent involvement is increasing and parent volunteers assist the school in meaningful ways such as programs, sponsoring events and activities.

The trilingual curriculum provides students to prepare for a global society and workforce. There is also Eagle Academy to provide support for students who need in class support afterschool.

Every Monday, teachers, counselors and administrators meet to discuss Attendance, Behaviors . In addition, there are data cycle meetings in which students are broken into Tiers so teachers know what interventions to provide each student.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): STAAR Reading and Math meet scores are lower than the district target. Reading is 33% and Math 17%. **Root Cause:** We currently have 33% Tier 3 students in Math and 37% in Reading.

Problem Statement 2 (Prioritized): Teachers and students are provided with technology for curriculum and instruction. Charging stations are not readily available for students within the classrooms. **Root Cause:** Charging stations and/or power strips need to be ordered for classrooms.

Problem Statement 3 (Prioritized): Specials and Chinese teachers do not always feel connected to the school learning and culture; therefore, the perception is their voice does not matter when shaping school culture and climate. **Root Cause:** The focus is on students performing on the STAAR test.

Problem Statement 4 (Prioritized): Due to vacancies, instructional aides are asked to cover classes and still support their grade band. This leads to frustration from the instructional aides. **Root Cause:** Teachers need to be proactive about putting in their absences so that substitutes can be put in a timely manner.

Problem Statement 5 (Prioritized): There are little to no parent volunteers on our campus. **Root Cause:** Since the pandemic, parent volunteers are not visible on campus and the perception is the school operates with a pandemic mentality.

Problem Statement 6 (Prioritized): There is a perception that the school is not proactive about addressing bullying situations **Root Cause:** There needs to be communication and timeline to parents indicating how administrators investigate bullying allegations.

Problem Statement 7 (Prioritized): Students do not know how to take care of chrome books and misuse them looking at inappropriate websites **Root Cause:** There is a lack of training for students on how to use chromebooks and consequences for abusing school property as well as using them for their intended use.

Perceptions

Perceptions Summary

We have a learning community and atmosphere of collegiality. Our grade level teams plan together and work towards a common goals. Our staff members are able to rely on each other for support, suggestions and assistance. Collaborarion is the key.

Our parents work in a partnership with teachers by engaging in open communication through weekly newsletter, emails, and phone calls. Our PTO has been formed and assist with events that will better connect parents to the school community.

The student council, the voice of the students, will engage in monthly meetings with the principal for an open discussion about the school. These conversations allow the students to highlight the positive as well as identify areas of improvement within the school.

In a survey for Staff Quality and Retention that went to all NRH staff members, 41 staff members responded:

36.6% had 0-5 years of experience

24.4% had 6-10 years of experience

22% had 11-15 years of experience

9.8% had 21-25 years of experience

19.5% they are new to ILTEXAS

80.5 % returning to ILTEXAS

65.9% they are not certified in Texas

34.1% they are certified

92.7% have a college degree

19 staff members say they choose to work at ILTexas is because of the mission statement. 11 staff members because of the positive work environment, 8 staff members enjoy working with colleagues, two staff members due to location and one staff members likes the pay.

Feedback from the staff indicate reasons that would attract high quality staff members: better pay, take care of teachers that are already here, leadership opportunities, positive culture, coworkers.

Reasons why NRH lose qualified staff is leadership, pay and consistency, lack of support and cohesive guidance from the district as well as overload on assessments.

We conducted a parent survey regarding NRH improving communication and 143 parents responded with preferring emails and voice messages to receive information from the school.

Parents also would like weekly and timely communication from the school.

Perceptions Strengths

The Grade Level Administrators (GLA) are veteran teachers to ILTexas. The GLA's possess leadership qualities and demonstrate subject and content knowledge.

The perception from teachers and staff is that the leadership changes to NRH have been positive and it is a supportive environment. The new principal is visible and takes time to listen to our concerns. We have strong grade level administrators and teachers. The teachers and staff say it is a family atmosphere and good communication. Teachers have loved the implementation of committees which has boosted morale and brought our campus together. They also love the teacher and staff of the month recognition.

In a Campus and Climate survey sent to staff, 33 staff members responded that 89.9% believe (63% agree/27.3 strongly agree) NRH provides a safe and welcoming environment for students and staff, one person disagree and two strongly disagree.

66.7% of staff agrees discipline is addressed in a timely manner, 21.2% is neutral, 9.1 disagree discipline is handled immediately.

87.9% say administrators support teachers and staff, 12% are neutral

84.8% believe teachers and staff support one another

87.9% parents are welcomed to volunteer

78% believe the school celebrates student hard work and achievements

90% believe the teachers celebrate student hard work and achievements

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Specials and Chinese teachers do not always feel connected to the school learning and culture; therefore, the perception is their voice does not matter when shaping school culture and climate. **Root Cause:** The focus is on students performing on the STAAR test.

Problem Statement 2 (Prioritized): Due to vacancies, instructional aides are asked to cover classes and still support their grade band. This leads to frustration from the instructional aides. **Root Cause:** Teachers need to be proactive about putting in their absences so that substitutes can be put in a timely manner.

Problem Statement 3 (Prioritized): There are little to no parent volunteers on our campus. **Root Cause:** Since the pandemic, parent volunteers are not visible on campus and the perception is the school operates with a pandemic mentality.

Problem Statement 4 (Prioritized): There is a perception that the school is not proactive about addressing bullying situations **Root Cause:** There needs to be communication and timeline to parents indicating how administrators investigate bullying allegations.

Problem Statement 5 (Prioritized): Students do not know how to take care of chrome books and misuse them looking at inappropriate websites **Root Cause:** There is a lack of training for students on how to use chromebooks and consequences for abusing school property as well as using them for their intended use.

Priority Problem Statements

Problem Statement 1: Our identified Emergent Bilingual students have increased and students need additional support with language acquisition.

Root Cause 1: As an international schools, we attract students who speak languages other than English

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 3: STAAR Reading and Math meet scores are lower than the district target. Reading is 33% and Math 17%.

Root Cause 3: We currently have 33% Tier 3 students in Math and 37% in Reading.

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

Problem Statement 6: Specials and Chinese teachers do not always feel connected to the school learning and culture; therefore, the perception is their voice does not matter when shaping school culture and climate.

Root Cause 6: The focus is on students performing on the STAAR test.

Problem Statement 6 Areas: School Processes & Programs - Perceptions

Problem Statement 2: There are new teachers to NRH who need in class support with classroom management, small group instruction, data analysis, and understanding instructional platforms

Root Cause 2: NRH cannot compete with neighboring ISD's and charters that offer competitive packages to retain quality teachers and staff

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 4: Teachers and students are provided with technology for curriculum and instruction. Charging stations are not readily available for students within the classrooms.

Root Cause 4: Charging stations and/or power strips need to be ordered for classrooms.

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

Problem Statement 5: Due to vacancies, instructional aides are asked to cover classes and still support their grade band. This leads to frustration from the instructional aides.

Root Cause 5: Teachers need to be proactive about putting in their absences so that substitutes can be put in a timely manner.

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

Problem Statement 7: There are little to no parent volunteers on our campus.

Root Cause 7: Since the pandemic, parent volunteers are not visible on campus and the perception is the school operates with a pandemic mentality.

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

Problem Statement 8: There is a perception that the school is not proactive about addressing bullying situations

Root Cause 8: There needs to be communication and timeline to parents indicating how administrators investigate bullying allegations.

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

Problem Statement 9: Students do not know how to take care of chrome books and misuse them looking at inappropriate websites

Root Cause 9: There is a lack of training for students on how to use chromebooks and consequences for abusing school property as well as using them for their intended use.

Problem Statement 9 Areas: Student Learning - 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
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Other PreK - 2nd grade assessment data

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- School safety data

Employee 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

- Processes and procedures for teaching and learning, including program implementation
- Communications 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, 40% of NRH 6th-8th students will perform at the Meets level of achievement on STAAR Reading/Language Arts.





High Priority

Evaluation Data Sources: STAAR Scores, Map data, IXL

Strategy 1 Details		Reviews			
Strategy 1: NRH teachers will use MAP and I-Station data to define student gaps and provide timely interventions Strategy's Expected Result/Impact: Student progress will be evident as achievement gaps close Staff Responsible for Monitoring: Administrators, Dean of Instruction Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 1 Funding Sources: - 420 - State		Formative			Summative
		Nov	Jan	May	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use in class data trackers to track student growth and mastery on identified TEKS Strategy's Expected Result/Impact: Teachers and students understand what TEKS need to retaught and mastered Staff Responsible for Monitoring: Administrators and Dean Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 1 Funding Sources: - 420 - State	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
Strategy 3: Students will use district technology applications to increase their proficiency in Reading Strategy's Expected Result/Impact: Students will practice using technology applications aligned to state standards which will result in greater accuracy of student outcomes Staff Responsible for Monitoring: Administration and Dean Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Problem Statements: Demographics 3, 4 - Student Learning 3, 4 - School Processes & Programs 1, 2 Funding Sources: - 420 - State	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
Strategy 4: Provide Emergent Bilingual students instructional resources and materials to ensure language acquisition and support Strategy's Expected Result/Impact: Emergent bilingual students will increase their language acquisition skills in reading, writing and speaking Staff Responsible for Monitoring: Administration and Dean Title I: 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: Demographics 1, 2 - Student Learning 1, 2 Funding Sources: - 255 - Title II	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
Strategy 5: Review IEP's to provide SPED students additional resources for support as well as testing accommodations Strategy's Expected Result/Impact: SPED students will have accommodations during classroom instruction so that in testing it is replicated (text to speech, small group, etc) Staff Responsible for Monitoring: SPED coordinator, administration Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 1 Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June

Strategy 6 Details		Reviews			
Strategy 6: Provide high quality staff development to teachers regarding reading strategies to increase student engagement Strategy's Expected Result/Impact: Increase teacher knowledge and skills in order to improve instruction Staff Responsible for Monitoring: Administration and Dean Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 1 Funding Sources: - 211 - Title 1-A		Formative			Summative
		Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our identified Emergent Bilingual students have increased and students need additional support with language acquisition. Root Cause: As an international schools, we attract students who speak languages other than English
Problem Statement 2: There are new teachers to NRH who need in class support with classroom management, small group instruction, data analysis, and understanding instructional platforms Root Cause: NRH cannot compete with neighboring ISD's and charters that offer competitive packages to retain quality teachers and staff
Problem Statement 3: STAAR Reading and Math meet scores are lower than the district target. Reading is 33% and Math 17%. Root Cause: We currently have 33% Tier 3 students in Math and 37% in Reading.
Problem Statement 4: Teachers and students are provided with technology for curriculum and instruction. Charging stations are not readily available for students within the classrooms. Root Cause: Charging stations and/or power strips need to be ordered for classrooms.
Student Learning
Problem Statement 1: Our identified Emergent Bilingual students have increased and students need additional support with language acquisition. Root Cause: As an international schools, we attract students who speak languages other than English
Problem Statement 2: There are new teachers to NRH who need in class support with classroom management, small group instruction, data analysis, and understanding instructional platforms Root Cause: NRH cannot compete with neighboring ISD's and charters that offer competitive packages to retain quality teachers and staff
Problem Statement 3: STAAR Reading and Math meet scores are lower than the district target. Reading is 33% and Math 17%. Root Cause: We currently have 33% Tier 3 students in Math and 37% in Reading.
Problem Statement 4: Teachers and students are provided with technology for curriculum and instruction. Charging stations are not readily available for students within the classrooms. Root Cause: Charging stations and/or power strips need to be ordered for classrooms.

School Processes & Programs

Problem Statement 1: STAAR Reading and Math meet scores are lower than the district target. Reading is 33% and Math 17%. **Root Cause:** We currently have 33% Tier 3 students in Math and 37% in Reading.

Problem Statement 2: Teachers and students are provided with technology for curriculum and instruction. Charging stations are not readily available for students within the classrooms. **Root Cause:** Charging stations and/or power strips need to be ordered for classrooms.

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, 15% of 6th-8th NRH students will perform at the Meets level of achievement on STAAR Mathematics.





High Priority

Evaluation Data Sources: STAAR Scores, Map data, IXL

Strategy 1 Details	Reviews			
Strategy 1: NRH teachers will use MAP and I-Station data to define student gaps in Math Strategy's Expected Result/Impact: Improved instruction and student growth Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 1 Funding Sources: - 420 - State	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use in class data trackers to track student growth and mastery on identified TEKS Strategy's Expected Result/Impact: Teachers and students understand what TEKS need to retaught and mastered Staff Responsible for Monitoring: Administrators and Dean Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 1 Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
Strategy 3: Students will use district technology applications to increase their proficiency in Math Strategy's Expected Result/Impact: Students will practice using technology applications aligned to state standards which will result in greater accuracy of student outcomes Staff Responsible for Monitoring: Administration and Dean Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy Problem Statements: Demographics 3, 4 - Student Learning 3, 4 - School Processes & Programs 1, 2 Funding Sources: - 420 - State	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
Strategy 4: Provide Emergent Bilingual students instructional resources and materials to ensure language acquisition and support Strategy's Expected Result/Impact: Emergent bilingual students will increase their language acquisition skills in reading so they can comprehend math problems Staff Responsible for Monitoring: Administration and Dean Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1, 2 - Student Learning 1, 2 Funding Sources: - 263 - Title III	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
Strategy 5: Review IEP's to provide SPED students additional resources for support as well as testing accommodations Strategy's Expected Result/Impact: SPED students will have accommodations during classroom instruction so that in testing it is replicated (text to speech, small group, etc) Staff Responsible for Monitoring: SPED coordinator, administration Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 1 Funding Sources: - 420 - State	Formative			Summative
	Nov	Jan	May	June

Strategy 6 Details		Reviews			
Strategy 6: Provide high quality staff development to teachers regarding math strategies to increase student engagement Strategy's Expected Result/Impact: Increase teacher knowledge and skills on improving instruction Staff Responsible for Monitoring: Administration and Dean Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 1 Funding Sources: - 211 - Title 1-A		Formative			Summative
		Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our identified Emergent Bilingual students have increased and students need additional support with language acquisition. Root Cause: As an international schools, we attract students who speak languages other than English
Problem Statement 2: There are new teachers to NRH who need in class support with classroom management, small group instruction, data analysis, and understanding instructional platforms Root Cause: NRH cannot compete with neighboring ISD's and charters that offer competitive packages to retain quality teachers and staff
Problem Statement 3: STAAR Reading and Math meet scores are lower than the district target. Reading is 33% and Math 17%. Root Cause: We currently have 33% Tier 3 students in Math and 37% in Reading.
Problem Statement 4: Teachers and students are provided with technology for curriculum and instruction. Charging stations are not readily available for students within the classrooms. Root Cause: Charging stations and/or power strips need to be ordered for classrooms.
Student Learning
Problem Statement 1: Our identified Emergent Bilingual students have increased and students need additional support with language acquisition. Root Cause: As an international schools, we attract students who speak languages other than English
Problem Statement 2: There are new teachers to NRH who need in class support with classroom management, small group instruction, data analysis, and understanding instructional platforms Root Cause: NRH cannot compete with neighboring ISD's and charters that offer competitive packages to retain quality teachers and staff
Problem Statement 3: STAAR Reading and Math meet scores are lower than the district target. Reading is 33% and Math 17%. Root Cause: We currently have 33% Tier 3 students in Math and 37% in Reading.
Problem Statement 4: Teachers and students are provided with technology for curriculum and instruction. Charging stations are not readily available for students within the classrooms. Root Cause: Charging stations and/or power strips need to be ordered for classrooms.

School Processes & Programs

Problem Statement 1: STAAR Reading and Math meet scores are lower than the district target. Reading is 33% and Math 17%. **Root Cause:** We currently have 33% Tier 3 students in Math and 37% in Reading.

Problem Statement 2: Teachers and students are provided with technology for curriculum and instruction. Charging stations are not readily available for students within the classrooms. **Root Cause:** Charging stations and/or power strips need to be ordered for classrooms.

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, 15% of 6th-8th NRH students will perform at the Meets level of achievement on STAAR Social Studies.

High Priority

Evaluation Data Sources: STAAR scores, MAP data, IXL

Strategy 1 Details		Reviews			
Strategy 1: NRH teachers will use MAP and I-Station data to define student gaps and provide timely interventions Strategy's Expected Result/Impact: Student progress will be evident as achievement gaps close Staff Responsible for Monitoring: Administrators, Dean of Instruction Title I: 2.4 - TEA Priorities: Improve low-performing schools - - Targeted Support Strategy Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 1 Funding Sources: - 420 - State		Formative			Summative
		Nov	Jan	May	June
Strategy 2 Details		Reviews			
Strategy 2: Teachers will use in class data trackers to track student growth and mastery on identified TEKS (purchase folders, markers, chart paper) Strategy's Expected Result/Impact: Teachers and students understand what TEKS need to retaught and mastered Staff Responsible for Monitoring: Administration and Dean Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 1 Funding Sources: - 420 - State		Formative			Summative
		Nov	Jan	May	June

Strategy 3 Details	Reviews			
Strategy 3: Students will use district technology applications to increase their proficiency in Social Studies Strategy's Expected Result/Impact: Students will practice using technology applications aligned to state standards which will result in greater accuracy of student outcomes Staff Responsible for Monitoring: Administration and Dean Title I: 2.4 - TEA Priorities: Improve low-performing schools - - Targeted Support Strategy Problem Statements: Demographics 4 - Student Learning 4 - School Processes & Programs 2 Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
Strategy 4: Provide Emergent Bilingual students instructional resources and materials to ensure language acquisition and support Strategy's Expected Result/Impact: Emergent bilingual students will increase their language acquisition skills in reading, writing and speaking Staff Responsible for Monitoring: Administration and Dean Title I: 2.6 - TEA Priorities: Improve low-performing schools - Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 1 Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June

Strategy 5 Details	Reviews			
Strategy 5: Review IEP's to provide SPED students additional resources for support as well as testing accommodations Strategy's Expected Result/Impact: SPED students will have accommodations during classroom instruction so that in testing it is replicated (text to speech, small group, etc) Staff Responsible for Monitoring: SPED coordinator, administration Title I: 2.6 - TEA Priorities: Improve low-performing schools - - Targeted Support Strategy Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 1 Funding Sources: - 420 - State	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
Strategy 6: Provide high quality staff development to teachers on effective engagement strategies to increase student achievement Strategy's Expected Result/Impact: Improve first time instruction Staff Responsible for Monitoring: Administrators Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 1 Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: STAAR Reading and Math meet scores are lower than the district target. Reading is 33% and Math 17%. Root Cause: We currently have 33% Tier 3 students in Math and 37% in Reading.
Problem Statement 4: Teachers and students are provided with technology for curriculum and instruction. Charging stations are not readily available for students within the classrooms. Root Cause: Charging stations and/or power strips need to be ordered for classrooms.

Student Learning

Problem Statement 3: STAAR Reading and Math meet scores are lower than the district target. Reading is 33% and Math 17%. **Root Cause:** We currently have 33% Tier 3 students in Math and 37% in Reading.

Problem Statement 4: Teachers and students are provided with technology for curriculum and instruction. Charging stations are not readily available for students within the classrooms. **Root Cause:** Charging stations and/or power strips need to be ordered for classrooms.

School Processes & Programs

Problem Statement 1: STAAR Reading and Math meet scores are lower than the district target. Reading is 33% and Math 17%. **Root Cause:** We currently have 33% Tier 3 students in Math and 37% in Reading.

Problem Statement 2: Teachers and students are provided with technology for curriculum and instruction. Charging stations are not readily available for students within the classrooms. **Root Cause:** Charging stations and/or power strips need to be ordered for classrooms.

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, 70% of ILTexas NRH students will increase performance on traditionally low standards on 5th grade STAAR Science and 8th grade STAAR Science.

High Priority

Evaluation Data Sources: STAAR Scores, MAP data, IXL

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide high quality professional development to campus teachers/coaches/principals/assistant principals by sending them to conferences (e.g. Region 10, Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).</p> <p>Strategy's Expected Result/Impact: Improve teacher effectiveness and impact on student achievement</p> <p>Staff Responsible for Monitoring: Administrators. Dean, Instructional Coaches</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 2, 3 - School Processes & Programs 1</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase supplemental technology (such as Chromebooks), instructional materials, and evaluation/assessment/data analysis resources (and subsequent related PD. This includes hard copies as well as online tools/software to scaffold instruction (i.e., Peoples Education - Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs</p> <p>Strategy's Expected Result/Impact: Students will increase their pacing on answering questions with accuracy</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Dean</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 3 - School Processes & Programs 1</p> <p>Funding Sources: - 211 - Title 1-A</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide additional tutoring (afterschool and Saturday school) to students in need to interventions and remediation in order for students to meet state standards</p> <p>Strategy's Expected Result/Impact: Close the instructional gaps in the student learning</p> <p>Staff Responsible for Monitoring: Administrators and Dean</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- - Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 1</p> <p>Funding Sources: - 211 - Title 1-A</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
Strategy 4: Provide Emergent Bilingual high quality materials and resources to support language acquisition in the areas of Science and Social Studies Strategy's Expected Result/Impact: Increase Emergent Bilingual student achievement by 5% in Science and Social Studies. Staff Responsible for Monitoring: Principal, Dean and Instructional Coaches Title I: 2.6 - TEA Priorities: Improve low-performing schools - - Targeted Support Strategy Problem Statements: Demographics 2 - Student Learning 2 Funding Sources: - 255 - Title II	Formative			Summative
	Nov	Jan	May	June

0%

No Progress

100%

Accomplished

Continue/Modify

Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Our identified Emergent Bilingual students have increased and students need additional support with language acquisition. Root Cause: As an international schools, we attract students who speak languages other than English Problem Statement 2: There are new teachers to NRH who need in class support with classroom management, small group instruction, data analysis, and understanding instructional platforms Root Cause: NRH cannot compete with neighboring ISD's and charters that offer competitive packages to retain quality teachers and staff Problem Statement 3: STAAR Reading and Math meet scores are lower than the district target. Reading is 33% and Math 17%. Root Cause: We currently have 33% Tier 3 students in Math and 37% in Reading.
Student Learning
Problem Statement 1: Our identified Emergent Bilingual students have increased and students need additional support with language acquisition. Root Cause: As an international schools, we attract students who speak languages other than English Problem Statement 2: There are new teachers to NRH who need in class support with classroom management, small group instruction, data analysis, and understanding instructional platforms Root Cause: NRH cannot compete with neighboring ISD's and charters that offer competitive packages to retain quality teachers and staff Problem Statement 3: STAAR Reading and Math meet scores are lower than the district target. Reading is 33% and Math 17%. Root Cause: We currently have 33% Tier 3 students in Math and 37% in Reading.
School Processes & Programs
Problem Statement 1: STAAR Reading and Math meet scores are lower than the district target. Reading is 33% and Math 17%. Root Cause: We currently have 33% Tier 3 students in Math and 37% in Reading.





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

Performance Objective 5: By the end of the 22-23 school year, ILTexas NRH students enrolled in the Special Education program will maintain a Meets achievement standard at a 9% rate for Math and a 10% rate for English Language Arts and Reading state assessments.

High Priority

Evaluation Data Sources: MAP, Interim assessments, STAAR, IXL

Strategy 1 Details	Reviews			
Strategy 1: Review IEP goals for SPED students to ensure students are receiving appropriate minutes of services in addition to reviewing accommodations for in class support Strategy's Expected Result/Impact: Meeting students required IEP services Staff Responsible for Monitoring: Principal , SPEED coordinator, Assistant Principal Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 1 Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
Strategy 2: Provide high quality staff development to teachers on how to embed accommodations and instructional support to SPED students in math, reading, science and social studies. Strategy's Expected Result/Impact: Increase teacher's understanding on how to provide accommodations and instructional support Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 1 Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
Strategy 3: Provide students technology applications to support academic achievement for at home use Strategy's Expected Result/Impact: Students can complete additional assignments to meet instructional targets Staff Responsible for Monitoring: Principal, SPED coordinator, Assistant Principal Title I: 2.6 - TEA Priorities: Improve low-performing schools - Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 1 Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 3: STAAR Reading and Math meet scores are lower than the district target. Reading is 33% and Math 17%. Root Cause: We currently have 33% Tier 3 students in Math and 37% in Reading.
Student Learning
Problem Statement 3: STAAR Reading and Math meet scores are lower than the district target. Reading is 33% and Math 17%. Root Cause: We currently have 33% Tier 3 students in Math and 37% in Reading.

School Processes & Programs
Problem Statement 1: STAAR Reading and Math meet scores are lower than the district target. Reading is 33% and Math 17%. Root Cause: We currently have 33% Tier 3 students in Math and 37% in Reading.





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

Performance Objective 6: By the end of the 22-23 school year, 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.

High Priority

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: Counselors Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Provide monthly parent education topics on social and emotional learning, bullying, suicide prevention, college readiness, social media, etc) to educate and empower parents to support their child Strategy's Expected Result/Impact: Educate parents on being proactive in providing support for students Staff Responsible for Monitoring: Counselors and administrators Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details		Reviews			
Strategy 3: Celebrate and recognize student achievement, success, "Others Before Self," Red Ribbon Week, poster/essay contests, drug prevention rallies, character counts in order to build student self-esteem and confidence. Purchase ribbons, incentives, t-shirts, field trips, poster paper Strategy's Expected Result/Impact: Students will have higher attendance, school achievement and behavior will improve Staff Responsible for Monitoring: Counselors and Administrators Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 1 Funding Sources: - 211 - Title 1-A		Formative			Summative
		Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 3: STAAR Reading and Math meet scores are lower than the district target. Reading is 33% and Math 17%. Root Cause: We currently have 33% Tier 3 students in Math and 37% in Reading.
Student Learning
Problem Statement 3: STAAR Reading and Math meet scores are lower than the district target. Reading is 33% and Math 17%. Root Cause: We currently have 33% Tier 3 students in Math and 37% in Reading.
School Processes & Programs
Problem Statement 1: STAAR Reading and Math meet scores are lower than the district target. Reading is 33% and Math 17%. Root Cause: We currently have 33% Tier 3 students in Math and 37% in Reading.





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, and 100% CCMR.

Performance Objective 1: Students will take practice exams for AAPPL during the end of first semester and second semester and then complete AAPPL testing based on a testing schedule created by the campus by the end of the 2022-23 school year.

High Priority

Evaluation Data Sources: Results from the fall AAPPL test

Strategy 1 Details	Reviews			
Strategy 1: Students will have interactive notebooks to write for vocabulary and phrases/sentences Strategy's Expected Result/Impact: Students will learn remember their learning through writing down vocabulary Staff Responsible for Monitoring: Principal and instructional coaches Title I: 2.5 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Purchase instructional materials, audio/visual aids, resources technology, applications, and support for students to increase language acquisition for Emergent Bilingual students Strategy's Expected Result/Impact: Improve student acquisition/achievement Staff Responsible for Monitoring: Principal, Instructional coaches, Dean Title I: 2.5 Problem Statements: Demographics 1, 4 - Student Learning 1, 4 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details		Reviews			
Strategy 3: ILTexas NRH will set STAAR and TELPAS goals with all students and will monitor progress during data days Strategy's Expected Result/Impact: Improve student achievement Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.6 Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 1		Formative			Summative
		Nov	Jan	May	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our identified Emergent Bilingual students have increased and students need additional support with language acquisition. Root Cause: As an international schools, we attract students who speak languages other than English Problem Statement 3: STAAR Reading and Math meet scores are lower than the district target. Reading is 33% and Math 17%. Root Cause: We currently have 33% Tier 3 students in Math and 37% in Reading. Problem Statement 4: Teachers and students are provided with technology for curriculum and instruction. Charging stations are not readily available for students within the classrooms. Root Cause: Charging stations and/or power strips need to be ordered for classrooms.
Student Learning
Problem Statement 1: Our identified Emergent Bilingual students have increased and students need additional support with language acquisition. Root Cause: As an international schools, we attract students who speak languages other than English Problem Statement 3: STAAR Reading and Math meet scores are lower than the district target. Reading is 33% and Math 17%. Root Cause: We currently have 33% Tier 3 students in Math and 37% in Reading. Problem Statement 4: Teachers and students are provided with technology for curriculum and instruction. Charging stations are not readily available for students within the classrooms. Root Cause: Charging stations and/or power strips need to be ordered for classrooms.
School Processes & Programs
Problem Statement 1: STAAR Reading and Math meet scores are lower than the district target. Reading is 33% and Math 17%. Root Cause: We currently have 33% Tier 3 students in Math and 37% in Reading. Problem Statement 2: Teachers and students are provided with technology for curriculum and instruction. Charging stations are not readily available for students within the classrooms. Root Cause: Charging stations and/or power strips need to be ordered for classrooms.

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 throughout the 2022-23 school year.

High Priority

Evaluation Data Sources: Surveys from teachers and staff

Strategy 1 Details	Reviews			
Strategy 1: Establish mentor/mentee monthly meetings for new teacher support Strategy's Expected Result/Impact: Build relationships, trust and support for new teachers so that new teachers are connected to learning and growing Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 2 - Student Learning 2 Funding Sources: - 420 - State	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Provide high quality professional development for new teacher development (classroom management, data analysis, ILTexas platforms,) Strategy's Expected Result/Impact: New teachers are confident in their delivery of instruction and support to students Staff Responsible for Monitoring: Principals and Assistant Principals Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 2 - Student Learning 2 Funding Sources: - 420 - State	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
Strategy 3: Provide Lunch n Learn with the Administration team during lunch periods or afterschool to connect with administrators (leave notes of support and encouragement) on a periodic basis) Strategy's Expected Result/Impact: Provide bi-weekly to monthly check-ins for support Staff Responsible for Monitoring: Principal and Assistant Principals Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 2 - Student Learning 2 Funding Sources: - 420 - State	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
Strategy 4: Determine campus onboarding and provide a day for new teachers or staff to be acclimated to ILTexas platforms, handbook, and expectations Strategy's Expected Result/Impact: Provide new teachers and staff orientation Staff Responsible for Monitoring: Principals and Assistant Principals, Dean Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 2 - Student Learning 2 Funding Sources: - 461 - Campus Activity	Formative			Summative
	Nov	Jan	May	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There are new teachers to NRH who need in class support with classroom management, small group instruction, data analysis, and understanding instructional platforms Root Cause: NRH cannot compete with neighboring ISD's and charters that offer competitive packages to retain quality teachers and staff

Student Learning
Problem Statement 2: There are new teachers to NRH who need in class support with classroom management, small group instruction, data analysis, and understanding instructional platforms Root Cause: NRH cannot compete with neighboring ISD's and charters that offer competitive packages to retain quality teachers and staff





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: We will increase the percent retention of our special education, math and reading teachers by 1% by the end of the 2022-23 school year.

High Priority

Evaluation Data Sources: Historical data

Strategy 1 Details	Reviews			
Strategy 1: Survey special education, math and reading teachers to determine instructional or classroom needs Strategy's Expected Result/Impact: Effective communication Staff Responsible for Monitoring: Administrators Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 2 - Student Learning 2 Funding Sources: - 420 - State	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Provide high quality professional development to support teachers in high need areas. Strategy's Expected Result/Impact: Teachers are equipped to be effective and provide quality instruction Staff Responsible for Monitoring: Administration Title I: 2.5 - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 2 - Student Learning 2 Funding Sources: - 420 - State	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
Strategy 3: Meet and plan with high need teachers on a monthly basis to determine culture and support Strategy's Expected Result/Impact: Establish trust and two way communication Staff Responsible for Monitoring: Campus administrators Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 2 - Student Learning 2 Funding Sources: - 420 - State	Formative			Summative
	Nov	Jan	May	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There are new teachers to NRH who need in class support with classroom management, small group instruction, data analysis, and understanding instructional platforms Root Cause: NRH cannot compete with neighboring ISD's and charters that offer competitive packages to retain quality teachers and staff
Student Learning
Problem Statement 2: There are new teachers to NRH who need in class support with classroom management, small group instruction, data analysis, and understanding instructional platforms Root Cause: NRH cannot compete with neighboring ISD's and charters that offer competitive packages to retain quality teachers and staff

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	NRH teachers will use MAP and I-Station data to define student gaps and provide timely interventions
1	1	2	Teachers will use in class data trackers to track student growth and mastery on identified TEKS
1	1	3	Students will use district technology applications to increase their proficiency in Reading
1	1	4	Provide Emergent Bilingual students instructional resources and materials to ensure language acquisition and support
1	1	5	Review IEP's to provide SPED students additional resources for support as well as testing accommodations
1	2	1	NRH teachers will use MAP and I-Station data to define student gaps in Math
1	2	2	Teachers will use in class data trackers to track student growth and mastery on identified TEKS
1	2	3	Students will use district technology applications to increase their proficiency in Math
1	2	4	Provide Emergent Bilingual students instructional resources and materials to ensure language acquisition and support
1	2	6	Provide high quality staff development to teachers regarding math strategies to increase student engagement
1	3	1	NRH teachers will use MAP and I-Station data to define student gaps and provide timely interventions
1	3	3	Students will use district technology applications to increase their proficiency in Social Studies
1	3	5	Review IEP's to provide SPED students additional resources for support as well as testing accommodations
1	4	1	Provide high quality professional development to campus teachers/coaches/principals/assistant principals by sending them to conferences (e.g. Region 10, Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).
1	4	2	Purchase supplemental technology (such as Chromebooks), instructional materials, and evaluation/assessment/data analysis resources (and subsequent related PD. This includes hard copies as well as online tools/software to scaffold instruction (i.e., Peoples Education - Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs
1	4	3	Provide additional tutoring (afterschool and Saturday school) to students in need to interventions and remediation in order for students to meet state standards
1	4	4	Provide Emergent Bilingual high quality materials and resources to support language acquisition in the areas of Science and Social Studies
1	5	1	Review IEP goals for SPED students to ensure students are receiving appropriate minutes of services in addition to reviewing accommodations for in class support
1	6	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.

Goal	Objective	Strategy	Description
1	6	3	Celebrate and recognize student achievement, success, "Others Before Self," Red Ribbon Week, poster/essay contests, drug prevention rallies, character counts in order to build student self-esteem and confidence. Purchase ribbons, incentives, t-shirts, field trips, poster paper
3	1	1	Establish mentor/mentee monthly meetings for new teacher support
3	1	3	Provide Lunch n Learn with the Administration team during lunch periods or afterschool to connect with administrators (leave notes of support and encouragement) on a periodic basis)
3	2	1	Survey special education, math and reading teachers to determine instructional or classroom needs
3	2	2	Provide high quality professional development to support teachers in high need areas.
3	2	3	Meet and plan with high need teachers on a monthly basis to determine culture and support

Campus Funding Summary

420 - State					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	2	3			\$0.00
1	2	5			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	5			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
Sub-Total					\$0.00
461 - Campus Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4			\$0.00
Sub-Total					\$0.00
211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	6			\$0.00
1	2	2			\$0.00
1	2	6			\$0.00
1	3	3			\$0.00

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4			\$0.00
1	3	6			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	6	3			\$0.00
Sub-Total					\$0.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	4	4			\$0.00
Sub-Total					\$0.00
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$0.00
1	4	1			\$0.00
Sub-Total					\$0.00