International Leadership of Texas

Arlington Elementary

2023-2024 Campus Improvement Plan

Mission Statement

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

Vision

The vision of Arlington K-8 is to become the premier K-8 campus in ILTexas. While focusing on the district's mission and core values, Arlington K-8 will continue to excel academically while earning campus distinctions based off the state of Texas requirements.

Others Before Self

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Arlington K8, located at 4950 S. Bowen RD., Arlington, TX 76017. ILTexas Arlington K8 was the first campus to built in Tarrant County. IlTexas K8 serves scholars in grades Kinder to 8th. Our school uses the lottery system to enroll scholars. We currently serve 754 elementary scholars and 416 middle school scholars. Of these scholars roughly 80% are considered at an economical disadvantage.

We have 832 elementary school students. Out of 832 students, 6.25% have served ISS and 4.93 have served out of school suspension this school year. 19 of the students are Asian and have not served ISS or OSS this school year. 254 students are Black or African American. 10.24% of Black/African American students have served ISS and 7.48% have served OSS for this school year. 469 students are Hispanic. 2.9% of Hispanic students have served ISS and 3.41% have served OSS. 36 of the students are two or more races. 11.11% of the students with two or more races have served ISS and 6% have been suspended. 51 elementary students are White. 15.6% of White students have served ISS and 7.84% have served OSS. 410 students are female. 3.7% of elementary females have served ISS ans 1.46% have served OSS. There are 422 elementary male students. 8.7% of the elementary have served ISS and 8.2% have served OSS. We have 58 exceptional education students. 6.9% of %elementary exceptional education students have served ISS and 15.5% have served OSS. In the fall of 2022 here students classified as economically disadvantaged. 7.8% of the economically disadvantaged elementary students have served ISS and 6.3% have served OSS. In the summer of 2022 there were 666 students classified as economically disadvantage. 7.2% of the summer economically disadvantage students served ISS and 6% served OSS. In the fall of 2022 there were 599 students classified as At Risk. 6.8% of the fall At Risk students served ISS and 5.6% served OSS. In the summer of 2022 33 students were classified as At Risk. 21.2% of the 2022 summer At Risk served ISS and 9% served OSS.   We have 462 middle school students. Out of 462 students, 12% have served ISS and 12% have served out of school suspension this school year. 7 of the students are Asian and have not served ISS or OSS this school year. 123 students are Black or African American. 15% of Black/African American students have served ISS and 12% have served OSS for this school year. 295 of the middle school students are Hispanic. 9% of Hispanic students have served ISS and 11% have served OSS. 14 of the students are two or more races. 21% of the students with two or more races have served ISS and 7% have been suspended. 22 middle school students are White. 18% of White students have served ISS and 18% have served OSS. 248 students are female 11% of middle school females have served ISS and 10% have served OSS. There are 214 middle school male students. 13% of the middle school students have served ISS and 13% have served OSS. We have 23 summer 2022 exceptional education students. 26% of the middle school exceptional education students have served ISS and 17% have served OSS. In the fall of 2022 there were 335 students classified as economically disadvantaged. 13% of the economically disadvantaged middle school students have served ISS and 12% have served OSS. In the summer of 2022 there were 371 students classified as economically disadvantage. 12% of the summer economically disadvantaged students served ISS and 11% served OSS. In the fall of 2022 there were 66 students classified as EB. 5% of the fall EB students served ISS and 9% served OSS. In the summer of 2022 24 students were classified as 504. 17% of the 2022 summer 504 students served ISS and 17% served OSS.

Demographics Strengths

Our school is ethnically diverse. We serve a total of 1,294 scholars. In elementary, we serve 832 scholars. 19 are Asian, 254 are Black or African American, 469 are Hispanic, 3 are American Indian or Alaska Native, 36 are two or more races, and 51 are White. In middle school we serve 462 scholars. 7 are Asian, 123 are Black or African American, 295 are Hispanic/Latino, 1 is American Indian or Alaska Native, 14 are two or more races, and 22 are white.

Our school serves all scholars including but not limited to: gifted and talented, emergent bilinguals, exceptional education, fine arts, and athletics. We are a language/leadership school and our scholars graduate mastering the english, chinese, and spanish languages. Our schools places emphasis on strengthening the mind, body, and character. These together helps our scholars to be able to compete in the global society.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Problem Statement 1: Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Root Cause: Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

Problem Statement 2 (Prioritized): Fragmented implementation of district and campus initiatives creates a lack of consistency for students and staff. **Root Cause:** Campus and district initiatives are not established in a clear, concise manner and are implemented all year long, instead of being established at the beginning of the year and allowing the initiatives to grow and develop.

Problem Statement 3 (Prioritized): Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

Problem Statement 4 (Prioritized): Students need additional personnel to support their learning and to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

Problem Statement 5 (Prioritized): Struggles to keep SPED teachers when the support from the district-level is limited. **Root Cause:** No mentor program for SPED teachers. Turnover is high due to hiring teachers with limited or no experience.

Problem Statement 6 (Prioritized): The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

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

Problem Statement 8 (Prioritized): Lack of parental involvement on campus and in the classrooms. **Root Cause:** Lack of communication of needs and planned parent's events

Student Learning

Student Learning Summary

The ILTexas Arlington campus earned a B rating for performance.

Since there was only preliminary STAAR Data for 2022 available data for CNA meeting, the campus reviewed local data and preliminary STAAR data determine campus needs. The data which will be reviewed includes school wide ECAs (Eduphoria: AWARE), Benchmarks, MAP test results, monthly I-Station results, Imagine Math Assessments and preliminary STAAR. The data received will indicate which areas our students have learning gaps in core subjects.

There is inconsistent growth for students in ISIP reading, Imagine Math, MAP, and STAAR preliminary results. There is a high number of uncertainty on the preliminary 2022-2023 STAAR 2.0 scores.

Student Learning Strengths

There were students in various grade levels meeting expectations or mastering content. ELAR student performance is a strength. Official scores will not be out until August of 2023.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Fragmented implementation of district and campus initiatives creates a lack of consistency for students and staff.   **Root Cause:** Campus and district initiatives are not established in a clear, concise manner and are implemented all year long, instead of being established at the beginning of the year and allowing the initiatives to grow and develop.

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Problem Statement 5 (Prioritized): Teachers need additional personnel to support their instructional practices for students in order to increase student achievement.   **Root Cause:** There are several gaps in student achievement and additional personnel are needed to close the gaps.

Problem Statement 6 (Prioritized): Students need additional time to focus on acquiring language skills in Spanish and Chinese.   **Root Cause:** There are several gaps in student achievement

Problem Statement 7 (Prioritized): Problem Statement 1: Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps.   **Root Cause:** Root Cause: Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

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Problem Statement 9 (Prioritized): The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management.   **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

Problem Statement 10 (Prioritized): High number of student behavior referrals.   **Root Cause:** Lack of consistent classroom management and campus discipline protocol.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment: Our campus collaborates effectively with instructional coaches and support our new teachers to the campus. There is a need for continuing support with professional development to support instructional practices. Having two instructional coaches has allowed the campus the opportunity to support more teachers with curriculum, instruction, and assesments. There is a need to strengthen the content knowledge with our teachers in order for teachers to learn the depth and complexitiy of standards and TEKS guidelines. The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Teachers will utilize the IPP planning process for all core subject areas, as well as analyze data based on the state, district and local assessments in order to be data driven. Teachers will need to differentiate instruction based on students' needs and learning styles in order to reach a diverse group of students.

Staff Recruitment and Retention: Our goal is to recruit and retain high caliber staff. We use sources such as, campus website, the Teacher Job Network (TJN), District and Region 10 and 11 job fairs, social media, and word of mouth. Our goal is that all teachers are highly qualified. We have teachers in alternative certification programs as well as visiting teachers from other countries to support our district mission of being a trilingual school district. Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers.

Technology: All staff members have been provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, students in grades 4-8 are provided their own Chromebooks. Likewise, students in K-3 classrooms utilize one tablet, or Chromebook creating a 1:1 ratio for technology. Due to virtual learning, all students K-8 had a 1:1 ratio chromebooks. We utilize the following academic resources to assist us in our daily learning and communication: Kahoot, Measuring Up, Dojo, Study Island, IStation, Reading A-Z, Stemscopes, Kuder, MAP, STAAR-AR, Imagine Math, Splash Math, All in Learning, Google Classroom, and Seesaw; and finally, technology pieces that also encourage and engage parents through the use of programs such as Edmodo, Peachjar, Dojo, Smores, Facebook, Call-Messenger and Parent Portal. With the use of this kind of technology we have increased our parent communication, improved behavior, while continuing to make teaching and the delivery more engaging, attainable, and fun. Virtual learning allowed us to provide more technology support to parents through a technology help desk. Resources (Eduphoria, Forethought, Staff Climate Survey)

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment: Low turnover among staff allows for consistency in content areas which ultimately results in stronger content knowledge and effective use of instructional practices. With the addition of two Campus Instructional Coaches, teachers are able to get more support in areas of lesson design, curriculum alignment, data analysis, and data-driven instruction.

Staff Recruitment and Retention: Very low turnover among staff in comparison to the overall district. This allows for the campus to maintain a consistent culture/climate, while increasing student achievement.

Technology: Each student in grades K-8 has access to technology via chromebooks. Students in grades 4th-8th receive their own personal chromebook for academic usage.

School Processes & Program Strengths: The campus does a great job of adhering to the many cultural and international festivities that are mandated by the district. Stong systems are in place to ensure organizational and academic strengths.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Struggles to keep SPED teachers when the support from the district-level is limited. **Root Cause:** No mentor program for SPED teachers. Turnover is high due to hiring teachers with limited or no experience.

Problem Statement 2 (Prioritized): The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

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Problem Statement 10 (Prioritized): Students need additional time to focus on acquiring language skills in Spanish and Chinese. **Root Cause:** There are several gaps in student achievement

Problem Statement 11 (Prioritized): Lack of parental involvement on campus and in the classrooms. **Root Cause:** Lack of communication of needs and planned parent's events

Problem Statement 12 (Prioritized): High number of student behavior referrals. **Root Cause:** Lack of consistent classroom management and campus discipline protocol.

Perceptions

Perceptions Summary

As a campus, our climate and culture survey indicates that majority of our campus staff feel as if our campus' environment is positive and encouraging. Our staff does a great job of collaborating and working together for the greater good. The campus does a great job of reinforcing the district's vision and mission. For the upcoming school year, the campus will work on streamlining systems related to student discipline and strengthening staff morale overall.

Perceptions Strengths

Campus strengths are the positive culture and climate and which staff feels as if they are a "family" with a "family-oriented" environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of parental involvement on campus and in the classrooms. **Root Cause:** Lack of communication of needs and planned parent's events

Problem Statement 2 (Prioritized): High number of student behavior referrals. **Root Cause:** Lack of consistent classroom management and campus discipline protocol.

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Priority Problem Statements

Problem Statement 1: Problem Statement 1: Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps.

Root Cause 1: Root Cause: Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

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

Problem Statement 2: Fragmented implementation of district and campus initiatives creates a lack of consistency for students and staff.

Root Cause 2: Campus and district initiatives are not established in a clear, concise manner and are implemented all year long, instead of being established at the beginning of the year and allowing the initiatives to grow and develop.

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

Problem Statement 3: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development.

Root Cause 3: Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

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

Problem Statement 4: Students need additional resources to increase student achievement.

Root Cause 4: There are several gaps in student achievement and additional resources are needed to close the gaps.

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

Problem Statement 5: Students need additional personnel to support their learning and to increase student achievement.

Root Cause 5: There are several gaps in student achievement and additional personnel are needed to close the gaps.

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

Problem Statement 6: Teachers need additional personnel to support their instructional practices for students in order to increase student achievement.

Root Cause 6: There are several gaps in student achievement and additional personnel are needed to close the gaps.

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

Problem Statement 7: Students need additional time to focus on acquiring language skills in Spanish and Chinese.

Root Cause 7: There are several gaps in student achievement

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

Problem Statement 8: Struggles to keep SPED teachers when the support from the district-level is limited.

Root Cause 8: No mentor program for SPED teachers. Turnover is high due to hiring teachers with limited or no experience.

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

Problem Statement 9: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management.

Root Cause 9: The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

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

Problem Statement 10: Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement.

Root Cause 10: Parent engagement opportunities are limited.

Problem Statement 10 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 11: Lack of parental involvement on campus and in the classrooms.

Root Cause 11: Lack of communication of needs and planned parent's events

Problem Statement 11 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 12: High number of student behavior referrals.

Root Cause 12: Lack of consistent classroom management and campus discipline protocol.

Problem Statement 12 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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- 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

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Goals

Revised/Approved: June 14, 2023

Goal 1: By the end of the 2023-2024 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 2023-2024 school year, all Special Populations (to include AA student group, EC Disadv student group, 2 or more races student group, SPED, Bilingual, and ESL students) will increase in their performance at the Meets Performance Level on State Assessments by 15-20%.

High Priority

HB3 Goal

Evaluation Data Sources: ECAs, Benchmarks, MAP, STAAR

Strategy 1 Details				Reviews			
Strategy 1: Monitor implementation of curriculum and Scope of Sequence.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement				**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Dean, IC, Administrators, and GLAs **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 7 - School Processes & Programs 4							

Strategy 2 Details	Reviews			
Strategy 2: Use data driven instruction based on teacher and district assessment to drive instructional needs of students and have teachers monitor using All in Learning.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Dean, IC, Administrators, GLAs **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 7 - School Processes & Programs 4 **Funding Sources:** Renew All in Learning License - 211 - Title 1-A - $10,000				

Strategy 3 Details	Reviews			
Strategy 3: Administer DRA/EDL (Kinder-2nd Grade) and MAP and I-Station testing to determine and target reading instructional levels.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase student achievement **Staff Responsible for Monitoring:** Dean, ICs, Admin **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 1 - Student Learning 7 - School Processes & Programs 4 **Funding Sources:** MAP - 211 - Title 1-A - $10,000				

Strategy 4 Details	Reviews			
Strategy 4: Conduct tutorials before/during/after the school day and for Saturday School for those students not demonstrating mastery.	Formative			Summative
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Administrators, GLAs, Dean **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 8 - Perceptions 4 **Funding Sources:** Supplemental Pay for tutoring and Sat. School - 211 - Title 1-A - $15,000				

Strategy 5 Details	Reviews			
Strategy 5: Provide online programs to include RAZ kids, Study Island, Brain Pop, MAP, Measuring Up, and other online resources to enhance instruction and increase student academic achievement.	Formative			Summative
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Dean, ICs, Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 3 - School Processes & Programs 7 - Perceptions 3				

Strategy 6 Details	Reviews			
Strategy 6: Provide instructional materials for students 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 Assessments (including Kamico, STAAR Master, Measuring Up, MAP, etc.)	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Admin, Dean, ICs, Teachers **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 8 - Perceptions 4				

Strategy 7 Details	Reviews			
Strategy 7: Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide parent resources to support our Dual Language Program. Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide online access to CNA/CIP.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase parental involvement **Staff Responsible for Monitoring:** Administrators, GLAs, Teachers **Title I:** 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy** **Problem Statements:** Demographics 7 - School Processes & Programs 3 - Perceptions 8				

Strategy 8 Details	Reviews			
Strategy 8: Provide teachers with Professional Development Opportunities that are Campus- Based via Super Saturday Sessions.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase student achievement **Staff Responsible for Monitoring:** Administrators, ICs, GLAs, Teachers **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 3 - Student Learning 2 - School Processes & Programs 6				

Strategy 9 Details	Reviews			
Strategy 9: Bring in subject matter experts and consultants to help ILTexas Teachers, Administrators, and District Support Staff strengthen their ability to support our ESL, DLI, and other programs that will increase student achievement, with particular attention to ELL's.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement and teacher growth **Staff Responsible for Monitoring:** Dean, ICs, Admin **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 3 - Student Learning 2 - School Processes & Programs 6				

Strategy 10 Details	Reviews			
Strategy 10: Send campus and district staff to conferences (e.g. La Cosecha, TESOL) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, DLI, and other programs that will increase student achievement, with particular attention to ELLs.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase student performance in Dual Language program and student achievement **Staff Responsible for Monitoring:** Administrators and ICs **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 3 - Student Learning 2 - School Processes & Programs 6				

Strategy 11 Details	Reviews			
Strategy 11: Hire additional personnel such as instructional aides to support teacher instruction in reading, math, science, and social studies.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased teacher performance and student achievement **Staff Responsible for Monitoring:** Dean, Administrators, GLAs **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 3 - School Processes & Programs 7 - Perceptions 3				

Strategy 12 Details	Reviews			
Strategy 12: Purchase technology such as laptops, tablets, chromebooks to support instruction	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Admin, GLAs, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 3 - School Processes & Programs 7 - Perceptions 3				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Problem Statement 1: Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause**: Root Cause: Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.
Problem Statement 3: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause**: Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.
Problem Statement 4: Students need additional personnel to support their learning and to increase student achievement. **Root Cause**: There are several gaps in student achievement and additional personnel are needed to close the gaps.
Problem Statement 7: Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement. **Root Cause**: Parent engagement opportunities are limited.

Student Learning
Problem Statement 2: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause**: Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.
Problem Statement 3: Students need additional resources to increase student achievement. **Root Cause**: There are several gaps in student achievement and additional resources are needed to close the gaps.
Problem Statement 4: Students need additional personnel to support their learning and to increase student achievement. **Root Cause**: There are several gaps in student achievement and additional personnel are needed to close the gaps.

Student Learning
Problem Statement 7: Problem Statement 1: Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause**: Root Cause: Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

School Processes & Programs
Problem Statement 3: Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement. **Root Cause**: Parent engagement opportunities are limited.
Problem Statement 4: Problem Statement 1: Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause**: Root Cause: Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.
Problem Statement 6: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause**: Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.
Problem Statement 7: Students need additional resources to increase student achievement. **Root Cause**: There are several gaps in student achievement and additional resources are needed to close the gaps.
Problem Statement 8: Students need additional personnel to support their learning and to increase student achievement. **Root Cause**: There are several gaps in student achievement and additional personnel are needed to close the gaps.

Perceptions
Problem Statement 3: Students need additional resources to increase student achievement. **Root Cause**: There are several gaps in student achievement and additional resources are needed to close the gaps.
Problem Statement 4: Students need additional personnel to support their learning and to increase student achievement. **Root Cause**: There are several gaps in student achievement and additional personnel are needed to close the gaps.
Problem Statement 8: Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement. **Root Cause**: Parent engagement opportunities are limited.

Goal 1: By the end of the 2023-2024 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 2023-2024 school year, we will improve parental involvement on our campus by increasing the communication between the school and the stakeholders.

> **High Priority**

> **HB3 Goal**

> **Evaluation Data Sources:** District Surveys

Strategy 1 Details	Reviews			
Strategy 1: Be more intentional with using social media to display positive achievements.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increased student achievement and parental involvement. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents
 	
 Staff Responsible for Monitoring: GLAs, Admin
 	
 Title I:
 2.5
  - **TEA Priorities:**
 Improve low-performing schools
  - **ESF Levers:**
 Lever 3: Positive School Culture
  - **Targeted Support Strategy**
 Problem Statements: Demographics 7 - School Processes & Programs 3 - Perceptions 8
 Funding Sources: - 211 - Title 1-A - $1,000
	Nov	**Jan**	**May**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Provide a Principal's newsletter so that stakeholders are current with events by using SMORE		Formative			Summative
Strategy's Expected Result/Impact: Increased parental involvement		**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Admin and GLAs **Title I:** 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 5					

Strategy 3 Details		Reviews			
Strategy 3: Promote and host more events such as STEM nights or Family fun nights.		Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement		**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Admin, GLAs, Teachers **Title I:** 2.4, 2.5, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 8 - Perceptions 4 **Funding Sources:** Supplies for Family Nights - 211 - Title 1-A - $5,000					

Strategy 4 Details		Reviews			
Strategy 4: Purchase technology to support parental involvement		Formative			Summative
Strategy's Expected Result/Impact: Increased parent involvement		Nov	Jan	May	June
Staff Responsible for Monitoring: Admin, GLAs					
Title I: 2.5, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** Demographics 7 - School Processes & Programs 3 - Perceptions 8					

Strategy 5 Details		Reviews			
Strategy 5: Purchase food and snacks for meetings to increase parental involvement		Formative			Summative
Strategy's Expected Result/Impact: Increased parent involvement		Nov	Jan	May	June
Staff Responsible for Monitoring: Admin, GLAs					
Title I: 4.2 **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** Demographics 7, 8 - School Processes & Programs 3, 11 - Perceptions 1, 8					

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Fragmented implementation of district and campus initiatives creates a lack of consistency for students and staff.   **Root Cause**: Campus and district initiatives are not established in a clear, concise manner and are implemented all year long, instead of being established at the beginning of the year and allowing the initiatives to grow and develop.
Problem Statement 4: Students need additional personnel to support their learning and to increase student achievement.   **Root Cause**: There are several gaps in student achievement and additional personnel are needed to close the gaps.
Problem Statement 7: Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement.   **Root Cause**: Parent engagement opportunities are limited.
Problem Statement 8: Lack of parental involvement on campus and in the classrooms.   **Root Cause**: Lack of communication of needs and planned parent's events

Student Learning
Problem Statement 1: Fragmented implementation of district and campus initiatives creates a lack of consistency for students and staff.   **Root Cause**: Campus and district initiatives are not established in a clear, concise manner and are implemented all year long, instead of being established at the beginning of the year and allowing the initiatives to grow and develop.
Problem Statement 4: Students need additional personnel to support their learning and to increase student achievement.   **Root Cause**: There are several gaps in student achievement and additional personnel are needed to close the gaps.

School Processes & Programs
Problem Statement 3: Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement.   **Root Cause**: Parent engagement opportunities are limited.
Problem Statement 5: Fragmented implementation of district and campus initiatives creates a lack of consistency for students and staff.   **Root Cause**: Campus and district initiatives are not established in a clear, concise manner and are implemented all year long, instead of being established at the beginning of the year and allowing the initiatives to grow and develop.
Problem Statement 8: Students need additional personnel to support their learning and to increase student achievement.   **Root Cause**: There are several gaps in student achievement and additional personnel are needed to close the gaps.
Problem Statement 11: Lack of parental involvement on campus and in the classrooms.   **Root Cause**: Lack of communication of needs and planned parent's events

Perceptions
Problem Statement 1: Lack of parental involvement on campus and in the classrooms.   **Root Cause**: Lack of communication of needs and planned parent's events
Problem Statement 4: Students need additional personnel to support their learning and to increase student achievement.   **Root Cause**: There are several gaps in student achievement and additional personnel are needed to close the gaps.
Problem Statement 8: Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement.   **Root Cause**: Parent engagement opportunities are limited.

Goal 1: By the end of the 2023-2024 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 2023-2024 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 report and assessments compared to 2022-2023 data.

Strategy 1 Details	Reviews			
Strategy 1: Bring in subject matter experts (such as but not limited to Youth Equipped to Succeed) and purchase resources (such as but not limit to SEL and mental health curriculum for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students) to improve students' readiness to learn.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increase learning readiness as measured by Rhithm
    Staff Responsible for Monitoring: Principal, AP, counselors
 	
    Title I:
2.4, 2.5
    Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 6
    Funding Sources: - 211 - Title 1-A - $1,500				

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause**: Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

Student Learning
Problem Statement 2: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause**: Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

School Processes & Programs
Problem Statement 6: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause**: Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

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, based on the ACTFL proficiency guidelines.

    Evaluation Data Sources: AWARE

Strategy 1 Details	Reviews			
Strategy 1: Purchase supplemental resources such as bilingual dictionaries, leveled readers, and enrichment summer school materials to support instruction of English Learners.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increase student performance in Dual Language
    Staff Responsible for Monitoring: Dean, IC, Admin
 	
    Title I:
2.4, 2.5
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy**
    Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 5
    Funding Sources: - 211 - Title 1-A - $1,000				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Fragmented implementation of district and campus initiatives creates a lack of consistency for students and staff.   **Root Cause**: Campus and district initiatives are not established in a clear, concise manner and are implemented all year long, instead of being established at the beginning of the year and allowing the initiatives to grow and develop.

Student Learning
Problem Statement 1: Fragmented implementation of district and campus initiatives creates a lack of consistency for students and staff.   **Root Cause**: Campus and district initiatives are not established in a clear, concise manner and are implemented all year long, instead of being established at the beginning of the year and allowing the initiatives to grow and develop.

School Processes & Programs
Problem Statement 5: Fragmented implementation of district and campus initiatives creates a lack of consistency for students and staff.   **Root Cause**: Campus and district initiatives are not established in a clear, concise manner and are implemented all year long, instead of being established at the beginning of the year and allowing the initiatives to grow and develop.

Goal 3: By the end of the 2023-2024 school year ILTexas will retain 75% of teachers, an increase from 70% achieved in the previous school year.

Performance Objective 1: In the 2023-2024 school year, recruit and retain highly qualified teachers and staff for ILTexas by offering support to all staff.

  High Priority

  HB3 Goal

  Evaluation Data Sources: HR Data

Strategy 1 Details	Reviews			
Strategy 1: Assist teachers in obtaining their ESL and Bilingual certifications to address this shortage area.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased teacher retention	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Admin, ICs, Teachers, GLAs **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 1, 3 - Student Learning 2, 7 - School Processes & Programs 4, 6				

Strategy 2 Details	Reviews			
Strategy 2: Utilize School Mint Grow to provide feedback to teachers to improve instruction	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase teacher retention	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Dean, ICs, Admin				

Title I:
2.4, 2.5
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction
 - **Targeted Support Strategy**
Problem Statements: Demographics 1, 3, 6 - Student Learning 2, 7, 9 - School Processes & Programs 2, 4, 6 - Perceptions 7

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Problem Statement 1: Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause**: Root Cause: Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.
Problem Statement 3: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause**: Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.
Problem Statement 6: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause**: The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

Student Learning
Problem Statement 2: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause**: Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.
Problem Statement 7: Problem Statement 1: Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause**: Root Cause: Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

Student Learning

Problem Statement 9: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause**: The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

School Processes & Programs

Problem Statement 2: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause**: The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

Problem Statement 4: Problem Statement 1: Analyze data and create new strategies designed to serve the students whom current instruction is not reaching. Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause**: Root Cause: Need for educators to analyze data and reflect on curriculum and instruction best practice strategies to ensure all student needs are being met.

Problem Statement 6: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause**: Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

Perceptions

Problem Statement 7: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause**: The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

Goal 3: By the end of the 2023-2024 school year ILTexas will retain 75% of teachers, an increase from 70% achieved in the previous school year.

Performance Objective 2: By the end of the 23-24 school year, we will improve the climate and culture by increasing our implementation of PBIS and Restorative Strategies with administration, teachers, instructional aides.

    Evaluation Data Sources: Staff climate surveys

Strategy 1 Details			**Reviews**		
Strategy 1: Attend PD on PBIS and Restorative Practices		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Admin, Dean, ICs, GLAs, Teachers **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy** **Problem Statements:** Demographics 6 - Student Learning 9 - School Processes & Programs 2 - Perceptions 7 **Funding Sources:** - 211 - Title 1-A - $5,000		**Nov**	**Jan**	**May**	**June**

Strategy 2 Details			**Reviews**		
Strategy 2: Purchase books to conduct book studies on improving climate and culture		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased climate and culture **Staff Responsible for Monitoring:** Admin, GLAs, Teachers **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy** **Problem Statements:** Demographics 3 - Student Learning 2 - School Processes & Programs 6 **Funding Sources:** - 211 - Title 1-A - $1,000		**Nov**	**Jan**	**May**	**June**

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause**: Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.
Problem Statement 6: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause**: The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

Student Learning
Problem Statement 2: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause**: Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.
Problem Statement 9: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause**: The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

School Processes & Programs
Problem Statement 2: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause**: The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.
Problem Statement 6: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause**: Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

Perceptions
Problem Statement 7: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause**: The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

Goal 3: By the end of the 2023-2024 school year ILTexas will retain 75% of teachers, an increase from 70% achieved in the previous school year.

Performance Objective 3: The culture and climate of our campuses will improve 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 and security from 50% to 75% by the end of the 2023-24 school year.

Evaluation Data Sources: Climate Surveys

Strategy 1 Details	Reviews			
Strategy 1: Bring in subject matter experts (such as but not limited to AIM for Success) and purchase resources (such as but not limit to purchasing kits for counselors) aimed an improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students).	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased Climate and Culture **Staff Responsible for Monitoring:** Counselors **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3 - Student Learning 2 - School Processes & Programs 6				

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development.   **Root Cause**: Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

Student Learning
Problem Statement 2: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development.   **Root Cause**: Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

School Processes & Programs
Problem Statement 6: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development.   **Root Cause**: Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Monitor implementation of curriculum and Scope of Sequence.
1	1	2	Use data driven instruction based on teacher and district assessment to drive instructional needs of students and have teachers monitor using All in Learning.
1	1	4	Conduct tutorials before/during/after the school day and for Saturday School for those students not demonstrating mastery.
1	1	5	Provide online programs to include RAZ kids, Study Island, Brain Pop, MAP, Measuring Up, and other online resources to enhance instruction and increase student academic achievement.
1	1	7	Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide parent resources to support our Dual Language Program. Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide online access to CNA/CIP.
1	1	8	Provide teachers with Professional Development Opportunities that are Campus- Based via Super Saturday Sessions.
1	1	9	Bring in subject matter experts and consultants to help ILTexas Teachers, Administrators, and District Support Staff strengthen their ability to support our ESL, DLI, and other programs that will increase student achievement, with particular attention to ELL's.
1	1	10	Send campus and district staff to conferences (e.g. La Cosecha, TESOL) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, DLI, and other programs that will increase student achievement, with particular attention to ELLs.
1	1	11	Hire additional personnel such as instructional aides to support teacher instruction in reading, math, science, and social studies.
1	1	12	Purchase technology such as laptops, tablets, chromebooks to support instruction
1	2	1	Be more intentional with using social media to display positive achievements.
1	2	2	Provide a Principal's newsletter so that stakeholders are current with events by using SMORE
1	2	3	Promote and host more events such as STEM nights or Family fun nights.
1	2	4	Purchase technology to support parental involvement
1	2	5	Purchase food and snacks for meetings to increase parental involvement
2	1	1	Purchase supplemental resources such as bilingual dictionaries, leveled readers, and enrichment summer school materials to support instruction of English Learners.
3	1	1	Assist teachers in obtaining their ESL and Bilingual certifications to address this shortage area.
3	1	2	Utilize School Mint Grow to provide feedback to teachers to improve instruction
3	2	1	Attend PD on PBIS and Restorative Practices
3	2	2	Purchase books to conduct book studies on improving climate and culture

Campus Funding Summary

<table>
<tr><td colspan="6" align="center">211 - Title 1-A</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>2</td><td>Renew All in Learning License</td><td></td><td>$10,000.00</td></tr>
<tr><td>1</td><td>1</td><td>3</td><td>MAP</td><td></td><td>$10,000.00</td></tr>
<tr><td>1</td><td>1</td><td>4</td><td>Supplemental Pay for tutoring and Sat. School</td><td></td><td>$15,000.00</td></tr>
<tr><td>1</td><td>2</td><td>1</td><td></td><td></td><td>$1,000.00</td></tr>
<tr><td>1</td><td>2</td><td>3</td><td>Supplies for Family Nights</td><td></td><td>$5,000.00</td></tr>
<tr><td>1</td><td>3</td><td>1</td><td></td><td></td><td>$1,500.00</td></tr>
<tr><td>2</td><td>1</td><td>1</td><td></td><td></td><td>$1,000.00</td></tr>
<tr><td>3</td><td>2</td><td>1</td><td></td><td></td><td>$5,000.00</td></tr>
<tr><td>3</td><td>2</td><td>2</td><td></td><td></td><td>$1,000.00</td></tr>
<tr><td colspan="5" align="right">Sub-Total</td><td>$49,500.00</td></tr>
</table>