

**International Leadership of Texas**  
**North Richland Hills Elementary**  
**2022-2023 Campus Improvement Plan**

# Mission Statement

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.

## Vision

The vision of ANorth 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 off the state of Texas requirements.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Demographics Summary

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

We are a K-5 Title I school with a current enrollment of \_\_\_\_\_.

Our attendance rate in 2021-2022 school year was \_\_\_\_\_.

Last year in 2021 in K-5, out of 881 students, 538 were Economically disadvantaged which is 61% of the students.

For the 2022-2023 school year, out of 883 students, 634 students are Economically Disadvantaged which is a 71% increase.

### Students Demographics Summary

#### *Ethnic Distribution:*

- African American 18.3%
- Hispanic 54%
- White 18.7%
- American Indian 0.1%
- Asian 4.3%
- Pacific Islander 0.1%
- Economically Disadvantaged 62.4%
- Non-Educationally Disadvantaged 37.6%
- English Language Learners 28.9%
- At-Risk 268 (28.2%)

#### Teachers by Ethnicity:

- African American 1.0 1.8%
- Hispanic 19.1 33.7%
- White 31.8 56.3%
- American Indian 0.7 1.2%
- Asian 4.0 7.1%
- Pacific Islander 0.0 0.0%

- Two or More Races 0

#### Teachers by Gender:

- Males 7.3 12.9%
- Females 49.3 87.1%

#### 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):** We will increase staff retention in order to retain 90% of our staff. NRH has seventeen new teachers added to the campus **Root Cause:** Competitive job market was one root cause for teacher turnover.

**Problem Statement 2 (Prioritized):** We are not retaining 1/3 of our students from year to year. **Root Cause:** Parents have cited a lack of communication from the school as a primary cause.

**Problem Statement 3 (Prioritized):** STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. **Root Cause:** We currently have 33% Tier 3 students in Math and 37% in Reading.

**Problem Statement 4 (Prioritized):** For three consecutive years, African American, Hispanic and White students did not hit their targets for growth. **Root Cause:** Student achievement went lower after the 2019 STARR results likely due to the pandemic, inconsistent teacher employment and lower parent involvement.

**Problem Statement 5 (Prioritized):** Students may not get their level of targeted intervention as needed during Enrichment. **Root Cause:** Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills

**Problem Statement 6 (Prioritized):** Teachers are not able to deliver the lesson in it's entirety. **Root Cause:** Teachers lack training in areas such as classroom management, time management and other skills because they are new to teaching

**Problem Statement 8 (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

<b>Math % Satisfactory (Approaches)</b>			<b>Reading % Satisfactory (Approaches)</b>	
	<b>2022</b>			<b>2022</b>
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%
<b>Science % Satisfactory (Approaches)</b>				
	<b>2022</b>			
5th grade	45.32%			
8th grade	50.39%			
<b>Social Studies % Satisfactory (Approaches)</b>				
	<b>2022</b>			
8th grade	26.77%			

## Student Learning Strengths

Out of 549 students who tested last year, 317 students earned one growth point and 45 students .5 points.

In addition, 56 Emergent Bilingual students scored below Advanced High in 2022 and improved ONE level from the prior year for TELPAS proficiency.

35 Emergent Bilingual students scored Advanced High in 2022.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. **Root Cause:** We currently have 33% Tier 3 students in Math and 37% in Reading.

**Problem Statement 2 (Prioritized):** There may be inconsistency in the level of rigor and high quality of instruction. **Root Cause:** There are twelve new teachers to the profession which may impact student achievement

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**Problem Statement 4 (Prioritized):** We will increase staff retention in order to retain 90% of our staff. NRH has seventeen new teachers added to the campus **Root Cause:** Competitive job market was one root cause for teacher turnover.

**Problem Statement 5 (Prioritized):** We are not retaining 1/3 of our students from year to year. **Root Cause:** Parents have cited a lack of communication from the school as a primary cause.

**Problem Statement 6 (Prioritized):** Students may not get their level of targeted intervention as needed during Enrichment. **Root Cause:** Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills

**Problem Statement 7 (Prioritized):** Teachers are not able to deliver the lesson in it's entirety. **Root Cause:** Teachers lack training in areas such as classroom management, time management and other skills because they are new to teaching

**Problem Statement 10 (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 11 (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 12 (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.

**Problem Statement 13 (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 14 (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.



# School Processes & Programs

## School Processes & Programs 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.

## 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 meaninful 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):** Students may not get their level of targeted intervention as needed during Enrichment. **Root Cause:** Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills

**Problem Statement 2 (Prioritized):** Teachers are not able to deliver the lesson in it's entirety. **Root Cause:** Teachers lack training in areas such as classroom management, time management and other skills because they are new to teaching

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which may impact student achievement

**Problem Statement 6 (Prioritized):** For three consecutive years, African American, Hispanic and White students did not hit their targets for growth. **Root Cause:** Student achievement went lower after the 2019 STARR results likely due to the pandemic, inconsistent teacher employment and lower parent involvement.

**Problem Statement 7 (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 8 (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 9 (Prioritized):** Not all grade level administrators listen and support their team like other veteran grade level leaders do. **Root Cause:** Experienced level administrators comes with time and mentoring from campus administrators.

**Problem Statement 10 (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 11 (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.

**Problem Statement 12 (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.

# Perceptions

## Perceptions Summary

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 an dcohesive guidance from the district as well as overload on assessments.

We conducted a parent survey regarding NRH improviing 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

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**Problem Statement 2 (Prioritized):** Not all grade level administrators listen and support their team like other veteran grade level leaders do. **Root Cause:** Experienced level administrators comes with time and mentoring from campus administrators.

**Problem Statement 3 (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.

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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 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.

# Priority Problem Statements

**Problem Statement 1:** STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%.

**Root Cause 1:** We currently have 33% Tier 3 students in Math and 37% in Reading.

**Problem Statement 1 Areas:** Demographics - Student Learning

**Problem Statement 3:** We will increase staff retention in order to retain 90% of our staff. NRH has seventeen new teachers added to the campus

**Root Cause 3:** Competitive job market was one root cause for teacher turnover.

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

**Problem Statement 5:** Students may not get their level of targeted intervention as needed during Enrichment.

**Root Cause 5:** Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills

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

**Problem Statement 13:** 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 13:** The focus is on students performing on the STAAR test.

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

**Problem Statement 2:** We are not retaining 1/3 of our students from year to year.

**Root Cause 2:** Parents have cited a lack of communication from the school as a primary cause.

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

**Problem Statement 6:** Teachers are not able to deliver the lesson in it's entirety.

**Root Cause 6:** Teachers lack training in areas such as classroom management, time management and other skills because they are new to teaching

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

**Problem Statement 7:** There may be inconsistency in the level of rigor and high quality of instruction.

**Root Cause 7:** There are twelve new teachers to the profession which may impact student achievement

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

**Problem Statement 12:** Not all grade level administrators listen and support their team like other veteran grade level leaders do.

**Root Cause 12:** Experienced level administrators comes with time and mentoring from campus administrators.

**Problem Statement 12 Areas:** School Processes & Programs - Perceptions

**Problem Statement 4:** For three consecutive years, African American, Hispanic and White students did not hit their targets for growth.

**Root Cause 4:** Student achievement went lower after the 2019 STARR results likely due to the pandemic, inconsistent teacher employment and lower parent involvement.

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

**Problem Statement 8:** 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 8:** Teachers need to be proactive about putting in their absences so that substitutes can be put in a timely manner.

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

**Problem Statement 9:** There are little to no parent volunteers on our campus.

**Root Cause 9:** Since the pandemic, parent volunteers are not visible on campus and the perception is the school operates with a pandemic mentality.

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

**Problem Statement 10:** Students do not know how to take care of chrome books and misuse them looking at inappropriate websites

**Root Cause 10:** 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 10 Areas:** Student Learning - School Processes & Programs - Perceptions

**Problem Statement 11:** There is a perception that the school is not proactive about addressing bullying situations

**Root Cause 11:** There needs to be communication and timeline to parents indicating how administrators investigate bullying allegations.

**Problem Statement 11 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)
- State and federal planning requirements

## **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
- Accountability Distinction Designations
- Federal Report Card and accountability data

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

## **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.
- Gifted and talented data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data

## **Employee Data**

- Staff surveys and/or other feedback



- 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
- 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, 35% of 3rd-5th NRH students will perform at the Meets level of achievement on STAAR Reading/Language Arts

**High Priority**





**Evaluation Data Sources:** 2022 STAAR Scores,

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> NRH teachers will use MAP data to define student gaps in order to provide timely academic interventions. <b>Strategy's Expected Result/Impact:</b> Improved, first quality instruction. <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 3 - Student Learning 1 <b>Funding Sources:</b> NWEA Program - 420 - State		Formative			Summative
		Nov	Jan	May	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> NRH teachers will use iStation data to triangulate and address student needs. <b>Strategy's Expected Result/Impact:</b> Improved Instruction <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- - Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 3 - Student Learning 1 <b>Funding Sources:</b> iStation Program - 420 - State	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Hire an Instructional Coach to ELAR. <b>Strategy's Expected Result/Impact:</b> Improved Instruction <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- - Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 3 - Student Learning 1 <b>Funding Sources:</b> Instructional Coach for ELAR - 420 - State	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Reading assessment. <b>Strategy's Expected Result/Impact:</b> Improved Instruction <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 - Student Learning 1 <b>Funding Sources:</b> - 420 - State	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students. <b>Strategy's Expected Result/Impact:</b> Improve the instructional and leadership capacity of teachers and administrators in order to effectively impact student achievement <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 3 - Student Learning 1 <b>Funding Sources:</b> - 420 - State	Formative			Summative
	Nov	Jan	May	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> ILTexas will purchase supplemental resources for Emergent Bilingual students such as instructional materials (bilingual dictionaries, leveled readers) and online platforms to increase access to language acquisition and differentiation. <b>Strategy's Expected Result/Impact:</b> Students will have access to instructional material in their primary language in order to support language acquisition <b>Staff Responsible for Monitoring:</b> Dean of Instruction, LPAC Campus Administrators  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 3 - Student Learning 1 <b>Funding Sources:</b> - 263 - Title III	Formative			Summative
	Nov	Jan	May	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days. <b>Strategy's Expected Result/Impact:</b> Emergent Bilingual students will score one level higher and/or maintain Advanced High in all four areas of TELPAS <b>Staff Responsible for Monitoring:</b> LPAC administrator and LPAC teachers, principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 3 - Student Learning 1 <b>Funding Sources:</b> - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments. <b>Strategy's Expected Result/Impact:</b> Emergent Bilingual students will show a year growth in formative and state assessments <b>Staff Responsible for Monitoring:</b> LPAC Assistant Principal , Principal  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 3 - Student Learning 1 <b>Funding Sources:</b> - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> ILTexas will provide enrichment summer school to Emergent Bilingual students to develop and strengthen their knowledge base as well as their English language proficiency in all four domains. <b>Strategy's Expected Result/Impact:</b> Emergent Bilingual students will show growth in language acquisition as evidence in formative and summative assessments <b>Staff Responsible for Monitoring:</b> AP over LPAC , Principal  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 3 - Student Learning 1 <b>Funding Sources:</b> - 263 - Title III	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

<b>Demographics</b>
<b>Problem Statement 3:</b> STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. <b>Root Cause:</b> We currently have 33% Tier 3 students in Math and 37% in Reading.
<b>Student Learning</b>
<b>Problem Statement 1:</b> STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. <b>Root Cause:</b> 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 2:** By the end of the 22-23 school year, 45% of ILTexas NRH 3rd-5th grade students will perform at the meets level of achievement on STAAR Math and 18% of EB students will perform at the meets level of achievement on STAAR Math.





**High Priority**

**Evaluation Data Sources:** STAAR and TELPAS data

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> NRH teachers will use MAP data to define student gaps and generate individual student learning pathways through Study Island. <b>Strategy's Expected Result/Impact:</b> Improve targeted intervention and instruction through data analysis . <b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 3 - Student Learning 1 <b>Funding Sources:</b> - 211 - Title 1-A		Formative			Summative
		Nov	Jan	May	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> NRH teachers will use ST Math data to triangulate and address student needs. <b>Strategy's Expected Result/Impact:</b> Improve instruction <b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers <b>Problem Statements:</b> Demographics 3 - Student Learning 1 <b>Funding Sources:</b> - 420 - State		Formative			Summative
		Nov	Jan	May	June



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide instructional materials and before, after, and Saturday School tutoring for teachers and students for use in Reading/LA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessment ( including Study Island, All in Learning, STAAR, Master, Brain Pop, Measuring Up, etc) <b>Strategy's Expected Result/Impact:</b> Students will show one year and a half of growth due to targeted interventions. <b>Staff Responsible for Monitoring:</b> Principal, AP  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 3 - Student Learning 1 <b>Funding Sources:</b> Study Island, All in Learning, STAAR, Master, Brain Pop, Measuring Up - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Hire an instructional coach dedicated to Math. <b>Strategy's Expected Result/Impact:</b> Improved Instruction and strategies for math teachers <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- - Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 3 - Student Learning 1 <b>Funding Sources:</b> - 420 - State	Formative			Summative
	Nov	Jan	May	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Outsource professional development to increase data driven instruction and engaging lessons. <b>Strategy's Expected Result/Impact:</b> Increase student achievement <b>Staff Responsible for Monitoring:</b> Campus administration & Dean of Instruction  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 3 - Student Learning 1 <b>Funding Sources:</b> External Professional Development - 420 - State	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Educate parents on the curriculum of what is being taught and tested <b>Strategy's Expected Result/Impact:</b> Engage parents as partners in their child's learning with meaningful opportunities throughout the year <b>Staff Responsible for Monitoring:</b> Teachers  <b>Title I:</b> 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 4 - Student Learning 3 - School Processes & Programs 6 <b>Funding Sources:</b> - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 3:</b> STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. <b>Root Cause:</b> We currently have 33% Tier 3 students in Math and 37% in Reading.
<b>Problem Statement 4:</b> For three consecutive years, African American, Hispanic and White students did not hit their targets for growth. <b>Root Cause:</b> Student achievement went lower after the 2019 STARR results likely due to the pandemic, inconsistent teacher employment and lower parent involvement.

### Student Learning

**Problem Statement 1:** STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. **Root Cause:** We currently have 33% Tier 3 students in Math and 37% in Reading.

**Problem Statement 3:** For three consecutive years, African American, Hispanic and White students did not hit their targets for growth. **Root Cause:** Student achievement went lower after the 2019 STARR results likely due to the pandemic, inconsistent teacher employment and lower parent involvement.

### School Processes & Programs

**Problem Statement 6:** For three consecutive years, African American, Hispanic and White students did not hit their targets for growth. **Root Cause:** Student achievement went lower after the 2019 STARR results likely due to the pandemic, inconsistent teacher employment and lower parent involvement.

**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, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Social Studies and 25% of EB students will perform at the meets level of achievement on STAAR Social Studies.

**High Priority**

**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitor student growth every six weeks and provide targeted interventions as needed for students not meeting expectations  <b>Strategy's Expected Result/Impact:</b> Teachers and students will track Social Studies TEKS <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 - Student Learning 1 <b>Funding Sources:</b> - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide professional development to teachers on how to engage emergent bilingual students to listen, speak, read, and write. <b>Strategy's Expected Result/Impact:</b> Emergent bilingual students will grow one grade level due to opportunities to practice their reading, writing, speaking and listening by purchasing audio stories, headphones <b>Staff Responsible for Monitoring:</b> Instructional coaches, LPAC, Principal  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 4 - Student Learning 3 - School Processes & Programs 6 <b>Funding Sources:</b> - 263 - Title III	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide materials such as Spanish dictionaries and other supplemental materials in order for Emergent Bilingual students to have access to instructional materials in their native language, <b>Strategy's Expected Result/Impact:</b> Students will learn language acquisition faster due to the materials being in their native language <b>Staff Responsible for Monitoring:</b> Classroom teachers, Instructional coaches  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Problem Statements:</b> Demographics 4 - Student Learning 3 - School Processes & Programs 6 <b>Funding Sources:</b> - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide ongoing tutorial support (after school or on Saturday) for students to track their own learning and growth with the use of data trackers. <b>Strategy's Expected Result/Impact:</b> Students owning their learning will cause students to gain confidence and learn areas they need the most help in so they can meet state standards <b>Staff Responsible for Monitoring:</b> Classroom teachers  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 5 - Student Learning 6 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 3:</b> STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. <b>Root Cause:</b> We currently have 33% Tier 3 students in Math and 37% in Reading.
<b>Problem Statement 4:</b> For three consecutive years, African American, Hispanic and White students did not hit their targets for growth. <b>Root Cause:</b> Student achievement went lower after the 2019 STARR results likely due to the pandemic, inconsistent teacher employment and lower parent involvement.
<b>Problem Statement 5:</b> Students may not get their level of targeted intervention as needed during Enrichment. <b>Root Cause:</b> Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills
Student Learning
<b>Problem Statement 1:</b> STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. <b>Root Cause:</b> We currently have 33% Tier 3 students in Math and 37% in Reading.
<b>Problem Statement 3:</b> For three consecutive years, African American, Hispanic and White students did not hit their targets for growth. <b>Root Cause:</b> Student achievement went lower after the 2019 STARR results likely due to the pandemic, inconsistent teacher employment and lower parent involvement.
<b>Problem Statement 6:</b> Students may not get their level of targeted intervention as needed during Enrichment. <b>Root Cause:</b> Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills
School Processes & Programs
<b>Problem Statement 1:</b> Students may not get their level of targeted intervention as needed during Enrichment. <b>Root Cause:</b> Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills

<b>School Processes &amp; Programs</b>
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<b>Problem Statement 6:</b> For three consecutive years, African American, Hispanic and White students did not hit their targets for growth. <b>Root Cause:</b> Student achievement went lower after the 2019 STARR results likely due to the pandemic, inconsistent teacher employment and lower parent involvement.
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**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 students will increase performance on traditionally low standards on 5th grade STAAR Science and 8th grade STAAR Science. 50% of ILTexas high school freshmen will increase performance on traditionally low standards on G9 Bio STAAR EOC

**High Priority**

**Evaluation Data Sources:** STAAR Scores

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide students the opportunity to attend tutorials, Enrichment, Accelerated Learning in order to close the achievement gap in Science <b>Strategy's Expected Result/Impact:</b> Students will begin to see a gradual increase in knowledge in areas that were once deficient due to teachers targeted and effective instruction <b>Staff Responsible for Monitoring:</b> Science teachers, Administrators  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 4 - Student Learning 3 - School Processes & Programs 6 <b>Funding Sources:</b> - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June



Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide teachers with professional development in the areas of small group instruction and targeted interventions in Science through data analysis. <b>Strategy's Expected Result/Impact:</b> Teacher develops the skill set to support small group instruction through data analysis <b>Staff Responsible for Monitoring:</b> Administrators, district science coaches  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 4 - Student Learning 3 - School Processes & Programs 6	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Conduct a STEM night to engage K-8 parents and students in showing the relevance of science in everyday situations <b>Strategy's Expected Result/Impact:</b> Increase student knowledge and love for learning in Science by inviting the Science Museum and involve K-8 teachers to conduct experiments. <b>Staff Responsible for Monitoring:</b> Science Teachers, administrators  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 4 - Student Learning 3 - School Processes & Programs 6 <b>Funding Sources:</b> - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

#### Performance Objective 4 Problem Statements:

Demographics
<b>Problem Statement 4:</b> For three consecutive years, African American, Hispanic and White students did not hit their targets for growth. <b>Root Cause:</b> Student achievement went lower after the 2019 STARR results likely due to the pandemic, inconsistent teacher employment and lower parent involvement.

### Student Learning

**Problem Statement 3:** For three consecutive years, African American, Hispanic and White students did not hit their targets for growth. **Root Cause:** Student achievement went lower after the 2019 STARR results likely due to the pandemic, inconsistent teacher employment and lower parent involvement.

### School Processes & Programs

**Problem Statement 6:** For three consecutive years, African American, Hispanic and White students did not hit their targets for growth. **Root Cause:** Student achievement went lower after the 2019 STARR results likely due to the pandemic, inconsistent teacher employment and lower parent involvement.





**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 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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review IEP's to determine if students need additional instructional time in resource or in class support <b>Strategy's Expected Result/Impact:</b> Increase resource time to support small group instruction <b>Staff Responsible for Monitoring:</b> SPED Coordinator, Administrators  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 3 - Student Learning 1	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Ensure students are using appropriate accommodations during the school day so they are successful during testing <b>Strategy's Expected Result/Impact:</b> Ensure students are using accommodations to support testing <b>Staff Responsible for Monitoring:</b> SPED Coordinator, Administrators  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- - Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 4 - Student Learning 3 - School Processes & Programs 6	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Engage SPED parents in sharing what students should know (curriculum) and how it will be tested <b>Strategy's Expected Result/Impact:</b> Increase an awareness of support for SPED students academically and at school <b>Staff Responsible for Monitoring:</b> SPED Coordinator  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 4 - Student Learning 3 - School Processes & Programs 6	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 5 Problem Statements:

Demographics
<b>Problem Statement 3:</b> STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. <b>Root Cause:</b> We currently have 33% Tier 3 students in Math and 37% in Reading.
<b>Problem Statement 4:</b> For three consecutive years, African American, Hispanic and White students did not hit their targets for growth. <b>Root Cause:</b> Student achievement went lower after the 2019 STARR results likely due to the pandemic, inconsistent teacher employment and lower parent involvement.
Student Learning
<b>Problem Statement 1:</b> STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. <b>Root Cause:</b> We currently have 33% Tier 3 students in Math and 37% in Reading.
<b>Problem Statement 3:</b> For three consecutive years, African American, Hispanic and White students did not hit their targets for growth. <b>Root Cause:</b> Student achievement went lower after the 2019 STARR results likely due to the pandemic, inconsistent teacher employment and lower parent involvement.
School Processes & Programs
<b>Problem Statement 6:</b> For three consecutive years, African American, Hispanic and White students did not hit their targets for growth. <b>Root Cause:</b> Student achievement went lower after the 2019 STARR results likely due to the pandemic, inconsistent teacher employment and lower parent involvement.

**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.

**Evaluation Data Sources:** Rhithm Insight reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Improve learning readiness as measured by Rhithm <b>Staff Responsible for Monitoring:</b> Principal, APs, Counselors  <b>Title I:</b> 2.4, 2.5 <b>Problem Statements:</b> Demographics 3 - Student Learning 1	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Conduct monthly parent meetings centered around social and emotional wellness for the students <b>Strategy's Expected Result/Impact:</b> Educate and engage parents to know how to help their elementary and middle school child <b>Staff Responsible for Monitoring:</b> Counselors  <b>Title I:</b> 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 2 - Student Learning 5 - School Processes & Programs 4 <b>Funding Sources:</b> - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June





Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Educate the staff on "look fors" in order to create a culture of understanding and support. In addition, help teachers know the process to refer students to the counselor's office. <b>Strategy's Expected Result/Impact:</b> Educate and empower the staff to create a more inclusive and caring culture in the classroom. <b>Staff Responsible for Monitoring:</b> Counselors  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 2 - Student Learning 5 - School Processes & Programs 4		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 6 Problem Statements:

Demographics
<b>Problem Statement 2:</b> We are not retaining 1/3 of our students from year to year. <b>Root Cause:</b> Parents have cited a lack of communication from the school as a primary cause. <b>Problem Statement 3:</b> STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. <b>Root Cause:</b> We currently have 33% Tier 3 students in Math and 37% in Reading.
Student Learning
<b>Problem Statement 1:</b> STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. <b>Root Cause:</b> We currently have 33% Tier 3 students in Math and 37% in Reading. <b>Problem Statement 5:</b> We are not retaining 1/3 of our students from year to year. <b>Root Cause:</b> Parents have cited a lack of communication from the school as a primary cause.
School Processes & Programs
<b>Problem Statement 4:</b> We are not retaining 1/3 of our students from year to year. <b>Root Cause:</b> Parents have cited a lack of communication from the school as a primary cause.

**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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> NRH teachers will use MAP data to define student gaps and generate individual student learning pathways through Study Island. <b>Strategy's Expected Result/Impact:</b> Increased Student Achievement <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals  <b>Title I:</b> 2.4, 2.5 <b>Problem Statements:</b> Demographics 3 - Student Learning 1	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will create student data trackers to identify TEKS and/or gaps in the instruction that need to be addressed <b>Strategy's Expected Result/Impact:</b> Students are more focused to have a visual data tracker to see areas of growth and needed support <b>Staff Responsible for Monitoring:</b> Enrichment and Accelerated Learning Teachers  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 4, 5 - Student Learning 3, 6 - School Processes & Programs 1, 6 <b>Funding Sources:</b> - 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 3:** STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. **Root Cause:** We currently have 33% Tier 3 students in Math and 37% in Reading.

**Problem Statement 4:** For three consecutive years, African American, Hispanic and White students did not hit their targets for growth. **Root Cause:** Student achievement went lower after the 2019 STARR results likely due to the pandemic, inconsistent teacher employment and lower parent involvement.

**Problem Statement 5:** Students may not get their level of targeted intervention as needed during Enrichment. **Root Cause:** Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills

### Student Learning

**Problem Statement 1:** STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. **Root Cause:** We currently have 33% Tier 3 students in Math and 37% in Reading.

**Problem Statement 3:** For three consecutive years, African American, Hispanic and White students did not hit their targets for growth. **Root Cause:** Student achievement went lower after the 2019 STARR results likely due to the pandemic, inconsistent teacher employment and lower parent involvement.

**Problem Statement 6:** Students may not get their level of targeted intervention as needed during Enrichment. **Root Cause:** Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills

### School Processes & Programs

**Problem Statement 1:** Students may not get their level of targeted intervention as needed during Enrichment. **Root Cause:** Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills

**Problem Statement 6:** For three consecutive years, African American, Hispanic and White students did not hit their targets for growth. **Root Cause:** Student achievement went lower after the 2019 STARR results likely due to the pandemic, inconsistent teacher employment and lower parent involvement.



**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 5th grade students who have been with ILTexas for more than 5 years will reach a Novice Mid proficiency in Chinese and Novice High in Spanish.

**Evaluation Data Sources:** AAPPL and ACTFL rating.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Benchmark the students to read, write and speak every six months to ensure students are growing and learning in Chinese and Spanish <b>Strategy's Expected Result/Impact:</b> Students are showing proficiency <b>Staff Responsible for Monitoring:</b> Spanish and Chinese teachers  <b>Title I:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 2, 6 - Student Learning 5, 7 - School Processes & Programs 2, 4	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide students an opportunity to go to a field trip in which the Chinese language is spoken <b>Strategy's Expected Result/Impact:</b> Immerse students in the culture with a field trip to enrich their language and practice <b>Staff Responsible for Monitoring:</b> Campus administrators  <b>Title I:</b> 2.5 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 5 - Student Learning 6 - School Processes & Programs 1 <b>Funding Sources:</b> - 211 - Title 1-A	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 2 Problem Statements:**

### Demographics

**Problem Statement 2:** We are not retaining 1/3 of our students from year to year. **Root Cause:** Parents have cited a lack of communication from the school as a primary cause.

**Problem Statement 5:** Students may not get their level of targeted intervention as needed during Enrichment. **Root Cause:** Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills

**Problem Statement 6:** Teachers are not able to deliver the lesson in it's entirety. **Root Cause:** Teachers lack training in areas such as classroom management, time management and other skills because they are new to teaching

### Student Learning

**Problem Statement 5:** We are not retaining 1/3 of our students from year to year. **Root Cause:** Parents have cited a lack of communication from the school as a primary cause.

**Problem Statement 6:** Students may not get their level of targeted intervention as needed during Enrichment. **Root Cause:** Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills

**Problem Statement 7:** Teachers are not able to deliver the lesson in it's entirety. **Root Cause:** Teachers lack training in areas such as classroom management, time management and other skills because they are new to teaching

### School Processes & Programs





**Problem Statement 1:** Students may not get their level of targeted intervention as needed during Enrichment. **Root Cause:** Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills

**Problem Statement 2:** Teachers are not able to deliver the lesson in it's entirety. **Root Cause:** Teachers lack training in areas such as classroom management, time management and other skills because they are new to teaching

**Problem Statement 4:** We are not retaining 1/3 of our students from year to year. **Root Cause:** Parents have cited a lack of communication from the school as a primary cause.

**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 3:** By the end of 22-23 school year, at least 50% of 8th grade students who have been with ILTexas for more than 8 years will reach an Intermediate Low proficiency level in Chinese and Spanish.





Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Provide benchmarks every six months to assess student proficiency in reading, writing and speaking the Chinese language. <b>Strategy's Expected Result/Impact:</b> Students are able to acquire the Chinese language with intermediate proficiency. <b>Staff Responsible for Monitoring:</b> Campus administrators  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 6 - Student Learning 7 - School Processes & Programs 2		Formative			Summative
		Nov	Jan	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 6:</b> Teachers are not able to deliver the lesson in it's entirety. <b>Root Cause:</b> Teachers lack training in areas such as classroom management, time management and other skills because they are new to teaching
Student Learning
<b>Problem Statement 7:</b> Teachers are not able to deliver the lesson in it's entirety. <b>Root Cause:</b> Teachers lack training in areas such as classroom management, time management and other skills because they are new to teaching
School Processes & Programs
<b>Problem Statement 2:</b> Teachers are not able to deliver the lesson in it's entirety. <b>Root Cause:</b> Teachers lack training in areas such as classroom management, time management and other skills because they are new to teaching

**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 4:** By the end of 22-23 school year, 100% of students in 3rd, 5th, 8th and 12th grade students will be tested by AAPPL Chinese and Spanish and receive score reports.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide students the opportunity to test out of Chinese and Spanish for high school credit so students can earn an endorsement in languages <b>Strategy's Expected Result/Impact:</b> Students earn an endorsement <b>Staff Responsible for Monitoring:</b> Campus administrators  <b>Title I:</b> 2.5 <b>Problem Statements:</b> Demographics 5 - Student Learning 6 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

#### Performance Objective 4 Problem Statements:

Demographics
<b>Problem Statement 5:</b> Students may not get their level of targeted intervention as needed during Enrichment. <b>Root Cause:</b> Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills
Student Learning
<b>Problem Statement 6:</b> Students may not get their level of targeted intervention as needed during Enrichment. <b>Root Cause:</b> Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills
School Processes & Programs
<b>Problem Statement 1:</b> Students may not get their level of targeted intervention as needed during Enrichment. <b>Root Cause:</b> Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills

**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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement book studies for teachers. Get Better Faster, Fundamental 5, etc. Initiate community and parent communication. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP) are made available to parents. <b>Strategy's Expected Result/Impact:</b> Campus Administration, Dean of Instruction and Instructional Coaches <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 2.5, 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2 - Student Learning 5 - School Processes & Programs 4 <b>Funding Sources:</b> Books for Teacher training and Development - 420 - State	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Help students interview for internships, apply for scholarships and colleges whose focus is International Business, international trade/marketing. <b>Strategy's Expected Result/Impact:</b> Expose students to global opportunities <b>Staff Responsible for Monitoring:</b> Campus administration  <b>Title I:</b> 2.5 <b>Problem Statements:</b> Demographics 5 - Student Learning 6 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> We are not retaining 1/3 of our students from year to year. <b>Root Cause:</b> Parents have cited a lack of communication from the school as a primary cause.

### Demographics

**Problem Statement 5:** Students may not get their level of targeted intervention as needed during Enrichment. **Root Cause:** Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills

### Student Learning

**Problem Statement 5:** We are not retaining 1/3 of our students from year to year. **Root Cause:** Parents have cited a lack of communication from the school as a primary cause.

**Problem Statement 6:** Students may not get their level of targeted intervention as needed during Enrichment. **Root Cause:** Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills

### School Processes & Programs

**Problem Statement 1:** Students may not get their level of targeted intervention as needed during Enrichment. **Root Cause:** Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills





**Problem Statement 4:** We are not retaining 1/3 of our students from year to year. **Root Cause:** Parents have cited a lack of communication from the school as a primary cause.

**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:** Special education, math and reading surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct monthly meetings for new teachers and areas of high needs to ensure we retain good teachers <b>Strategy's Expected Result/Impact:</b> Create a culture of support and connections for high need teachers <b>Staff Responsible for Monitoring:</b> Administrators  <b>Title I:</b> 2.5 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1 - Student Learning 4 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Invest in new teachers by providing them staff development to build their knowledge and skills <b>Strategy's Expected Result/Impact:</b> By investing in teachers' knowledge based, teachers are more willing to stay committed to a campus whose leadership provides opportunities to grow. <b>Staff Responsible for Monitoring:</b> Campus administrators  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Demographics 1 - Student Learning 4 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 2 Problem Statements:**

### Demographics

**Problem Statement 1:** We will increase staff retention in order to retain 90% of our staff. NRH has seventeen new teachers added to the campus **Root Cause:** Competitive job market was one root cause for teacher turnover.

### Student Learning

**Problem Statement 4:** We will increase staff retention in order to retain 90% of our staff. NRH has seventeen new teachers added to the campus **Root Cause:** Competitive job market was one root cause for teacher turnover.

### School Processes & Programs

**Problem Statement 3:** We will increase staff retention in order to retain 90% of our staff. NRH has seventeen new teachers added to the campus **Root Cause:** Competitive job market was one root cause for teacher turnover.



# Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	NRH teachers will use MAP data to define student gaps in order to provide timely academic interventions.
1	1	2	NRH teachers will use iStation data to triangulate and address student needs.
1	1	3	Hire an Instructional Coach to ELAR.
1	1	5	ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students.
1	1	6	ILTexas will purchase supplemental resources for Emergent Bilingual students such as instructional materials (bilingual dictionaries, leveled readers) and online platforms to increase access to language acquisition and differentiation.
1	1	7	ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days.
1	1	8	ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments.
1	1	9	ILTexas will provide enrichment summer school to Emergent Bilingual students to develop and strengthen their knowledge base as well as their English language proficiency in all four domains.
1	2	1	NRH teachers will use MAP data to define student gaps and generate individual student learning pathways through Study Island.
1	2	3	Provide instructional materials and before, after, and Saturday School tutoring for teachers and students for use in Reading/LA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessment ( including Study Island, All in Learning, STAAR, Master, Brain Pop, Measuring Up, etc)
1	2	4	Hire an instructional coach dedicated to Math.
1	2	5	Outsource professional development to increase data driven instruction and engaging lessons.
1	2	6	Educate parents on the curriculum of what is being taught and tested
1	3	2	Provide professional development to teachers on how to engage emergent bilingual students to listen, speak, read, and write.
1	3	4	Provide ongoing tutorial support (after school or on Saturday) for students to track their own learning and growth with the use of data trackers.
1	4	3	Conduct a STEM night to engage K-8 parents and students in showing the relevance of science in everyday situations
1	5	1	Review IEP's to determine if students need additional instructional time in resource or in class support
1	5	2	Ensure students are using appropriate accommodations during the school day so they are successful during testing
1	5	3	Engage SPED parents in sharing what students should know (curriculum) and how it will be tested
1	6	2	Conduct monthly parent meetings centered around social and emotional wellness for the students
1	6	3	Educate the staff on "look fors" in order to create a culture of understanding and support. In addition, help teachers know the process to refer students to the counselor's office.

Goal	Objective	Strategy	Description
2	1	2	Teachers will create student data trackers to identify TEKS and/or gaps in the instruction that need to be addressed
2	2	1	Benchmark the students to read, write and speak every six months to ensure students are growing and learning in Chinese and Spanish
3	2	1	Conduct monthly meetings for new teachers and areas of high needs to ensure we retain good teachers

# Campus Funding Summary

420 - State					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	NWEA Program		\$0.00
1	1	2	iStation Program		\$0.00
1	1	3	Instructional Coach for ELAR		\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	2	2			\$0.00
1	2	4			\$0.00
1	2	5	External Professional Development		\$0.00
3	1	1	Books for Teacher training and Development		\$0.00
Sub-Total					\$0.00
211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$0.00
1	1	8			\$0.00
1	2	1			\$0.00
1	2	3	Study Island, All in Learning, STAAR, Master, Brain Pop, Measuring Up		\$0.00
1	2	6			\$0.00
1	3	1			\$0.00
1	3	3			\$0.00
1	4	1			\$0.00
1	4	3			\$0.00
1	6	2			\$0.00
2	1	2			\$0.00
2	2	2			\$0.00
Sub-Total					\$0.00

263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	1	9			\$0.00
1	3	2			\$0.00
Sub-Total					\$0.00