

International Leadership of Texas
BG Ramirez Elementary
2023-2024 Campus Improvement Plan



Mission Statement

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

Vision

With a focus on the IL Texas Mission, the vision of IL Texas BG Ramirez K-8 is to strive to create an environment of learning, respect and inclusion, and to support ethnic, racial, religious and socio-economic diversity among all the constituencies of the school.

Value Statement

With a focus on the IL Texas Mission, the vision of IL Texas BG Ramirez K-8 is to strive to create an environment of learning, respect and inclusion, and to support ethnic, racial, religious and socio-economic diversity among all the constituencies of the school.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

ILTexas BG Ramirez serves a diverse population of approximately 927 students in grades K-5. The school gender percentages are 51% female and 49% male. Our teacher to student ratio is approximately 1:19 per classroom. Students attending ILTexas BG Ramirez Elementary School come from different educational backgrounds, including private schools, home schools, a variety of ISDs, and other charter schools. Our largest student population consists of Hispanic-Latino students, followed by Black - African American, White, American less than 1%, two or more races less than 1%.

- Hispanic-Latino - 97%%
- Black - African American - 2%
- White - 1%
- Two or more - less than 1%

ILTexas BG Ramirez Elementary School population is 83% Emergent Bilingual students and 96% of the population is economically disadvantaged. The school services all special populations, including special education, section 504, Gifted and Talented, and Limited Emergent Bilingual students.

ILTexas BG Ramirez Elementary School employs highly qualified staff in all areas. Teachers are required to hold a bachelor's Degree from an accredited university. In addition, bilingual and special education teachers are required to be fully certified by TEA. We strive to recruit teachers with diverse backgrounds and experiences to incorporate into the classroom. Teachers and other staff are recruited internationally. Our Chinese and Spanish international teachers are a part of the instructional team for content (Dual Language Instruction Program) and language courses.

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

Demographics Strengths

ILTexas Katy BG Ramirez Elementary School has many strengths.

- Student population represents a variety of educational backgrounds and cultures.
- The teaching population mirrors closely our student population.
- The Chinese and Spanish international teachers provide strong support of our DLI program and language courses.
- Our class sizes are below state average.
- We celebrate our diversity via celebrations throughout the year, including, National Hispanic Heritage, Chinese Lunar New Year, Black History month, and ending the year with an International Festival.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Over 83% of students are emergent bilinguals who struggle academically in English and Spanish. **Root Cause:** The primary home language is Spanish.

Problem Statement 2 (Prioritized): Poor reception and infrastructure in the area. **Root Cause:** The area is rural and under developed.

Problem Statement 3 (Prioritized): Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged students, gifted and talented students, and emerging bilingual students). **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 4 (Prioritized): Special Education students are performing poorly on standardized tests. **Root Cause:** The campus struggled finding fully qualified special education teachers which resulted in long term substitutes.

Problem Statement 5 (Prioritized): Emergent Bilingual students are scoring low on state assessments. **Root Cause:** Teachers struggle meeting the diverse needs of students in the classroom.

Problem Statement 6 (Prioritized): Students struggle learning due to social and emotional concerns at home and at school. **Root Cause:** Lack of support at home and availability of outside counseling support.

Problem Statement 7 (Prioritized): Lack of highly qualified teachers for key positions which resulted in long-term substitutes. **Root Cause:** Lack of qualified applicants.

Student Learning

Student Learning Summary

As we wrap up the 2022-2023 school year and begin to prepare for the 2023-24 school year, ILTexas BG Ramirez Elementary School showed growth in some areas based on the preliminary STAAR projections. Areas to focus for the 2023-24 school year will be supporting our high number of Emergent Bilingual students in all grades and subjects.

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

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

Student Learning Strengths

Student Academic Achievement Strengths

- The focus for ILTexas BG Ramirez Elementary School is to provide a rigorous curriculum to all students based on the TEKS.
- All students receive instruction in Spanish, Mandarin Chinese, and English
- Instruction and learning is supported through character education taught throughout the curriculum
- The campus provides PLC opportunities district and/or campus-wide daily and weekly
- Common Unit Assessments and ongoing formative assessments are utilized at regular intervals during the learning cycles to gauge mastery learning
- Data Days are set aside for teachers to understand where students are and to purposefully plan for instruction, remediation, and extension
- A campus instructional coach is available to support teachers in academic planning and lesson demonstration

Problem Statements Identifying Student Learning Needs

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

Problem Statement 2 (Prioritized): Special Education students are performing poorly on standardized tests. **Root Cause:** The campus struggled finding fully qualified special education teachers which resulted in long term substitutes.

Problem Statement 3 (Prioritized): Emergent Bilingual students are scoring low on state assessments. **Root Cause:** Teachers struggle meeting the diverse needs of students in the classroom.

Problem Statement 4 (Prioritized): Teachers struggle utilizing data to create differentiated lesson plans and implementation. **Root Cause:** Teachers do not understand how to

disaggregate multiple forms of data and apply to create differentiated lesson plans.

Problem Statement 5 (Prioritized): Students struggle learning due to social and emotional concerns at home and at school. **Root Cause:** Lack of support at home and availability of outside counseling support.

Problem Statement 6 (Prioritized): There are multiple discipline issues in the classroom. **Root Cause:** Lack of clear and consistent classroom expectations.

Problem Statement 7 (Prioritized): Teachers absent rate is high. **Root Cause:** Teacher burn-out

Problem Statement 8 (Prioritized): Lack of highly qualified teachers for key positions which resulted in long-term substitutes. **Root Cause:** Lack of qualified applicants.

Problem Statement 9 (Prioritized): Absentee rate is high **Root Cause:** Lack of understanding by parents the connection between attendance and academic success.

Problem Statement 10 (Prioritized): Over 83% of students are emergent bilinguals who struggle academically in English and Spanish. **Root Cause:** The primary home language is Spanish.

Problem Statement 11 (Prioritized): Poor reception and infrastructure in the area. **Root Cause:** The area is rural and under developed.

Problem Statement 12 (Prioritized): Discipline processes were not clearly aligned throughout the campus. **Root Cause:** Lack of professional development at the beginning of the school year regarding school discipline expectations and follow-through.

Problem Statement 13 (Prioritized): Poor communication between the school and parents. **Root Cause:** Lack of clear expectations regarding teacher-parent communication.

Problem Statement 14 (Prioritized): Many students are tardy in the morning and to classes throughout the day. **Root Cause:** Lack of clear expectations and accountability.

Problem Statement 15 (Prioritized): School uniform requirements were not met by many students. **Root Cause:** Students were not held accountable for wearing required uniforms.

Problem Statement 16 (Prioritized): Parents indicated there was poor communication between teachers and school administration and home. **Root Cause:** There were no clear expectations set at the beginning of the year.

Problem Statement 17 (Prioritized): It was not until February that parent volunteers were permitted in the building. **Root Cause:** Previous administration did not allow visitors.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction:

The district goal is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the body mind and character via high quality, uniform and unified curriculum, instruction, professional development, and supportive operational and technological infrastructures. The curriculum for all content areas is the Texas Essential Knowledge and Skills (TEKS). Assessments are a combination of collaborative common campus level assessments, collaborative common assessments at the district level, and End of Course exams. In addition, students are all assessed in subjects required on the STAAR. Students language proficiency is tested based on ACTFL Proficiency Levels in Spanish and Chinese, Mandarin and Spanish Language Assessments (based on sequence and guided by ACRL) AAPL exams are administered for grades 5 and 8. The district also utilizes The Measure of Academic Progress (MAP) assessments to assess and project student learning. TELPAS (Texas English Language Proficiency Assessment System) assesses the progress of English Language Learners.

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

Staff Recruitment and Retention:

Positions at ILTexas BG Ramirez are hired through a carefully selected interview committee composed of teachers, GLAs and administration. We provide multiple job fairs on and off campus, recruit from colleges around the state, attend Region Service Center job fairs, and post on job boards to attract highly qualified teachers. Historically there has been significant turn over in staff mostly due to salary. To assist in staff retention, the ILTexas district leaders have recently updated the salary scale. In addition, the campus partners with the PTO to provide various types of incentives and encouragement to staff which creates a more positive and desirable working environment.

School Organization

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

Technology

The devices utilized in classrooms include document cameras, interactive projectors and peripherals associated with the projector including smart pens. Windows devices are provided to the teachers as well as the computer lab. Students are given Chromebooks for in class use and may be checked out to take home. The

district provides multiple digital learning opportunities for all students. The campus houses a technology specialist who is available for tech support when needed.

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

School Processes & Programs Strengths

Curriculum and Instruction:

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

Staff Recruitment and Retention:

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

School Organization:

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

Technology:

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Discipline processes were not clearly aligned throughout the campus. **Root Cause:** Lack of professional development at the beginning of the school year regarding school discipline expectations and follow-through.

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Perceptions

Perceptions Summary

Family and Community Engagement:

Parents of ILTexas BG Ramirez students are provided multiple opportunities to be involved with the school. This year the campus hosted a literacy night, Math Night, All About STAAR night, and several Coffee With the Principal meetings, and career day featuring community members. In addition, the campus held many events to celebrate the international community. We have e hosted Bingo nights with a fantastic participation. The community also has opportunities to be a part of the PTO, be a volunteer parent, or Watch D.O.G. The campus utilizes multiple social media to maintain communication with stakeholders.

School Culture and Climate

It is our goal at IL Texas BG Ramirez K-8 to create a safe and positive learning environment for all of our students. Teachers are well trained in security and safety protocol and the campus has a police officer on campus full time. Students and parents are provided multiple opportunities to participate in a variety of school activities. Activities include athletic teams, fine arts, clubs, leadership opportunities and school community activities. The local sheriff's department, fire department, and community and intercultural organizations often visit and participate in school activities. Our mission stresses servant leadership and putting others before self, and the culture promotes respect and sets high expectations for all students.

Family and community members have multiple opportunities to engage in meaningful school activities that support student learning throughout the year. The campus hosts curriculum nights (literacy, math, science, STAAR parent education nights), and provides opportunities for the parents and community members to volunteer at the school. Volunteer opportunities include, but are not limited to, PTO, Watch D.O.G. program, reading buddies, decorations, etc.

ILTexas BG Ramirez strives to have strong relationships with the families and communities we serve. Creating opportunities for parental input and maintaining open line of communication with the parents is a priority. Communication avenues include Skyward access to student progress, School Messenger, Website, Facebook, tip411, email, Peachjar flyer distribution, parent conferences, Class Dojo, coffee with the principal, PTO meetings, and more.

Perceptions Strengths

Family and Community Engagement:

- Active PTO
- Active Watch D.O.G. program
- Parent Academic Nights
- Community events - Bingo
- Career Day with community volunteers
- Black History Celebration
- Hispanic Heritage Celebration
- International Festival
- Lunar New Year Celebration

- Social Media

Problem Statements Identifying Perceptions Needs

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Priority Problem Statements

Problem Statement 1: Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged students, gifted and talented students, and emerging bilingual students).

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

Problem Statement 1 Areas: Demographics - Student Learning - Perceptions

Problem Statement 2: Special Education students are performing poorly on standardized tests.

Root Cause 2: The campus struggled finding fully qualified special education teachers which resulted in long term substitutes.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: Emergent Bilingual students are scoring low on state assessments.

Root Cause 3: Teachers struggle meeting the diverse needs of students in the classroom.

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: Teachers struggle utilizing data to create differentiated lesson plans and implementation.

Root Cause 4: Teachers do not understand how to disaggregate multiple forms of data and apply to create differentiated lesson plans.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students struggle learning due to social and emotional concerns at home and at school.

Root Cause 5: Lack of support at home and availability of outside counseling support.

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

Problem Statement 6: Discipline processes were not clearly aligned throughout the campus.

Root Cause 6: Lack of professional development at the beginning of the school year regarding school discipline expectations and follow-through.

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

Problem Statement 7: Poor communication between the school and parents.

Root Cause 7: Lack of clear expectations regarding teacher-parent communication.

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

Problem Statement 8: Many students are tardy in the morning and to classes throughout the day.

Root Cause 8: Lack of clear expectations and accountability.

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

Problem Statement 9: School uniform requirements were not met by many students.

Root Cause 9: Students were not held accountable for wearing required uniforms.

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

Problem Statement 10: Parents indicated there was poor communication between teachers and school administration and home.

Root Cause 10: There were no clear expectations set at the beginning of the year.

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

Problem Statement 11: It was not until February that parent volunteers were permitted in the building.

Root Cause 11: Previous administration did not allow visitors.

Problem Statement 11 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 12: Over 83% of students are emergent bilinguals who struggle academically in English and Spanish.

Root Cause 12: The primary home language is Spanish.

Problem Statement 12 Areas: Demographics - Student Learning - Perceptions

Problem Statement 13: Poor reception and infrastructure in the area.

Root Cause 13: The area is rural and under developed.

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

Problem Statement 15: Lack of highly qualified teachers for key positions which resulted in long-term substitutes.

Root Cause 15: Lack of qualified applicants.

Problem Statement 15 Areas: Demographics - Student Learning - Perceptions

Problem Statement 16: There are multiple discipline issues in the classroom.

Root Cause 16: Lack of clear and consistent classroom expectations.

Problem Statement 16 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 17: Teachers absent rate is high.

Root Cause 17: Teacher burn-out

Problem Statement 17 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 18: Absentee rate is high

Root Cause 18: Lack of understanding by parents the connection between attendance and academic success.

Problem Statement 18 Areas: Student Learning - 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: June 14, 2023

Goal 1: By the end of the 23-24 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 23-24 school year, 65% of students will receive a rating of Approaches expectations, 15% Meets, and 5% masters on the STAAR Reading. (2022-23 results:)





High Priority

Evaluation Data Sources: STAAR Reading Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be provided differentiated instruction in small groups during regular classroom time.</p> <p>Strategy's Expected Result/Impact: Improved student academic progress</p> <p>Staff Responsible for Monitoring: Teachers/GLA/Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3, 5 - Student Learning 1, 3, 4 - Perceptions 4</p> <p>Funding Sources: Study Materials - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers professional development focusing on differentiated lesson planning and lesson presentation, through hiring presenters, providing books, videos and other resources regarding differentiated lesson planning.</p> <p>Strategy's Expected Result/Impact: Differentiated lessons and improved student academic achievement.</p> <p>Staff Responsible for Monitoring: GLA, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3, 4, 5 - Student Learning 1, 2, 3, 4 - Perceptions 4</p> <p>Funding Sources: presenters, books, videos, resources - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide before school, during school, after school, and Saturday tutorials for students' opportunities for enrichment, remediation, and intervention.</p> <p>Strategy's Expected Result/Impact: Improved student academic performance</p> <p>Staff Responsible for Monitoring: GLA, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3, 4, 5, 6 - Student Learning 1, 2, 3, 4, 5, 10, 14 - School Processes & Programs 3, 6 - Perceptions 3, 4, 11</p> <p>Funding Sources: Teachers and tutoring materials - 211 - Title 1-A - \$30,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide parent education classes in supporting students academically and emotionally at home. Conduct parent meetings and trainings to promote student growth. CNA and CIP are made available to parents. Provide food/refreshments and study guides for parents.</p> <p>Strategy's Expected Result/Impact: Parents will understand how to better support students' academics at home and understand the need to partner with the school for their scholar's success.</p> <p>Staff Responsible for Monitoring: Teachers/GLA/Administration</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2, 6 - Student Learning 5, 9, 10, 11, 13, 16, 17 - School Processes & Programs 2, 5, 6, 9, 10 - Perceptions 1, 2, 3, 8, 10</p> <p>Funding Sources: staff, food, resources and materials - 211 - Title 1-A - \$25,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide digital learning programs for students which supports reading and math at home and at school, provides data monitoring tools (example: iStation, Study Island, online books, razkids, IXL, various online learning opportunities).</p> <p>Strategy's Expected Result/Impact: Improved student academic performance and teacher monitoring</p> <p>Staff Responsible for Monitoring: Administration/GLA</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3, 5 - Student Learning 1, 3, 4, 10 - Perceptions 3, 4</p> <p>Funding Sources: digital learning programs - 211 - Title 1-A - \$50,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences, with a focus on EB students and their families.</p> <p>Strategy's Expected Result/Impact: Improved student academic success and culturally responsive teaching</p> <p>Staff Responsible for Monitoring: Administration/GLA</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3, 5 - Student Learning 1, 3, 4, 10 - Perceptions 3, 4</p> <p>Funding Sources: staff, training resources - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Over 83% of students are emergent bilinguals who struggle academically in English and Spanish. Root Cause: The primary home language is Spanish.</p>
<p>Problem Statement 2: Poor reception and infrastructure in the area. Root Cause: The area is rural and under developed.</p>
<p>Problem Statement 3: Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged students, gifted and talented students, and emerging bilingual students). Root Cause: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>
<p>Problem Statement 4: Special Education students are performing poorly on standardized tests. Root Cause: The campus struggled finding fully qualified special education teachers which resulted in long term substitutes.</p>
<p>Problem Statement 5: Emergent Bilingual students are scoring low on state assessments. Root Cause: Teachers struggle meeting the diverse needs of students in the classroom.</p>
<p>Problem Statement 6: Students struggle learning due to social and emotional concerns at home and at school. Root Cause: Lack of support at home and availability of outside counseling support.</p>
Student Learning
<p>Problem Statement 1: Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged students, gifted and talented students, and emerging bilingual students). Root Cause: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>
<p>Problem Statement 2: Special Education students are performing poorly on standardized tests. Root Cause: The campus struggled finding fully qualified special education teachers which resulted in long term substitutes.</p>
<p>Problem Statement 3: Emergent Bilingual students are scoring low on state assessments. Root Cause: Teachers struggle meeting the diverse needs of students in the classroom.</p>

Student Learning

Problem Statement 4: Teachers struggle utilizing data to create differentiated lesson plans and implementation. **Root Cause:** Teachers do not understand how to disaggregate multiple forms of data and apply to create differentiated lesson plans.

Problem Statement 5: Students struggle learning due to social and emotional concerns at home and at school. **Root Cause:** Lack of support at home and availability of outside counseling support.

Problem Statement 9: Absentee rate is high **Root Cause:** Lack of understanding by parents the connection between attendance and academic success.

Problem Statement 10: Over 83% of students are emergent bilinguals who struggle academically in English and Spanish. **Root Cause:** The primary home language is Spanish.

Problem Statement 11: Poor reception and infrastructure in the area. **Root Cause:** The area is rural and under developed.

Problem Statement 13: Poor communication between the school and parents. **Root Cause:** Lack of clear expectations regarding teacher-parent communication.

Problem Statement 14: Many students are tardy in the morning and to classes throughout the day. **Root Cause:** Lack of clear expectations and accountability.

Problem Statement 16: Parents indicated there was poor communication between teachers and school administration and home. **Root Cause:** There were no clear expectations set at the beginning of the year.

Problem Statement 17: It was not until February that parent volunteers were permitted in the building. **Root Cause:** Previous administration did not allow visitors.

School Processes & Programs

Problem Statement 2: Poor communication between the school and parents. **Root Cause:** Lack of clear expectations regarding teacher-parent communication.

Problem Statement 3: Many students are tardy in the morning and to classes throughout the day. **Root Cause:** Lack of clear expectations and accountability.

Problem Statement 5: Poor reception and infrastructure in the area. **Root Cause:** The area is rural and under developed.

Problem Statement 6: Students struggle learning due to social and emotional concerns at home and at school. **Root Cause:** Lack of support at home and availability of outside counseling support.

Problem Statement 9: Parents indicated there was poor communication between teachers and school administration and home. **Root Cause:** There were no clear expectations set at the beginning of the year.

Problem Statement 10: It was not until February that parent volunteers were permitted in the building. **Root Cause:** Previous administration did not allow visitors.

Perceptions

Problem Statement 1: Parents indicated there was poor communication between teachers and school administration and home. **Root Cause:** There were no clear expectations set at the beginning of the year.

Problem Statement 2: It was not until February that parent volunteers were permitted in the building. **Root Cause:** Previous administration did not allow visitors.

Problem Statement 3: Over 83% of students are emergent bilinguals who struggle academically in English and Spanish. **Root Cause:** The primary home language is Spanish.

Problem Statement 4: Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged students, gifted and talented students, and emerging bilingual students). **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 8: Absentee rate is high **Root Cause:** Lack of understanding by parents the connection between attendance and academic success.

Problem Statement 10: Poor communication between the school and parents. **Root Cause:** Lack of clear expectations regarding teacher-parent communication.

Problem Statement 11: Many students are tardy in the morning and to classes throughout the day. **Root Cause:** Lack of clear expectations and accountability.

Goal 1: By the end of the 23-24 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 23-24 school year, 65% of students will receive a rating of Approaches expectations, 15% Meets, and 5% masters on the STAAR Math. (2022-23 results:)

High Priority

Evaluation Data Sources: STAAR Math

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be provided differentiated instruction in small groups during regular classroom time.</p> <p>Strategy's Expected Result/Impact: Improved student academic progress</p> <p>Staff Responsible for Monitoring: Teachers/GLA</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 4, 10 - Perceptions 3, 4</p> <p>Funding Sources: staff, PD resources - 211 - Title 1-A - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers professional development on how to differentiate lesson planning and lesson presentation. Hire presenters, provide books and videos.</p> <p>Strategy's Expected Result/Impact: Improved student academic success</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 4, 10 - Perceptions 3, 4</p> <p>Funding Sources: staff trainers, resources - 211 - Title 1-A - \$1,500</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide before school, during school, after school, and Saturday tutorials for students' opportunities for enrichment, remediation, and intervention.</p> <p>Strategy's Expected Result/Impact: Improved student academic performance</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 6 - Student Learning 5, 9, 10 - School Processes & Programs 6 - Perceptions 3, 8</p> <p>Funding Sources: staff and materials - 211 - Title 1-A - \$50,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide parent education classes in supporting students academically and emotionally at home. Conduct parent meetings and trainings to promote student growth. Provide food/refreshments and study guides for parents.</p> <p>Strategy's Expected Result/Impact: Parents will gain understanding of school academic expectations.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 10, 11, 13, 14, 16 - School Processes & Programs 2, 3, 5, 9 - Perceptions 1, 3, 10, 11</p> <p>Funding Sources: staff, food and refreshments, and study guides - 211 - Title 1-A - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences, with a focus on emergent bilingual families.</p> <p>Strategy's Expected Result/Impact: Culturally Responsive Teaching</p> <p>Staff Responsible for Monitoring: Administration/GLA</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3, 5, 6 - Student Learning 1, 3, 4, 5, 10 - School Processes & Programs 6 - Perceptions 3, 4</p> <p>Funding Sources: Training materials for staff - 211 - Title 1-A - \$500</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide digital learning opportunities which support math at school and home, and multiple data monitoring tools. (IXL, iStation, razkids, etc.)</p> <p>Strategy's Expected Result/Impact: Improved student academic performance</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 5 - Student Learning 3, 4, 10 - Perceptions 3</p> <p>Funding Sources: Digital learning platforms - 211 - Title 1-A - \$25,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Over 83% of students are emergent bilinguals who struggle academically in English and Spanish. Root Cause: The primary home language is Spanish.</p>
<p>Problem Statement 2: Poor reception and infrastructure in the area. Root Cause: The area is rural and under developed.</p>

Demographics

Problem Statement 3: Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged students, gifted and talented students, and emerging bilingual students). **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 5: Emergent Bilingual students are scoring low on state assessments. **Root Cause:** Teachers struggle meeting the diverse needs of students in the classroom.

Problem Statement 6: Students struggle learning due to social and emotional concerns at home and at school. **Root Cause:** Lack of support at home and availability of outside counseling support.

Student Learning

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

Problem Statement 3: Emergent Bilingual students are scoring low on state assessments. **Root Cause:** Teachers struggle meeting the diverse needs of students in the classroom.

Problem Statement 4: Teachers struggle utilizing data to create differentiated lesson plans and implementation. **Root Cause:** Teachers do not understand how to disaggregate multiple forms of data and apply to create differentiated lesson plans.

Problem Statement 5: Students struggle learning due to social and emotional concerns at home and at school. **Root Cause:** Lack of support at home and availability of outside counseling support.

Problem Statement 9: Absentee rate is high **Root Cause:** Lack of understanding by parents the connection between attendance and academic success.

Problem Statement 10: Over 83% of students are emergent bilinguals who struggle academically in English and Spanish. **Root Cause:** The primary home language is Spanish.

Problem Statement 11: Poor reception and infrastructure in the area. **Root Cause:** The area is rural and under developed.

Problem Statement 13: Poor communication between the school and parents. **Root Cause:** Lack of clear expectations regarding teacher-parent communication.

Problem Statement 14: Many students are tardy in the morning and to classes throughout the day. **Root Cause:** Lack of clear expectations and accountability.

Problem Statement 16: Parents indicated there was poor communication between teachers and school administration and home. **Root Cause:** There were no clear expectations set at the beginning of the year.

School Processes & Programs

Problem Statement 2: Poor communication between the school and parents. **Root Cause:** Lack of clear expectations regarding teacher-parent communication.

Problem Statement 3: Many students are tardy in the morning and to classes throughout the day. **Root Cause:** Lack of clear expectations and accountability.

Problem Statement 5: Poor reception and infrastructure in the area. **Root Cause:** The area is rural and under developed.

Problem Statement 6: Students struggle learning due to social and emotional concerns at home and at school. **Root Cause:** Lack of support at home and availability of outside counseling support.

Problem Statement 9: Parents indicated there was poor communication between teachers and school administration and home. **Root Cause:** There were no clear expectations set at the beginning of the year.

Perceptions

Problem Statement 1: Parents indicated there was poor communication between teachers and school administration and home. **Root Cause:** There were no clear expectations set at the beginning of the year.

Problem Statement 3: Over 83% of students are emergent bilinguals who struggle academically in English and Spanish. **Root Cause:** The primary home language is Spanish.

Perceptions

Problem Statement 4: Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged students, gifted and talented students, and emerging bilingual students). **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 8: Absentee rate is high **Root Cause:** Lack of understanding by parents the connection between attendance and academic success.

Problem Statement 10: Poor communication between the school and parents. **Root Cause:** Lack of clear expectations regarding teacher-parent communication.

Problem Statement 11: Many students are tardy in the morning and to classes throughout the day. **Root Cause:** Lack of clear expectations and accountability.

Goal 1: By the end of the 23-24 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 23-24 school year, 75% of students will be reading at or above grade level or show one year's worth of growth. (2022-23 results:)

High Priority

Evaluation Data Sources: Istation, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be provided differentiated instruction in small groups during regular classroom time to focus on leveled reading. Provide leveled readers in English and Spanish</p> <p>Strategy's Expected Result/Impact: Improved student academic progress</p> <p>Staff Responsible for Monitoring: GLA/Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3, 4, 5 - Student Learning 1, 2, 3, 4, 10 - Perceptions 3, 4</p> <p>Funding Sources: Leveled readers in Spanish and English - 211 - Title 1-A - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers with professional development in basic reading instruction, progress monitoring in reading, and creating leveled reading groups.</p> <p>Strategy's Expected Result/Impact: Improved student academic progress</p> <p>Staff Responsible for Monitoring: Administration/GLA</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3, 4, 5 - Student Learning 1, 2, 3, 4, 10 - Perceptions 3, 4</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide before school, during school, after school, and Saturday tutorials students opportunities for enrichment, remediation and intervention.</p> <p>Strategy's Expected Result/Impact: Improved student academic progress</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 4, 5, 6 - Student Learning 2, 3, 4, 5, 9, 10 - School Processes & Programs 6 - Perceptions 3, 8</p> <p>Funding Sources: staff for tutorials - 211 - Title 1-A - \$30,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide parent education classes in supporting students academically and emotionally at home. Conduct parent meetings and trainings to promote student growth. Provide food, refreshments and child care.</p> <p>Strategy's Expected Result/Impact: Improved student academic success and parent-school relationships</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Problem Statements: Demographics 1, 5, 6 - Student Learning 3, 5, 9, 10, 13, 14, 16 - School Processes & Programs 2, 3, 6, 9 - Perceptions 1, 3, 8, 10, 11</p> <p>Funding Sources: Staff, refreshments, food, resources (handouts) - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences, with a focus on Emergent Bilingual students. Provide resource materials for staff.</p> <p>Strategy's Expected Result/Impact: improved staff understanding of the population served and increased student academic achievement.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3, 5 - Student Learning 1, 3, 10 - Perceptions 3, 4</p> <p>Funding Sources: Resources for teachers - 211 - Title 1-A - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide digital learning programs for students which supports reading at home and at school, provides data monitoring tools (example: iStation, Study Island, online books, razkids, IXL, various online learning opportunities).</p> <p>Strategy's Expected Result/Impact: Improved student academic achievement</p> <p>Staff Responsible for Monitoring: Administration/GLA/teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3, 4, 5 - Student Learning 1, 2, 3, 4, 10 - Perceptions 3, 4</p> <p>Funding Sources: Digital Learning Platforms - 211 - Title 1-A - \$50,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Over 83% of students are emergent bilinguals who struggle academically in English and Spanish. Root Cause: The primary home language is Spanish.</p>

Demographics

Problem Statement 3: Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged students, gifted and talented students, and emerging bilingual students). **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 4: Special Education students are performing poorly on standardized tests. **Root Cause:** The campus struggled finding fully qualified special education teachers which resulted in long term substitutes.

Problem Statement 5: Emergent Bilingual students are scoring low on state assessments. **Root Cause:** Teachers struggle meeting the diverse needs of students in the classroom.

Problem Statement 6: Students struggle learning due to social and emotional concerns at home and at school. **Root Cause:** Lack of support at home and availability of outside counseling support.

Student Learning

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

Problem Statement 2: Special Education students are performing poorly on standardized tests. **Root Cause:** The campus struggled finding fully qualified special education teachers which resulted in long term substitutes.

Problem Statement 3: Emergent Bilingual students are scoring low on state assessments. **Root Cause:** Teachers struggle meeting the diverse needs of students in the classroom.

Problem Statement 4: Teachers struggle utilizing data to create differentiated lesson plans and implementation. **Root Cause:** Teachers do not understand how to disaggregate multiple forms of data and apply to create differentiated lesson plans.

Problem Statement 5: Students struggle learning due to social and emotional concerns at home and at school. **Root Cause:** Lack of support at home and availability of outside counseling support.

Problem Statement 9: Absentee rate is high **Root Cause:** Lack of understanding by parents the connection between attendance and academic success.

Problem Statement 10: Over 83% of students are emergent bilinguals who struggle academically in English and Spanish. **Root Cause:** The primary home language is Spanish.

Problem Statement 13: Poor communication between the school and parents. **Root Cause:** Lack of clear expectations regarding teacher-parent communication.

Problem Statement 14: Many students are tardy in the morning and to classes throughout the day. **Root Cause:** Lack of clear expectations and accountability.

Problem Statement 16: Parents indicated there was poor communication between teachers and school administration and home. **Root Cause:** There were no clear expectations set at the beginning of the year.

School Processes & Programs

Problem Statement 2: Poor communication between the school and parents. **Root Cause:** Lack of clear expectations regarding teacher-parent communication.

Problem Statement 3: Many students are tardy in the morning and to classes throughout the day. **Root Cause:** Lack of clear expectations and accountability.

Problem Statement 6: Students struggle learning due to social and emotional concerns at home and at school. **Root Cause:** Lack of support at home and availability of outside counseling support.

Problem Statement 9: Parents indicated there was poor communication between teachers and school administration and home. **Root Cause:** There were no clear expectations set at the beginning of the year.

Perceptions

Problem Statement 1: Parents indicated there was poor communication between teachers and school administration and home. **Root Cause:** There were no clear expectations set at the beginning of the year.

Perceptions

Problem Statement 3: Over 83% of students are emergent bilinguals who struggle academically in English and Spanish. **Root Cause:** The primary home language is Spanish.

Problem Statement 4: Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged students, gifted and talented students, and emerging bilingual students). **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 8: Absentee rate is high **Root Cause:** Lack of understanding by parents the connection between attendance and academic success.

Problem Statement 10: Poor communication between the school and parents. **Root Cause:** Lack of clear expectations regarding teacher-parent communication.

Problem Statement 11: Many students are tardy in the morning and to classes throughout the day. **Root Cause:** Lack of clear expectations and accountability.





Goal 1: By the end of the 23-24 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 2023-24 school year, the percentage of special education students performing at the approaches level on STAAR in reading and math will increase by 5% points. (2022-23 reading: math:)

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training to general education classroom teachers in interpreting the IEP and how to support students in the inclusive classroom.</p> <p>Strategy's Expected Result/Impact: More confident teachers in working with special needs students and higher student academic performance</p> <p>Staff Responsible for Monitoring: Administration/Special Education Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3, 4 - Student Learning 1, 2 - Perceptions 4</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be provided small group instruction during regular classroom time.</p> <p>Strategy's Expected Result/Impact: Improved student academic progress</p> <p>Staff Responsible for Monitoring: classroom teacher/GLA</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3, 4 - Student Learning 1, 2 - Perceptions 4</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide teachers professional development on how to differentiate lesson planning, co-teaching, and lesson presentation. Hire presenters, provide books, videos, and other resources.</p> <p>Strategy's Expected Result/Impact: Improved teacher understanding, improved student academic success</p> <p>Staff Responsible for Monitoring: Administration, Special Education Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3, 4 - Student Learning 1, 2, 4 - Perceptions 4</p> <p>Funding Sources: Materials and resources for teachers - 211 - Title 1-A - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 3: Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged students, gifted and talented students, and emerging bilingual students). Root Cause: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>
<p>Problem Statement 4: Special Education students are performing poorly on standardized tests. Root Cause: The campus struggled finding fully qualified special education teachers which resulted in long term substitutes.</p>
Student Learning
<p>Problem Statement 1: Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged students, gifted and talented students, and emerging bilingual students). Root Cause: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>
<p>Problem Statement 2: Special Education students are performing poorly on standardized tests. Root Cause: The campus struggled finding fully qualified special education teachers which resulted in long term substitutes.</p>
<p>Problem Statement 4: Teachers struggle utilizing data to create differentiated lesson plans and implementation. Root Cause: Teachers do not understand how to disaggregate multiple forms of data and apply to create differentiated lesson plans.</p>
Perceptions
<p>Problem Statement 4: Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged students, gifted and talented students, and emerging bilingual students). Root Cause: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>

Goal 1: By the end of the 23-24 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 2023-24 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 and emotional health of our students with a focus on safety.

High Priority

HB3 Goal

Evaluation Data Sources: Rhithm Insight reports and assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Bring in subject matter experts (such as but not limited to Youth Equipped to Succeed) and purchase resources (such as but not limited 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.</p> <p>Strategy's Expected Result/Impact: Improved socio-emotional health of students resulting in improved student readiness to learn</p> <p>Staff Responsible for Monitoring: Administrators/Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 6 - Student Learning 5, 14 - School Processes & Programs 3, 6 - Perceptions 11</p> <p>Funding Sources: Rhithm and other programs to support socio-emotional needs of students - 211 - Title 1-A - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 6: Students struggle learning due to social and emotional concerns at home and at school. Root Cause: Lack of support at home and availability of outside counseling support.</p>

Student Learning

Problem Statement 5: Students struggle learning due to social and emotional concerns at home and at school. **Root Cause:** Lack of support at home and availability of outside counseling support.

Problem Statement 14: Many students are tardy in the morning and to classes throughout the day. **Root Cause:** Lack of clear expectations and accountability.

School Processes & Programs

Problem Statement 3: Many students are tardy in the morning and to classes throughout the day. **Root Cause:** Lack of clear expectations and accountability.

Problem Statement 6: Students struggle learning due to social and emotional concerns at home and at school. **Root Cause:** Lack of support at home and availability of outside counseling support.

Perceptions

Problem Statement 11: Many students are tardy in the morning and to classes throughout the day. **Root Cause:** Lack of clear expectations and accountability.

Goal 2: By the end of the 23-24 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at least at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.





Performance Objective 1: By the end of the 2023-24 school year, all students will demonstrate an increase of a minimum of one sub-level, in Spanish and Chinese based on the ACTFL proficiency guidelines.

High Priority

Evaluation Data Sources: AAPPL

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be provided differentiated instruction in small groups during regular classroom time.</p> <p>Strategy's Expected Result/Impact: Improved academic progress in language acquisition</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3, 7 - Student Learning 1, 6, 7, 8, 10 - School Processes & Programs 7, 8 - Perceptions 3, 4, 5, 6, 7</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers professional development on how to differentiate lesson planning and lesson presentation. Hire presenters, provide books, videos, and other resources to language teachers.</p> <p>Strategy's Expected Result/Impact: Improved student language acquisition</p> <p>Staff Responsible for Monitoring: Teachers/Administrators</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 3, 7 - Student Learning 1, 4, 6, 8, 10 - School Processes & Programs 7 - Perceptions 3, 4, 5, 7</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide teachers professional development in classroom management.</p> <p>Strategy's Expected Result/Impact: Lower discipline referrals and classroom incidents resulting in improved student language acquisition.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 6 - School Processes & Programs 7 - Perceptions 4, 5</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide digital learning platforms for students which supports language acquisition at home and in the classroom.</p> <p>Strategy's Expected Result/Impact: Improved student language acquisition and academic success.</p> <p>Staff Responsible for Monitoring: teacher</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 4, 6 - School Processes & Programs 7 - Perceptions 4, 5</p> <p>Funding Sources: Digital Learning Platforms for language acquisition - 211 - Title 1-A - \$25,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. Provide presenters and student materials for staff.</p> <p>Strategy's Expected Result/Impact: Improved student academic performance</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 4, 6, 10 - School Processes & Programs 7 - Perceptions 3, 4, 5</p> <p>Funding Sources: presenters and staff resources - 211 - Title 1-A - \$3,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide DLI support through the DLI Instructional Coach, providing professional development targeting DLI instruction by hiring specialists, providing book studies and other supporting materials.</p> <p>Strategy's Expected Result/Impact: Improved language acquisition</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 10 - Perceptions 3, 4</p> <p>Funding Sources: Instructional Coaches - 211 - Title 1-A - \$60,000</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Over 83% of students are emergent bilinguals who struggle academically in English and Spanish. Root Cause: The primary home language is Spanish.</p> <p>Problem Statement 3: Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged students, gifted and talented students, and emerging bilingual students). Root Cause: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>

Demographics

Problem Statement 7: Lack of highly qualified teachers for key positions which resulted in long-term substitutes. **Root Cause:** Lack of qualified applicants.

Student Learning

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

Problem Statement 4: Teachers struggle utilizing data to create differentiated lesson plans and implementation. **Root Cause:** Teachers do not understand how to disaggregate multiple forms of data and apply to create differentiated lesson plans.

Problem Statement 6: There are multiple discipline issues in the classroom. **Root Cause:** Lack of clear and consistent classroom expectations.

Problem Statement 7: Teachers absent rate is high. **Root Cause:** Teacher burn-out

Problem Statement 8: Lack of highly qualified teachers for key positions which resulted in long-term substitutes. **Root Cause:** Lack of qualified applicants.

Problem Statement 10: Over 83% of students are emergent bilinguals who struggle academically in English and Spanish. **Root Cause:** The primary home language is Spanish.

School Processes & Programs

Problem Statement 7: There are multiple discipline issues in the classroom. **Root Cause:** Lack of clear and consistent classroom expectations.

Problem Statement 8: Teachers absent rate is high. **Root Cause:** Teacher burn-out

Perceptions

Problem Statement 3: Over 83% of students are emergent bilinguals who struggle academically in English and Spanish. **Root Cause:** The primary home language is Spanish.

Problem Statement 4: Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged students, gifted and talented students, and emerging bilingual students). **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 5: There are multiple discipline issues in the classroom. **Root Cause:** Lack of clear and consistent classroom expectations.

Problem Statement 6: Teachers absent rate is high. **Root Cause:** Teacher burn-out





Problem Statement 7: Lack of highly qualified teachers for key positions which resulted in long-term substitutes. **Root Cause:** Lack of qualified applicants.

Goal 2: By the end of the 23-24 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at least 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 2023-24 school year, 100% of students, by grade level, will have participated in and completed the Others Before Self Project

High Priority

Evaluation Data Sources: OBS project evaluation

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers with guidance in assisting students when determining, planning, and creating the OBS project.</p> <p>Strategy's Expected Result/Impact: Quality OBS Projects</p> <p>Staff Responsible for Monitoring: Administration/GLA/teacher</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 6, 10 - School Processes & Programs 7 - Perceptions 3, 5</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Over 83% of students are emergent bilinguals who struggle academically in English and Spanish. Root Cause: The primary home language is Spanish.</p>
Student Learning
<p>Problem Statement 6: There are multiple discipline issues in the classroom. Root Cause: Lack of clear and consistent classroom expectations.</p>
<p>Problem Statement 10: Over 83% of students are emergent bilinguals who struggle academically in English and Spanish. Root Cause: The primary home language is Spanish.</p>
School Processes & Programs
<p>Problem Statement 7: There are multiple discipline issues in the classroom. Root Cause: Lack of clear and consistent classroom expectations.</p>

Perceptions

Problem Statement 3: Over 83% of students are emergent bilinguals who struggle academically in English and Spanish. **Root Cause:** The primary home language is Spanish.

Problem Statement 5: There are multiple discipline issues in the classroom. **Root Cause:** Lack of clear and consistent classroom expectations.





Goal 2: By the end of the 23-24 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at least 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 2023-24 school year, 95% of fine arts students will be successful in completing the specific TEKS required for all fine art courses.

High Priority

Evaluation Data Sources: Report Card / Progress Reports

Strategy 1 Details	Reviews			
Strategy 1: Provide training to all FA teachers in the TEKS for their teaching assignment Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Administration Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 3, 7 - Student Learning 1, 8, 12 - School Processes & Programs 1 - Perceptions 4, 7, 9	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 3: Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged students, gifted and talented students, and emerging bilingual students). Root Cause: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p> <p>Problem Statement 7: Lack of highly qualified teachers for key positions which resulted in long-term substitutes. Root Cause: Lack of qualified applicants.</p>
Student Learning
<p>Problem Statement 1: Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged students, gifted and talented students, and emerging bilingual students). Root Cause: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>

Student Learning

Problem Statement 8: Lack of highly qualified teachers for key positions which resulted in long-term substitutes. **Root Cause:** Lack of qualified applicants.

Problem Statement 12: Discipline processes were not clearly aligned throughout the campus. **Root Cause:** Lack of professional development at the beginning of the school year regarding school discipline expectations and follow-through.

School Processes & Programs

Problem Statement 1: Discipline processes were not clearly aligned throughout the campus. **Root Cause:** Lack of professional development at the beginning of the school year regarding school discipline expectations and follow-through.

Perceptions

Problem Statement 4: Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged students, gifted and talented students, and emerging bilingual students). **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 7: Lack of highly qualified teachers for key positions which resulted in long-term substitutes. **Root Cause:** Lack of qualified applicants.

Problem Statement 9: Discipline processes were not clearly aligned throughout the campus. **Root Cause:** Lack of professional development at the beginning of the school year regarding school discipline expectations and follow-through.

Goal 3: By the end of the 23-24 school year ILTexas will retain 75% of teachers, an increase from 70% achieved in the previous school year.

Performance Objective 1: By the end of the 2023-24 school year, BG Ramirez will retain 75% of teachers, an increase from 45% achieved in the previous year.

High Priority





HB3 Goal

Evaluation Data Sources: Inhouse data based on teacher retention percentage.

Strategy 1 Details	Reviews			
<p>Strategy 1: Publicly recognize accomplishment of all staff Strategy's Expected Result/Impact: Higher teacher morale and retention Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Demographics 7 - Student Learning 7, 8 - School Processes & Programs 8 - Perceptions 6, 7</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of new to IL Texas and New to the profession teachers will be assigned a mentor teacher. Strategy's Expected Result/Impact: confident teachers and higher student academic success Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Demographics 7 - Student Learning 6, 7, 8 - School Processes & Programs 7, 8 - Perceptions 5, 6, 7 Funding Sources: mentor teachers - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide 1:1 instructional coaching to all teachers who are struggling.</p> <p>Strategy's Expected Result/Impact: Greater teacher retention</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3, 7 - Student Learning 1, 4, 6, 7, 8 - School Processes & Programs 7, 8 - Perceptions 4, 5, 6, 7</p> <p>Funding Sources: Instructional Coaches - 211 - Title 1-A - \$65,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide opportunities to observe peer teachers.</p> <p>Strategy's Expected Result/Impact: Teachers will learn from their peers resulting in student improved academic performance</p> <p>Staff Responsible for Monitoring: Administration/GLA</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3, 7 - Student Learning 1, 4, 6, 7, 8 - School Processes & Programs 7, 8 - Perceptions 4, 5, 6, 7</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Create a group for new to IL Texas teachers and NTP teachers and meet twice a month to create teams, build trust and culture.</p> <p>Strategy's Expected Result/Impact: Teachers will feel supported and desire to remain at BG Ramirez</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3, 6, 7 - Student Learning 1, 4, 5, 6, 7, 8 - School Processes & Programs 6, 7, 8 - Perceptions 4, 5, 6, 7</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged students, gifted and talented students, and emerging bilingual students). Root Cause: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>
<p>Problem Statement 6: Students struggle learning due to social and emotional concerns at home and at school. Root Cause: Lack of support at home and availability of outside counseling support.</p>
<p>Problem Statement 7: Lack of highly qualified teachers for key positions which resulted in long-term substitutes. Root Cause: Lack of qualified applicants.</p>
Student Learning
<p>Problem Statement 1: Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged students, gifted and talented students, and emerging bilingual students). Root Cause: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>
<p>Problem Statement 4: Teachers struggle utilizing data to create differentiated lesson plans and implementation. Root Cause: Teachers do not understand how to disaggregate multiple forms of data and apply to create differentiated lesson plans.</p>
<p>Problem Statement 5: Students struggle learning due to social and emotional concerns at home and at school. Root Cause: Lack of support at home and availability of outside counseling support.</p>
<p>Problem Statement 6: There are multiple discipline issues in the classroom. Root Cause: Lack of clear and consistent classroom expectations.</p>
<p>Problem Statement 7: Teachers absent rate is high. Root Cause: Teacher burn-out</p>
<p>Problem Statement 8: Lack of highly qualified teachers for key positions which resulted in long-term substitutes. Root Cause: Lack of qualified applicants.</p>

School Processes & Programs

Problem Statement 6: Students struggle learning due to social and emotional concerns at home and at school. **Root Cause:** Lack of support at home and availability of outside counseling support.

Problem Statement 7: There are multiple discipline issues in the classroom. **Root Cause:** Lack of clear and consistent classroom expectations.

Problem Statement 8: Teachers absent rate is high. **Root Cause:** Teacher burn-out

Perceptions

Problem Statement 4: Teachers struggle with differentiation in the classroom, hindering the ability to meet the needs of diverse learners (economically disadvantaged students, gifted and talented students, and emerging bilingual students). **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 5: There are multiple discipline issues in the classroom. **Root Cause:** Lack of clear and consistent classroom expectations.

Problem Statement 6: Teachers absent rate is high. **Root Cause:** Teacher burn-out

Problem Statement 7: Lack of highly qualified teachers for key positions which resulted in long-term substitutes. **Root Cause:** Lack of qualified applicants.

Campus Funding Summary

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Study Materials		\$10,000.00
1	1	2	presenters, books, videos, resources		\$5,000.00
1	1	3	Teachers and tutoring materials		\$30,000.00
1	1	4	staff, food, resources and materials		\$25,000.00
1	1	5	digital learning programs		\$50,000.00
1	1	6	staff, training resources		\$5,000.00
1	2	1	staff, PD resources		\$2,000.00
1	2	2	staff trainers, resources		\$1,500.00
1	2	3	staff and materials		\$50,000.00
1	2	4	staff, food and refreshments, and study guides		\$2,000.00
1	2	5	Training materials for staff		\$500.00
1	2	6	Digital learning platforms		\$25,000.00
1	3	1	Leveled readers in Spanish and English		\$2,000.00
1	3	3	staff for tutorials		\$30,000.00
1	3	4	Staff, refreshments, food, resources (handouts)		\$10,000.00
1	3	5	Resources for teachers		\$2,000.00
1	3	6	Digital Learning Platforms		\$50,000.00
1	4	3	Materials and resources for teachers		\$2,000.00
1	5	1	Rhithm and other programs to support socio-emotional needs of students		\$20,000.00
2	1	4	Digital Learning Platforms for language acquisition		\$25,000.00
2	1	5	presenters and staff resources		\$3,000.00
2	1	6	Instructional Coaches		\$60,000.00
3	1	2	mentor teachers		\$5,000.00
3	1	3	Instructional Coaches		\$65,000.00
Sub-Total					\$480,000.00