International Leadership of Texas

Arlington Middle

2023-2024 Campus Improvement Plan

Mission Statement

Our mission at 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.

Value Statement

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.

2022-2023 STAAR rating was a C.

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): 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:** 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): 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 3 (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.

Student Learning

Student Learning Summary

The ILTexas Arlington Middle School campus earned a C rating for performance for acceptable performance by serving many students well but needs to provide additional academics support to many more students in 2022-2023.

The 2022-2023 STAAR 2.0 test published and is not slated to come out until August of 2023. The preliminary scores have a lot of score uncertainty that cannot be verified at this time.

Student Learning Strengths

The first strength to notate is that multiple campus interventions have successfully been implemented on campus to grow students based on data based on NWA data in All in Learning. Reading is a strength for the campus.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 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:** 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 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 5 (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 6 (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 7 (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 8 (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 9 (Prioritized): The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistant 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): Lack of parental involvement on campus and in the classrooms. **Root Cause:** Lack of communication of needs and planned parent's events

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment

As a campus when it comes to our school processes & programs, some of our strongest areas are collaborating with staff and having a voice and assisting in making campus-wide decisions. Areas of opportunity that we will continue to focus on is mentoring new staff members and providing ongoing support for teachers via professional development opportunities. Our curriculum, instruction, and assessment supports and challenges all students with all of our teachers following the state standards (TEKS) guidelines. The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Teachers will utilize the IPP 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, including the new ILTexas charter alternative certification program, as well as visiting teachers from other countries to support our district mission of being a trilingual school district. Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers.

Technology

All staff members have been provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, students in grades 6-8 are provided their own Chromebooks. 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. Strong systems are in place to ensure organizational and academic strengths.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 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:** 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 8 (Prioritized): Lack of parental involvement on campus and in the classrooms.   **Root Cause:** Lack of communication of needs and planned parent's events

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.

Resources (Staff Climate Survey, Fall and Spring Parent Climate Survey)

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

Priority Problem Statements

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: 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 - Perceptions

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: Student Learning - Perceptions

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: Student Learning - Perceptions

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

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

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

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

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 - 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 consistant 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: 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: Student Learning - 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: 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)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

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
- Enrollment trends

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 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 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 10-15%.

High Priority

Evaluation Data Sources: ECA Data, Benchmark Data, MAP Data, STAAR Data

Strategy 1 Details		Reviews			
Strategy 1: Monitor implementation of curriculum and Scope of Sequence and use resources such as Lead4ward Field Guides to assist with planning aligned lessons.		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Admin, ICs, GLAs, and Teachers **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1					

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:** Administrators, IC, GLAs, Teachers **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1					

Strategy 3 Details		Reviews			
Strategy 3: Administer MAP and I-Station testing to determine and target reading instructional levels.		Formative			Summative
Strategy's Expected Result/Impact: Increase reading levels for students		Nov	Jan	May	June
Staff Responsible for Monitoring: Instructional Coaches, ELA Teachers **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1					

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: Increase student achievement
    Staff Responsible for Monitoring: Administrators, GLAs, Teachers
 	
    Title I:
2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy**
    Problem Statements: Demographics 3 - Student Learning 5
    Funding Sources: Supplemental Pay - 211 - Title 1-A - $8,000				

Strategy 5 Details	Reviews			
Strategy 5: Provide online programs to include RAZ kids, Study Island, Brain Pop, MAP, Measuring Up, Flocabulary, Freedom Run, 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 in Reading and Math
    Staff Responsible for Monitoring: Instructional Coach, GLAs, Teachers
 	
    Title I:
2.4, 2.5
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy**
    Problem Statements: Student Learning 4 - School Processes & Programs 6
    Funding Sources: Supplemental resources for Tutoring and Saturday School - 211 - Title 1-A - $5,000				

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 academic achievement **Staff Responsible for Monitoring:** Administrators, GLAs, ICs, and Teachers **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 4 - School Processes & Programs 6 **Funding Sources:** Supplemental resources needed for instruction - 211 - Title 1-A - $5,000				

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 instruction. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased parental involvement **Staff Responsible for Monitoring:** Administrators, GLAs, Teachers **Title I:** 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 8 - School Processes & Programs 4 - Perceptions 2 **Funding Sources:** Resources for parent meetings - 211 - Title 1-A - $1,500				

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, teacher retention, and teacher professional growth **Staff Responsible for Monitoring:** Administrators, GLAs, ICs, Teachers **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, 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:** Student Learning 3 - Perceptions 4 **Funding Sources:** Supplemental Pay - 211 - Title 1-A - $6,000				

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:** Administrators, GLAs, ICs, Teachers **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:** Student Learning 9 - School Processes & Programs 3 - Perceptions 5 **Funding Sources:** Contracted Services - 211 - Title 1-A - $3,000				

Strategy 10 Details	Reviews			
Strategy 10: Hire additional personnel to support teacher instruction in math and science	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Administrators **Title I:** 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 5 **Funding Sources:** Personnel - 211 - Title 1-A - $55,000				

Strategy 11 Details	Reviews			
Strategy 11: Hire additonal personnel such as instructional aide to support small group instruction	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: ICs, GLAs, Teachers **Title I:** 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 5 **Funding Sources:** Personnel - 211 - Title 1-A - $40,000				

Strategy 12 Details	Reviews			
Strategy 12: Purchase technology such as laptops, monitors, tablets, chromebooks, and accessories (docking stations, HDMI cords, etc.) to support instruction in all content areas.	Formative			Summative
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increased Student achievement
    Staff Responsible for Monitoring: Administrators
 	
    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: Student Learning 4 - School Processes & Programs 6
Funding Sources: Laptops, Tablets, Chromebooks - 211 - Title 1-A - $5,000				

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

Performance Objective 1 Problem Statements:

Demographics
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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**: 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 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 5: 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.

Student Learning

Problem Statement 9: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistant 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 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**: 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: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistant 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: 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 6: 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.

Perceptions

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**: 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: 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: 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 5: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistant 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 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 2023-2024 school year, we will improve parental involvement on our campus by increasing the communication between the school and the all stakeholders to increase student achievement.

    Evaluation Data Sources: Fall and Spring Parent Surveys

Strategy 1 Details	Reviews			
Strategy 1: Be more intentional with using social media to display postive achievements.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Parental involvement **Staff Responsible for Monitoring:** Admin, GLAs, Teachers **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** Student Learning 10 - School Processes & Programs 8 - Perceptions 6	**Nov**	**Jan**	**May**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Provide a Principal's newsletter so that stakeholders are current with events.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parental involvement **Staff Responsible for Monitoring:** Admin, GLAs, Teachers **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** Student Learning 10 - School Processes & Programs 8 - Perceptions 6 **Funding Sources:** SMORE Newsletter - 211 - Title 1-A - $500	**Nov**	**Jan**	**May**	**June**

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: Increase parental involvement		**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Admin, GLAs, ICs, Teachers **Title I:** 2.5, 4.2 - **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:** Student Learning 4 - School Processes & Programs 6 **Funding Sources:** Materials for Family nights events - 211 - Title 1-A - $1,000					
Strategy 4 Details		Reviews			
Strategy 4: Purchase technology to support parental involvement		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parental involvement		**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Admin **Title I:** 2.5, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy** **Problem Statements:** Student Learning 8 - School Processes & Programs 4 - Perceptions 2 **Funding Sources:** Laptops, chromebooks, tablets - 211 - Title 1-A - $2,500					

Strategy 5 Details	Reviews			
Strategy 5: Purchase food and snacks for meetings to increase parental involvement	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parental involvement	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Admin **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** Student Learning 10 - School Processes & Programs 8 - Perceptions 6 **Funding Sources:** Food, snacks, beverages - 211 - Title 1-A - $1,000				

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: 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: 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 10: Lack of parental involvement on campus and in the classrooms.   **Root Cause**: Lack of communication of needs and planned parent's events

School Processes & Programs
Problem Statement 4: 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 6: 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: 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 2: 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 6: Lack of parental involvement on campus and in the classrooms.   **Root Cause**: Lack of communication of needs and planned parent's events

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 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 reports 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: Improve learning readiness as measured by Rhithm
    Staff Responsible for Monitoring: Principal, APs, Counselors
 	
    Title I:
2.5, 2.6
    Problem Statements: Student Learning 9 - School Processes & Programs 3 - Perceptions 5
    Funding Sources: - 211 - Title 1-A - $2,500				

0% No Progress	100% Accomplished	Continue/Modify		Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 9: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistant 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 3: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistant 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.

Perceptions
Problem Statement 5: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistant 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 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 2023-2024 school year, all students will demonstrate an increase of a minimum of one sub-level, based on the ACTFL proficiency guidelines.

Evaluation Data Sources: AAPPL Testing Data

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: Increased student language performance in Reading, Writing, Listening, and Speaking **Staff Responsible for Monitoring:** Administrators, ICs, Teachers, GLAs **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 7 - School Processes & Programs 7 **Funding Sources:** Bilingual Dictionaries - 211 - Title 1-A - $500				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 7: Students need additional time to focus on acquiring language skills in Spanish and Chinese.   **Root Cause**: There are several gaps in student achievement

School Processes & Programs
Problem Statement 7: Students need additional time to focus on acquiring language skills in Spanish and Chinese.   **Root Cause**: There are several gaps in student achievement

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: All Instructional coaches will monitor fidelity of the DLI model by June 2024.

    Evaluation Data Sources: ACTFL

Strategy 1 Details	Reviews			
Strategy 1: Purchase supplemental technology (such as Chromebooks), instructional materials, and evaluation/assessment/ data analysis resources (and subsequent related PD. This includes hard copies as well as online tools/software to scaffold instruction (i.e., Peoples Education - Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: ACTFL increase
     Staff Responsible for Monitoring: Principal, AP
 	
     Title I:
     2.5, 2.6
     Problem Statements: Student Learning 4 - School Processes & Programs 6
     Funding Sources: - 211 - Title 1-A - $1,000				

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: 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.
School Processes & Programs
Problem Statement 6: 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.

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 2023-2024 school year, recruit and retain highly qualified teachers and staff for ILTexas by offering support to all staff.

    High Priority

    Evaluation Data Sources: Human Resources Data

Strategy 1 Details	Reviews			
Strategy 1: Advertise in the newspaper, on the web, through Teacher Job Network and through other educator recruitment portals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of highly qualified candidates	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Administrators **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy**				
Strategy 2 Details	**Reviews**			
Strategy 2: Attend College, ESC, and Online Job Fairs as well as other educator Recruitment Job Fairs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the amount of high quality teacher candidates	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Aministrators, ICs, GLAs **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Purchase technology such as laptops, chromebooks, tablets, etc. to support instruction	Formative			Summative
Strategy's Expected Result/Impact: Retain Teachers and Staff	Nov	Jan	May	June
Staff Responsible for Monitoring: Administrators, GLAs, Teachers **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, 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** **Funding Sources:** Laptops, Tablets, Chromebooks - 211 - Title 1-A - $3,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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 2: By the end of the 2023-2024 school year, we will improve the climate and culture by increasing our implementation of PBIS and Restorative Strategies with all administration and teachers

    Evaluation Data Sources: Fall and Spring Climate Surveys

Strategy 1 Details	Reviews			
Strategy 1: Attend PD on PBIS and Restorative Practices to prevent violence and promote a positive culture	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in student discipline referrals and increase in climate and culture	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Admin, ICs, GLAs, Teachers **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy** **Problem Statements:** Student Learning 9 - School Processes & Programs 3 - Perceptions 5 **Funding Sources:** PD for PBIS, Restorative Discipline, and RCA - 211 - Title 1-A - $5,000				
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 positive climate and culture	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Administrators, Teachers, GLAs, IC **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Professional Literature - 211 - Title 1-A - $500				

Strategy 3 Details	Reviews			
Strategy 3: Purchase food and snacks for meetings to help build campus morale	Formative			Summative
Strategy's Expected Result/Impact: Increase staff morale	Nov	Jan	May	June
Staff Responsible for Monitoring: Administrators, ICs, GLAs				
Title I: 2.5, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** Student Learning 8, 10 - School Processes & Programs 4, 8 - Perceptions 2, 6 **Funding Sources:** Food, snacks, beverages - 211 - Title 1-A - $1,500				

Strategy 4 Details	Reviews			
Strategy 4: Purchase and utilize Whetstone to improve the quality of feedback to teachers.	Formative			Summative
Strategy's Expected Result/Impact: Increase positive climate and culture	Nov	Jan	May	June
Staff Responsible for Monitoring: Aministrators				
Title I: 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** Student Learning 9 - School Processes & Programs 3 - Perceptions 5 **Funding Sources:** Whetstone - 211 - Title 1-A - $5,000				

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

Performance Objective 2 Problem Statements:

Demographics
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**: 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 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**: 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 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.
Problem Statement 9: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistant 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: Lack of parental involvement on campus and in the classrooms. **Root Cause**: Lack of communication of needs and planned parent's events

School Processes & Programs
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**: 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: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistant 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: 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

Perceptions
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**: 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: 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: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistant 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: Lack of parental involvement on campus and in the classrooms. **Root Cause**: Lack of communication of needs and planned parent's events

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 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 2023-2024 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: Student Learning 9 - School Processes & Programs 3 - Perceptions 5
    Funding Sources: - 211 - Title 1-A - $1,500				

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 9: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistant 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 3: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistant 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.

Perceptions
Problem Statement 5: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistant 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.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Monitor implementation of curriculum and Scope of Sequence and use resources such as Lead4ward Field Guides to assist with planning aligned lessons.
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	3	Administer MAP and I-Station testing to determine and target reading instructional levels.
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, Flocabulary, Freedom Run, and other online resources to enhance instruction and increase student academic achievement.
1	1	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.)
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 instruction. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.
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	Hire additional personnel to support teacher instruction in math and science
1	1	11	Hire additonal personnel such as instructional aide to support small group instruction
1	1	12	Purchase technology such as laptops, monitors, tablets, chromebooks, and accessories (docking stations, HDMI cords, etc.) to support instruction in all content areas.
1	2	1	Be more intentional with using social media to display postive achievements.
1	2	2	Provide a Principal's newsletter so that stakeholders are current with events.
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	Advertise in the newspaper, on the web, through Teacher Job Network and through other educator recruitment portals.
3	1	2	Attend College, ESC, and Online Job Fairs as well as other educator Recruitment Job Fairs.
3	1	3	Purchase technology such as laptops, chromebooks, tablets, etc. to support instruction

Goal	Objective	Strategy	Description
3	2	1	Attend PD on PBIS and Restorative Practices to prevent violence and promote a positive culture
3	2	2	Purchase books to conduct book studies on improving climate and culture
3	2	3	Purchase food and snacks for meetings to help build campus morale
3	2	4	Purchase and utilize Whetstone to improve the quality of feedback to teachers.

Campus Funding Summary

			211 - Title 1-A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Supplemental Pay		$8,000.00
1	1	5	Supplemental resources for Tutoring and Saturday School		$5,000.00
1	1	6	Supplemental resources needed for instruction		$5,000.00
1	1	7	Resources for parent meetings		$1,500.00
1	1	8	Supplemental Pay		$6,000.00
1	1	9	Contracted Services		$3,000.00
1	1	10	Personnel		$55,000.00
1	1	11	Personnel		$40,000.00
1	1	12	Laptops, Tablets, Chromebooks		$5,000.00
1	2	2	SMORE Newsletter		$500.00
1	2	3	Materials for Family nights events		$1,000.00
1	2	4	Laptops, chromebooks, tablets		$2,500.00
1	2	5	Food, snacks, beverages		$1,000.00
1	3	1			$2,500.00
2	1	1	Bilingual Dictionaries		$500.00
2	2	1			$1,000.00
3	1	3	Laptops, Tablets, Chromebooks		$3,000.00
3	2	1	PD for PBIS, Restorative Discipline, and RCA		$5,000.00
3	2	2	Professional Literature		$500.00
3	2	3	Food, snacks, beverages		$1,500.00
3	2	4	Whetstone		$5,000.00
3	3	1			$1,500.00
				Sub-Total	$154,000.00