

International Leadership of Texas
Katy 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 mind, body and spirit.

Vision

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

Value Statement

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

ILTexas Katy Middle School serves a diverse population of approximately 455 students in grades 6th, 7th, and 8th. The school gender percentages are 53% female and 57% male. Our teacher to student ratio is approximately 1:20 per classroom. Students attending ILTexas Katy Middle School come from different educational backgrounds, including private schools, home schools, a variety of ISDs, and other charter schools. Our largest student population consists of Hispanic-Latino students, followed by Black - African American, White, Asian, and two or more races.

- Hispanic-Latino - 68%
- Black - African American - 17%
- White - 6%
- Asian - 6%
- Two or more - 3%

ILTexas Katy Middle School population is 42% Limited English Proficient (LEP) students and 63% of the population is economically disadvantaged. The school services all special populations, including special education, section 504, Gifted and Talented, and Limited English Proficient (LEP) students.

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

ILTexas Katy Middle School received a rating of B and 5 designated distinctions from TEA from the last TEA Report.

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

Demographics Strengths

ILTexas Katy Middle School has many strengths.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): It is a challenge to retain experienced and TEA certified teachers. **Root Cause:** The salary at charter schools is significantly lower than regular ISDs.

Problem Statement 2 (Prioritized): The whole staff does not have weekly or bi-weekly meetings. **Root Cause:** The school day is long and keeping teachers weekly after school until 5:30 creates hardships for teachers.

Problem Statement 3 (Prioritized): EB students are scoring lower than non-EB students on State Assessments **Root Cause:** Teachers need ESL training and strategies to support EB students.

Problem Statement 4 (Prioritized): Special Education students are performing poorly on standardized tests. **Root Cause:** General education teachers need more training to support special needs students in the inclusive classroom

Problem Statement 5 (Prioritized): Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

Problem Statement 6 (Prioritized): Teachers are often confused due to the broad curriculum expectations. **Root Cause:** Lack of understanding in unpacking the TEKS and aligning lessons with assessments.

Problem Statement 7 (Prioritized): Students continue to struggle due to the loss of learning during the pandemic. **Root Cause:** Pandemic

Student Learning

Student Learning Summary

As we wrap up the 2022-23 school year and begin to prepare for the 2023-24 school year, ILTexas Katy Middle School showed growth in many areas based on the preliminary STAAR reports. Our campus Algebra I and English I performance scores indicated that 100% of students performed at the Meets category or Higher. Areas to focus for the 2022-23 school year will be 8th grade Math, Science, and Social studies, and 6th grade reading for our African American students, special education students in all grades and all subjects, and our Emergent Bilingual students in all grades and subjects. In addition the campus will focus on 7th grade math.

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

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

Student Learning Strengths

Student Academic Achievement Strengths

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): EB students are scoring lower than non-EB students on State Assessments **Root Cause:** Teachers need ESL training and strategies to support EB students.

Problem Statement 2 (Prioritized): Special Education students are performing poorly on standardized tests. **Root Cause:** General education teachers need more training to support special needs students in the inclusive classroom

Problem Statement 3 (Prioritized): Students are not completing homework assignments. **Root Cause:** Lack of understanding or ability for parents to support students at home.

Problem Statement 4 (Prioritized): Many teachers are not providing a rigorous lesson with opportunities for student collaboration. **Root Cause:** Lack of understanding in how to create and present a rigorous lesson.

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Problem Statement 9 (Prioritized): Teachers need training in culturally responsive teaching. **Root Cause:** Teachers lack understanding of culturally responsive teaching.

Problem Statement 10 (Prioritized): Students lack awareness of negative peer pressure and socio-emotional well-being. **Root Cause:** Lack of education regarding peer pressure and lack of parental understanding and/or support.

Problem Statement 11 (Prioritized): Teachers often struggle meeting the socio-emotional needs of students. **Root Cause:** Lack of cultural understanding in our diverse community.

Problem Statement 12 (Prioritized): Behavior often impedes learning. **Root Cause:** Teachers need training in classroom behavior management and restorative discipline.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction:

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

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

Staff Recruitment and Retention:

Positions at ILTexas Katy are hired through a carefully selected interview committee composed of teachers, GLAs and administration. We provide multiple job fairs on and off campus, recruit from colleges around the state, attend Region Service Center job fairs, and post on job boards to attract highly qualified teachers.

Historically there has been significant turn over in staff mostly due to salary. To assist in staff retention, the ILTexas district leaders have recently updated the salary scale. In addition, the campus partners with the PTO to provide various types of incentives and encouragement to staff which creates a more positive and desirable working environment.

School Organization

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

Technology

The devices utilized in classrooms include document cameras, interactive projectors and peripherals associated with the projector including smart pens. Windows devices are provided to the teachers as well as the computer lab. Students are given Chromebooks for in class use and may be checked out to take home. The district provides multiple digital learning opportunities for all students. The campus houses a technology specialist who is available for tech support when needed.

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

School Processes & Programs Strengths

Curriculum and Instruction:

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

Staff Recruitment and Retention:

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

School Organization:

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

Technology:

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers are often confused due to the broad curriculum expectations. **Root Cause:** Lack of understanding in unpacking the TEKS and aligning lessons with assessments.

Problem Statement 2 (Prioritized): Many teachers are not providing a rigorous lesson with opportunities for student collaboration. **Root Cause:** Lack of understanding in how to create and present a rigorous lesson.

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Problem Statement 8 (Prioritized): Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

Problem Statement 9 (Prioritized): Teachers often struggle meeting the socio-emotional needs of students. **Root Cause:** Lack of cultural understanding in our diverse community.

Problem Statement 10 (Prioritized): Many parents do not support students academically at home. **Root Cause:** Parents do not understand the curriculum or school processes.

Problem Statement 11 (Prioritized): Behavior often impedes learning. **Root Cause:** Teachers need training in classroom behavior management and restorative discipline.

Problem Statement 12 (Prioritized): Staff morale is low. **Root Cause:** Student behavior was a challenge during the 2021-22 school year.

Problem Statement 13 (Prioritized): Students continue to struggle due to the loss of learning during the pandemic. **Root Cause:** Pandemic

Problem Statement 14 (Prioritized): Teachers need training in culturally responsive teaching. **Root Cause:** Teachers lack understanding of culturally responsive teaching.

Perceptions

Perceptions Summary

Family and Community Engagement:

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

School Culture and Climate

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

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

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

Perceptions Strengths

Family and Community Engagement:

- Active PTO
- Active Watch D.O.G. program
- Parent Academic Nights
- Community events - Trilingual Bingo
- Career Day with community volunteers
- International Festival
- Lunar New Year Celebration
- Middle School Parent Group
- Social Media

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents are requesting aligned communication between teachers and campus; grade levels are using different communication avenues for parents which creates problems for parents with multiple students at the campus. **Root Cause:** Teachers are using multiple avenues for communication with parents.

Problem Statement 2 (Prioritized): Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

Problem Statement 3 (Prioritized): Students lack awareness of negative peer pressure and socio-emotional well-being. **Root Cause:** Lack of education regarding peer pressure and lack of parental understanding and/or support.

Problem Statement 4 (Prioritized): Many parents do not support students academically at home. **Root Cause:** Parents do not understand the curriculum or school processes.

Priority Problem Statements

Problem Statement 1: Special Education students are performing poorly on standardized tests.

Root Cause 1: General education teachers need more training to support special needs students in the inclusive classroom

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: EB students are scoring lower than non-EB students on State Assessments

Root Cause 2: Teachers need ESL training and strategies to support EB students.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: Students are not completing homework assignments.

Root Cause 3: Lack of understanding or ability for parents to support students at home.

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

Problem Statement 4: Many teachers are not providing a rigorous lesson with opportunities for student collaboration.

Root Cause 4: Lack of understanding in how to create and present a rigorous lesson.

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

Problem Statement 5: Teachers struggle providing small group differentiated instruction in the classroom setting.

Root Cause 5: Teachers need training in creating small groups and differentiated instruction.

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

Problem Statement 6: Absence rate is too high

Root Cause 6: Parents and students need to be educated in the importance of attendance in academic success.

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

Problem Statement 7: Students continue to struggle due to the loss of learning during the pandemic.

Root Cause 7: Pandemic

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

Problem Statement 8: It is a challenge to retain experienced and TEA certified teachers.

Root Cause 8: The salary at charter schools is significantly lower than regular ISDs.

Problem Statement 8 Areas: Demographics - School Processes & Programs

Problem Statement 9: The whole staff does not have weekly or bi-weekly meetings.

Root Cause 9: The school day is long and keeping teachers weekly after school until 5:30 creates hardships for teachers.

Problem Statement 9 Areas: Demographics - School Processes & Programs

Problem Statement 10: Teachers are often confused due to the broad curriculum expectations.

Root Cause 10: Lack of understanding in unpacking the TEKS and aligning lessons with assessments.

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

Problem Statement 11: Teachers often struggle meeting the socio-emotional needs of students.

Root Cause 11: Lack of cultural understanding in our diverse community.

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

Problem Statement 12: Students lack awareness of negative peer pressure and socio-emotional well-being.

Root Cause 12: Lack of education regarding peer pressure and lack of parental understanding and/or support.

Problem Statement 12 Areas: Student Learning - Perceptions

Problem Statement 13: Parents are requesting aligned communication between teachers and campus; grade levels are using different communication avenues for parents which creates problems for parents with multiple students at the campus.

Root Cause 13: Teachers are using multiple avenues for communication with parents.

Problem Statement 13 Areas: School Processes & Programs - Perceptions

Problem Statement 14: Many parents do not support students academically at home.

Root Cause 14: Parents do not understand the curriculum or school processes.

Problem Statement 14 Areas: School Processes & Programs - Perceptions

Problem Statement 15: Teachers need training in culturally responsive teaching.

Root Cause 15: Teachers lack understanding of culturally responsive teaching.

Problem Statement 15 Areas: Student Learning - School Processes & Programs

Problem Statement 16: Behavior often impedes learning.

Root Cause 16: Teachers need training in classroom behavior management and restorative discipline.

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

Problem Statement 17: Staff morale is low.

Root Cause 17: Student behavior was a challenge during the 2021-22 school year.

Problem Statement 17 Areas: School Processes & Programs

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 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: June 14, 2023

Goal 1: By the end of the 23-234 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 2023-24 school year, ILTexas Katy Middle School will increase student performance on the STAAR reading Approaches level by 5 percentage points, in the Meets level by 5 percentage points, and the Masters level by 5 percentage points. (2022-23 STAAR results:)





High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Students will be provided differentiated instruction in small groups during regular classroom time. Strategy's Expected Result/Impact: Higher student academic performance Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy Problem Statements: Demographics 3, 4 - Student Learning 1, 2, 5 - School Processes & Programs 7 Funding Sources: Teacher Supplies - 420 - State - \$10,000	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers professional development on how to differentiate lesson planning and lesson presentation. Hire presenters, provide books and videos.</p> <p>Strategy's Expected Result/Impact: Confident teachers and higher student academic performance</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 6 - Student Learning 8 - School Processes & Programs 1</p> <p>Funding Sources: Professional Development Presenters, teacher resources - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide before school, during school, after school, and Saturday tutorials for students' opportunities for enrichment, remediation, and intervention.</p> <p>Strategy's Expected Result/Impact: Higher student academic performance</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 3, 4, 5, 7 - Student Learning 1, 2, 3, 5, 6, 7 - School Processes & Programs 5, 7, 8, 13 - Perceptions 2</p> <p>Funding Sources: pay for tutorial teachers - 211 - Title 1-A - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide parent education classes in supporting students academically and emotionally at home. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents. Provide food/refreshments and study guides for parents.</p> <p>Strategy's Expected Result/Impact: Greater parent involvement with student academics, higher student academic performance</p> <p>Staff Responsible for Monitoring: administration</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 5 - Student Learning 6 - School Processes & Programs 6, 8, 10 - Perceptions 1, 2, 4</p> <p>Funding Sources: Parent resources - 211 - Title 1-A - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences, and provide presenters and study materials for staff.</p> <p>Strategy's Expected Result/Impact: Teachers will better be able to meet the needs of all students.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 3, 4 - Student Learning 1, 2, 5, 9 - School Processes & Programs 7, 14</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide digital learning programs for students which supports reading at home and at school, provides data monitoring tools (example: iStation, Study Island, online books, razkids, IXL, various online learning opportunities)</p> <p>Strategy's Expected Result/Impact: Improved student academic performance</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 3, 4 - Student Learning 1, 2, 5 - School Processes & Programs 7</p> <p>Funding Sources: digital learning programs - 211 - Title 1-A - \$30,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: EB students are scoring lower than non-EB students on State Assessments **Root Cause:** Teachers need ESL training and strategies to support EB students.

Problem Statement 4: Special Education students are performing poorly on standardized tests. **Root Cause:** General education teachers need more training to support special needs students in the inclusive classroom

Problem Statement 5: Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

Problem Statement 6: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** Lack of understanding in unpacking the TEKS and aligning lessons with assessments.

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School Processes & Programs

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Problem Statement 14: Teachers need training in culturally responsive teaching. **Root Cause:** Teachers lack understanding of culturally responsive teaching.

Perceptions

Problem Statement 1: Parents are requesting aligned communication between teachers and campus; grade levels are using different communication avenues for parents which creates problems for parents with multiple students at the campus. **Root Cause:** Teachers are using multiple avenues for communication with parents.

Problem Statement 2: Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

Problem Statement 4: Many parents do not support students academically at home. **Root Cause:** Parents do not understand the curriculum or school processes.

Goal 1: By the end of the 23-234 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 2023-24school year, ILTexas Katy Elementary School will increase student performance on the STAAR math Approaches level by 5 percentage points, in the Meets level by 5 percentage points, and the Masters level by 5 percentage points. (2022-2023 STAAR results:)





High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be provided differentiated instruction in small groups during regular classroom time. Strategy's Expected Result/Impact: Higher student academic performance Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy</p> <p>Problem Statements: Demographics 4 - Student Learning 2, 5 - School Processes & Programs 7 Funding Sources: Teacher Supplies - 420 - State - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers professional development on how to differentiate lesson planning and lesson presentation. Hire presenters, provide books and videos. Strategy's Expected Result/Impact: Confident teachers and higher student academic performance Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 6 - Student Learning 4, 5, 8 - School Processes & Programs 1, 2, 7 Funding Sources: Professional Development Presenters, teacher resources - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide before school, during school, after school, and Saturday tutorials for students' opportunities for enrichment, remediation, and intervention.</p> <p>Strategy's Expected Result/Impact: Higher student academic performance</p> <p>Staff Responsible for Monitoring: Dean, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 3, 4, 5, 7 - Student Learning 1, 2, 3, 5, 6, 7 - School Processes & Programs 5, 7, 8, 13 - Perceptions 2</p> <p>Funding Sources: pay for tutorial teachers - 211 - Title 1-A - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide parent education classes in supporting students academically and emotionally at home. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents. Provide food/refreshments and study guides for parents.</p> <p>Strategy's Expected Result/Impact: Greater parent involvement with student academics, higher student academic performance</p> <p>Staff Responsible for Monitoring: administration</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 5 - Student Learning 6 - School Processes & Programs 6, 8, 10 - Perceptions 1, 2, 4</p> <p>Funding Sources: Parent resources - 211 - Title 1-A - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences, and provide presenters and study materials for staff.</p> <p>Strategy's Expected Result/Impact: Teachers will better be able to meet the needs of all students.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 3, 4 - Student Learning 1, 2, 5, 9 - School Processes & Programs 7, 14</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide digital learning programs for students which supports reading at home and at school, provides data monitoring tools (example: iStation, Study Island, online books, razkids, IXL, various online learning opportunities)</p> <p>Strategy's Expected Result/Impact: Improved student academic performance</p> <p>Staff Responsible for Monitoring: teachers, Administration</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 3, 4 - Student Learning 1, 2, 5 - School Processes & Programs 7</p> <p>Funding Sources: digital learning programs - 211 - Title 1-A - \$30,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: EB students are scoring lower than non-EB students on State Assessments Root Cause: Teachers need ESL training and strategies to support EB students.</p>
<p>Problem Statement 4: Special Education students are performing poorly on standardized tests. Root Cause: General education teachers need more training to support special needs students in the inclusive classroom</p>
<p>Problem Statement 5: Absence rate is too high Root Cause: Parents and students need to be educated in the importance of attendance in academic success.</p>
<p>Problem Statement 6: Teachers are often confused due to the broad curriculum expectations. Root Cause: Lack of understanding in unpacking the TEKS and aligning lessons with assessments.</p>
<p>Problem Statement 7: Students continue to struggle due to the loss of learning during the pandemic. Root Cause: Pandemic</p>
Student Learning
<p>Problem Statement 1: EB students are scoring lower than non-EB students on State Assessments Root Cause: Teachers need ESL training and strategies to support EB students.</p>
<p>Problem Statement 2: Special Education students are performing poorly on standardized tests. Root Cause: General education teachers need more training to support special needs students in the inclusive classroom</p>

Student Learning

Problem Statement 3: Students are not completing homework assignments. **Root Cause:** Lack of understanding or ability for parents to support students at home.

Problem Statement 4: Many teachers are not providing a rigorous lesson with opportunities for student collaboration. **Root Cause:** Lack of understanding in how to create and present a rigorous lesson.

Problem Statement 5: Teachers struggle providing small group differentiated instruction in the classroom setting. **Root Cause:** Teachers need training in creating small groups and differentiated instruction.

Problem Statement 6: Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

Problem Statement 7: Students continue to struggle due to the loss of learning during the pandemic. **Root Cause:** Pandemic

Problem Statement 8: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** Lack of understanding in unpacking the TEKS and aligning lessons with assessments.

Problem Statement 9: Teachers need training in culturally responsive teaching. **Root Cause:** Teachers lack understanding of culturally responsive teaching.

School Processes & Programs

Problem Statement 1: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** Lack of understanding in unpacking the TEKS and aligning lessons with assessments.

Problem Statement 2: Many teachers are not providing a rigorous lesson with opportunities for student collaboration. **Root Cause:** Lack of understanding in how to create and present a rigorous lesson.

Problem Statement 5: Students are not completing homework assignments. **Root Cause:** Lack of understanding or ability for parents to support students at home.

Problem Statement 6: Parents are requesting aligned communication between teachers and campus; grade levels are using different communication avenues for parents which creates problems for parents with multiple students at the campus. **Root Cause:** Teachers are using multiple avenues for communication with parents.

Problem Statement 7: Teachers struggle providing small group differentiated instruction in the classroom setting. **Root Cause:** Teachers need training in creating small groups and differentiated instruction.

Problem Statement 8: Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

Problem Statement 10: Many parents do not support students academically at home. **Root Cause:** Parents do not understand the curriculum or school processes.

Problem Statement 13: Students continue to struggle due to the loss of learning during the pandemic. **Root Cause:** Pandemic

Problem Statement 14: Teachers need training in culturally responsive teaching. **Root Cause:** Teachers lack understanding of culturally responsive teaching.

Perceptions

Problem Statement 1: Parents are requesting aligned communication between teachers and campus; grade levels are using different communication avenues for parents which creates problems for parents with multiple students at the campus. **Root Cause:** Teachers are using multiple avenues for communication with parents.

Problem Statement 2: Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

Problem Statement 4: Many parents do not support students academically at home. **Root Cause:** Parents do not understand the curriculum or school processes.

Goal 1: By the end of the 23-234 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: The percent of Emergent Bilingual students scoring Meets Grade Level on STAAR Math and Reading will increase by 10% points and in the Masters level increase by 3% by the end of June 2024.

High Priority





HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days.</p> <p>Strategy's Expected Result/Impact: Higher student academic performance</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.6</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 6 - Student Learning 4, 5, 8 - School Processes & Programs 1, 2, 7</p> <p>Funding Sources: Teacher Supplies - 420 - State - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Reading assessment</p> <p>Strategy's Expected Result/Impact: Confident teachers and higher student academic performance</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 6 - Student Learning 4, 5, 8 - School Processes & Programs 1, 2, 7</p> <p>Funding Sources: Professional Development Presenters, teacher resources - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments.</p> <p>Strategy's Expected Result/Impact: Higher student academic performance</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 3, 4, 5, 7 - Student Learning 1, 2, 3, 5, 6, 7 - School Processes & Programs 5, 7, 8, 13 - Perceptions 2</p> <p>Funding Sources: pay for tutorial teachers - 211 - Title 1-A - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide parent education classes in supporting students academically and emotionally at home. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents. Provide food/refreshments and study guides for parents.</p> <p>Strategy's Expected Result/Impact: Greater parent involvement with student academics, higher student academic performance</p> <p>Staff Responsible for Monitoring: administration</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 5 - Student Learning 6 - School Processes & Programs 6, 8, 10 - Perceptions 1, 2, 4</p> <p>Funding Sources: Parent resources - 211 - Title 1-A - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences, and provide presenters and study materials for staff.</p> <p>Strategy's Expected Result/Impact: Teachers will better be able to meet the needs of all students.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 3, 4 - Student Learning 1, 2, 5, 9 - School Processes & Programs 7, 14</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: LTexas will purchase supplemental resources for Emergent Bilingual students such as instructional materials (bilingual dictionaries, leveled readers) and online platforms to increase access to language acquisition and differentiation. (example: Study Island, IXL, Mathia, and various online learning opportunities)</p> <p>Strategy's Expected Result/Impact: Improved student academic performance</p> <p>Staff Responsible for Monitoring: teachers, Administration</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 3, 4 - Student Learning 1, 2, 5 - School Processes & Programs 7</p> <p>Funding Sources: digital learning programs - 211 - Title 1-A - \$30,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 7 Details	Reviews			
<p>Strategy 7: ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students.</p> <p>Strategy's Expected Result/Impact: Improve student performance</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 8 Details	Reviews			
<p>Strategy 8: ILTexas will provide enrichment summer school to Emergent Bilingual students to develop and strengthen their knowledge base as well as their English language proficiency in all four domains.</p> <p>Strategy's Expected Result/Impact: Improve student performance</p> <p>Staff Responsible for Monitoring: Ap, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 7</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 9 Details	Reviews			
<p>Strategy 9: ILTexas will provide parents of Emergent Bilingual students learning opportunities to support their children at home, understand the importance of state assessments, and receive college and career information</p> <p>Strategy's Expected Result/Impact: Improve student performance</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 5 - Student Learning 6 - School Processes & Programs 8 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	May	June
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Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: The whole staff does not have weekly or bi-weekly meetings. Root Cause: The school day is long and keeping teachers weekly after school until 5:30 creates hardships for teachers.</p>
<p>Problem Statement 3: EB students are scoring lower than non-EB students on State Assessments Root Cause: Teachers need ESL training and strategies to support EB students.</p>
<p>Problem Statement 4: Special Education students are performing poorly on standardized tests. Root Cause: General education teachers need more training to support special needs students in the inclusive classroom</p>
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<p>Problem Statement 7: Students continue to struggle due to the loss of learning during the pandemic. Root Cause: Pandemic</p>
Student Learning
<p>Problem Statement 1: EB students are scoring lower than non-EB students on State Assessments Root Cause: Teachers need ESL training and strategies to support EB students.</p>

Student Learning

Problem Statement 2: Special Education students are performing poorly on standardized tests. **Root Cause:** General education teachers need more training to support special needs students in the inclusive classroom

Problem Statement 3: Students are not completing homework assignments. **Root Cause:** Lack of understanding or ability for parents to support students at home.

Problem Statement 4: Many teachers are not providing a rigorous lesson with opportunities for student collaboration. **Root Cause:** Lack of understanding in how to create and present a rigorous lesson.

Problem Statement 5: Teachers struggle providing small group differentiated instruction in the classroom setting. **Root Cause:** Teachers need training in creating small groups and differentiated instruction.

Problem Statement 6: Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

Problem Statement 7: Students continue to struggle due to the loss of learning during the pandemic. **Root Cause:** Pandemic

Problem Statement 8: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** Lack of understanding in unpacking the TEKS and aligning lessons with assessments.

Problem Statement 9: Teachers need training in culturally responsive teaching. **Root Cause:** Teachers lack understanding of culturally responsive teaching.

School Processes & Programs

Problem Statement 1: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** Lack of understanding in unpacking the TEKS and aligning lessons with assessments.

Problem Statement 2: Many teachers are not providing a rigorous lesson with opportunities for student collaboration. **Root Cause:** Lack of understanding in how to create and present a rigorous lesson.

Problem Statement 4: The whole staff does not have weekly or bi-weekly meetings. **Root Cause:** The school day is long and keeping teachers weekly after school until 5:30 creates hardships for teachers.

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Perceptions

Problem Statement 1: Parents are requesting aligned communication between teachers and campus; grade levels are using different communication avenues for parents which creates problems for parents with multiple students at the campus. **Root Cause:** Teachers are using multiple avenues for communication with parents.

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Goal 1: By the end of the 23-234 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 4: By the end of 2024 school year, 90% of students will show a year's worth of growth in reading.





High Priority

HB3 Goal

Evaluation Data Sources: ISIP/STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be provided differentiated instruction in small groups during regular classroom time. Strategy's Expected Result/Impact: Higher student academic performance Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy</p> <p>Problem Statements: Demographics 4 - Student Learning 2, 5 - School Processes & Programs 7 Funding Sources: Teacher Supplies - 420 - State - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers professional development on how to differentiate lesson planning and lesson presentation. Hire presenters, provide books and videos. Strategy's Expected Result/Impact: Confident teachers and higher student academic performance Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 6 - Student Learning 4, 5, 8 - School Processes & Programs 1, 2, 7 Funding Sources: Professional Development Presenters, teacher resources - 211 - Title 1-A - \$5,000</p>	Formative			Summative
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Strategy 4 Details	Reviews			
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Strategy 5 Details	Reviews			
<p>Strategy 5: Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences, and provide presenters and study materials for staff.</p> <p>Strategy's Expected Result/Impact: Teachers will better be able to meet the needs of all students.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 3, 4 - Student Learning 1, 2, 5, 9 - School Processes & Programs 7, 14</p>	Formative			Summative
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Strategy 6 Details	Reviews			
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	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 3: EB students are scoring lower than non-EB students on State Assessments Root Cause: Teachers need ESL training and strategies to support EB students.</p>
<p>Problem Statement 4: Special Education students are performing poorly on standardized tests. Root Cause: General education teachers need more training to support special needs students in the inclusive classroom</p>
<p>Problem Statement 5: Absence rate is too high Root Cause: Parents and students need to be educated in the importance of attendance in academic success.</p>
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Student Learning
<p>Problem Statement 1: EB students are scoring lower than non-EB students on State Assessments Root Cause: Teachers need ESL training and strategies to support EB students.</p>
<p>Problem Statement 2: Special Education students are performing poorly on standardized tests. Root Cause: General education teachers need more training to support special needs students in the inclusive classroom</p>

Student Learning

Problem Statement 3: Students are not completing homework assignments. **Root Cause:** Lack of understanding or ability for parents to support students at home.

Problem Statement 4: Many teachers are not providing a rigorous lesson with opportunities for student collaboration. **Root Cause:** Lack of understanding in how to create and present a rigorous lesson.

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Problem Statement 6: Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

Problem Statement 7: Students continue to struggle due to the loss of learning during the pandemic. **Root Cause:** Pandemic

Problem Statement 8: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** Lack of understanding in unpacking the TEKS and aligning lessons with assessments.

Problem Statement 9: Teachers need training in culturally responsive teaching. **Root Cause:** Teachers lack understanding of culturally responsive teaching.

School Processes & Programs

Problem Statement 1: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** Lack of understanding in unpacking the TEKS and aligning lessons with assessments.

Problem Statement 2: Many teachers are not providing a rigorous lesson with opportunities for student collaboration. **Root Cause:** Lack of understanding in how to create and present a rigorous lesson.

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Problem Statement 14: Teachers need training in culturally responsive teaching. **Root Cause:** Teachers lack understanding of culturally responsive teaching.

Perceptions

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Problem Statement 4: Many parents do not support students academically at home. **Root Cause:** Parents do not understand the curriculum or school processes.

Goal 1: By the end of the 23-234 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 5: By the end of the 2023-24 school year, the percentage of special education students performing at the approaches level on STAAR in all subjects will increase by 5% points.





High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development to general education classroom teachers in interpreting IEP and how to support special education students in the inclusive classroom.</p> <p>Strategy's Expected Result/Impact: Teacher confidence in supporting special education students, higher student performance</p> <p>Staff Responsible for Monitoring: Special education coordinator, administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 4 - Student Learning 2</p> <p>Funding Sources: Professional Development Resources - 224 - IDEA B - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be provided differentiated instruction in small groups during regular classroom time.</p> <p>Strategy's Expected Result/Impact: Higher student academic performance</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 4 - Student Learning 2, 5 - School Processes & Programs 7</p> <p>Funding Sources: Teacher Supplies - 420 - State - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide teachers professional development on how to differentiate lesson planning and lesson presentation. Hire presenters, provide books and videos.</p> <p>Strategy's Expected Result/Impact: Confident teachers and higher student academic performance</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 6 - Student Learning 4, 5, 8 - School Processes & Programs 1, 2, 7</p> <p>Funding Sources: Professional Development Presenters, teacher resources - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide before school, during school, after school, and Saturday tutorials for students' opportunities for enrichment, remediation, and intervention.</p> <p>Strategy's Expected Result/Impact: Higher student academic performance</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 3, 4, 5, 7 - Student Learning 1, 2, 3, 5, 6, 7 - School Processes & Programs 5, 7, 8, 13 - Perceptions 2</p> <p>Funding Sources: pay for tutorial teachers - 211 - Title 1-A - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide parent education classes in supporting students academically and emotionally at home. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents. Provide food/refreshments and study guides for parents.</p> <p>Strategy's Expected Result/Impact: Greater parent involvement with student academics, higher student academic performance</p> <p>Staff Responsible for Monitoring: administration</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 5 - Student Learning 6 - School Processes & Programs 6, 8, 10 - Perceptions 1, 2, 4</p> <p>Funding Sources: Parent resources - 211 - Title 1-A - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences, and provide presenters and study materials for staff.</p> <p>Strategy's Expected Result/Impact: Teachers will better be able to meet the needs of all students.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 3, 4 - Student Learning 1, 2, 5, 9 - School Processes & Programs 7, 14</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide digital learning programs for students which supports reading at home and at school, provides data monitoring tools (example: iStation, Study Island, online books, razkids, IXL, various online learning opportunities)</p> <p>Strategy's Expected Result/Impact: Improved student academic performance</p> <p>Staff Responsible for Monitoring: teachers, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 3, 4 - Student Learning 1, 2, 5 - School Processes & Programs 7</p> <p>Funding Sources: digital learning programs - 211 - Title 1-A - \$30,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 3: EB students are scoring lower than non-EB students on State Assessments **Root Cause:** Teachers need ESL training and strategies to support EB students.

Problem Statement 4: Special Education students are performing poorly on standardized tests. **Root Cause:** General education teachers need more training to support special needs students in the inclusive classroom

Problem Statement 5: Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

Problem Statement 6: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** Lack of understanding in unpacking the TEKS and aligning lessons with assessments.

Problem Statement 7: Students continue to struggle due to the loss of learning during the pandemic. **Root Cause:** Pandemic

Student Learning

Problem Statement 1: EB students are scoring lower than non-EB students on State Assessments **Root Cause:** Teachers need ESL training and strategies to support EB students.

Problem Statement 2: Special Education students are performing poorly on standardized tests. **Root Cause:** General education teachers need more training to support special needs students in the inclusive classroom

Problem Statement 3: Students are not completing homework assignments. **Root Cause:** Lack of understanding or ability for parents to support students at home.

Problem Statement 4: Many teachers are not providing a rigorous lesson with opportunities for student collaboration. **Root Cause:** Lack of understanding in how to create and present a rigorous lesson.

Problem Statement 5: Teachers struggle providing small group differentiated instruction in the classroom setting. **Root Cause:** Teachers need training in creating small groups and differentiated instruction.

Problem Statement 6: Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

Problem Statement 7: Students continue to struggle due to the loss of learning during the pandemic. **Root Cause:** Pandemic

Problem Statement 8: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** Lack of understanding in unpacking the TEKS and aligning lessons with assessments.

Problem Statement 9: Teachers need training in culturally responsive teaching. **Root Cause:** Teachers lack understanding of culturally responsive teaching.

School Processes & Programs

Problem Statement 1: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** Lack of understanding in unpacking the TEKS and aligning lessons with assessments.

Problem Statement 2: Many teachers are not providing a rigorous lesson with opportunities for student collaboration. **Root Cause:** Lack of understanding in how to create and present a rigorous lesson.

Problem Statement 5: Students are not completing homework assignments. **Root Cause:** Lack of understanding or ability for parents to support students at home.

Problem Statement 6: Parents are requesting aligned communication between teachers and campus; grade levels are using different communication avenues for parents which creates problems for parents with multiple students at the campus. **Root Cause:** Teachers are using multiple avenues for communication with parents.

Problem Statement 7: Teachers struggle providing small group differentiated instruction in the classroom setting. **Root Cause:** Teachers need training in creating small groups and differentiated instruction.

Problem Statement 8: Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.

School Processes & Programs

Problem Statement 10: Many parents do not support students academically at home. **Root Cause:** Parents do not understand the curriculum or school processes.

Problem Statement 13: Students continue to struggle due to the loss of learning during the pandemic. **Root Cause:** Pandemic

Problem Statement 14: Teachers need training in culturally responsive teaching. **Root Cause:** Teachers lack understanding of culturally responsive teaching.

Perceptions

Problem Statement 1: Parents are requesting aligned communication between teachers and campus; grade levels are using different communication avenues for parents which creates problems for parents with multiple students at the campus. **Root Cause:** Teachers are using multiple avenues for communication with parents.

Problem Statement 2: Absence rate is too high **Root Cause:** Parents and students need to be educated in the importance of attendance in academic success.





Problem Statement 4: Many parents do not support students academically at home. **Root Cause:** Parents do not understand the curriculum or school processes.

Goal 1: By the end of the 23-234 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 6: By the end of the 23-24 school year, students' learning readiness indicator as measured by Rhithm, will increase 10% with the help of subject matter experts and specialized programs/resources aimed at improving the social emotional health of our students with a focus on safety.

Evaluation Data Sources: Rhithm Insight reports and assessments compared to 2021-2022 data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Bring in subject matter experts (such as but not limited to Youth Equipped to Succeed) and purchase resources (such as but not 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.</p> <p>Strategy's Expected Result/Impact: Improve learning readiness as measured by Rhithm</p> <p>Staff Responsible for Monitoring: Principal, APs, Counselors</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 5 - Student Learning 6 - School Processes & Programs 8 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 5: Absence rate is too high Root Cause: Parents and students need to be educated in the importance of attendance in academic success.</p>
Student Learning
<p>Problem Statement 6: Absence rate is too high Root Cause: Parents and students need to be educated in the importance of attendance in academic success.</p>
School Processes & Programs
<p>Problem Statement 8: Absence rate is too high Root Cause: Parents and students need to be educated in the importance of attendance in academic success.</p>
Perceptions
<p>Problem Statement 2: Absence rate is too high Root Cause: Parents and students need to be educated in the importance of attendance in academic success.</p>

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, at least 75% of students will demonstrate an increase of a minimum of one sub-level, based on the ACTFL proficiency guidelines in Spanish and 60 % of students in Chinese.

Evaluation Data Sources: APPL

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training for LOTE and language teachers in classroom behavior management and restorative discipline. (provide presenters and resources for teachers)</p> <p>Strategy's Expected Result/Impact: confident teachers and higher student academic performance.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5, 9, 12 - School Processes & Programs 7, 11, 14</p> <p>Funding Sources: professional development in restorative discipline for teachers - 211 - Title 1-A - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide tutoring before, during, after school and on Saturdays for LOTE and DLI support.</p> <p>Strategy's Expected Result/Impact: Improved student academic performance</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5, 12 - School Processes & Programs 7, 11</p> <p>Funding Sources: Teachers for tutorials - 211 - Title 1-A - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June
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Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 5: Teachers struggle providing small group differentiated instruction in the classroom setting. **Root Cause:** Teachers need training in creating small groups and differentiated instruction.

Problem Statement 9: Teachers need training in culturally responsive teaching. **Root Cause:** Teachers lack understanding of culturally responsive teaching.

Problem Statement 12: Behavior often impedes learning. **Root Cause:** Teachers need training in classroom behavior management and restorative discipline.

School Processes & Programs

Problem Statement 7: Teachers struggle providing small group differentiated instruction in the classroom setting. **Root Cause:** Teachers need training in creating small groups and differentiated instruction.





Problem Statement 11: Behavior often impedes learning. **Root Cause:** Teachers need training in classroom behavior management and restorative discipline.

Problem Statement 14: Teachers need training in culturally responsive teaching. **Root Cause:** Teachers lack understanding of culturally responsive teaching.

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

Performance Objective 2: By the end of 2023-24 school year 100% of students will actively participate in the OBS project.

Evaluation Data Sources: OBS participation and projects

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with guidance in assisting students when determining, planning, and creating the OBS project. Strategy's Expected Result/Impact: quality student led OBS projects Staff Responsible for Monitoring: GLA Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 4 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: Many teachers are not providing a rigorous lesson with opportunities for student collaboration. Root Cause: Lack of understanding in how to create and present a rigorous lesson.
School Processes & Programs
Problem Statement 2: Many teachers are not providing a rigorous lesson with opportunities for student collaboration. Root Cause: Lack of understanding in how to create and present a rigorous lesson.

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

Performance Objective 3: By the end of 23-24 school year, 90% of fine art students will be successful in completing the specific TEKS required for all fine art courses.

Evaluation Data Sources: Report Cards

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training for all FA teachers in the district FA curriculum and state TEKS. Strategy's Expected Result/Impact: Quality FA programs Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 6 - Student Learning 8 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 6: Teachers are often confused due to the broad curriculum expectations. Root Cause: Lack of understanding in unpacking the TEKS and aligning lessons with assessments.</p>
Student Learning
<p>Problem Statement 8: Teachers are often confused due to the broad curriculum expectations. Root Cause: Lack of understanding in unpacking the TEKS and aligning lessons with assessments.</p>
School Processes & Programs
<p>Problem Statement 1: Teachers are often confused due to the broad curriculum expectations. Root Cause: Lack of understanding in unpacking the TEKS and aligning lessons with assessments.</p>





Goal 3: By the end of the 23-24 school year ILTexas will retain 75% of teachers, an increase from 48% achieved in the 2022-23 school year.

Performance Objective 1: By the end of the 2023-24 school year, ILTexas Katy Middle School will retain 80% of teachers, an increase from 75% achieved in the 2021-22 school year.

Evaluation Data Sources: PEIMS Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training and support implementation of PBIS and Restorative Strategies for all administration and teachers.</p> <p>Strategy's Expected Result/Impact: Improved school culture and teacher retention</p> <p>Staff Responsible for Monitoring: administration</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 9, 11, 12 - School Processes & Programs 9, 11, 14</p> <p>Funding Sources: trainers for restorative classroom practices and culturally responsive teaching - 211 - Title 1-A - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Publicly recognize accomplishments of all staff.</p> <p>Strategy's Expected Result/Impact: Increase in staff morale and teacher retention</p> <p>Staff Responsible for Monitoring: administration</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 12</p> <p>Funding Sources: teacher recognition supplies - 420 - State - \$1,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 100% of new to ILTexas and New to the profession teachers will be assigned a mentor teacher.</p> <p>Strategy's Expected Result/Impact: higher teacher retention rate</p> <p>Staff Responsible for Monitoring: administrators</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 4, 7</p> <p>Funding Sources: teacher mentors - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide 1:1 instructional coaching to all teachers who are struggling.</p> <p>Strategy's Expected Result/Impact: More effective and confident teachers</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 6 - Student Learning 4, 5, 8 - School Processes & Programs 1, 2, 7</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide opportunities for teachers to observe peers.</p> <p>Strategy's Expected Result/Impact: Improved teacher effectiveness</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4, 5, 9 - School Processes & Programs 2, 7, 14</p> <p>Funding Sources: substitutes - 420 - State - \$3,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Create a group for new to IL Texas Teachers and NTP teachers and meet bi-monthly to create teams, build trust and culture.</p> <p>Strategy's Expected Result/Impact: Greater teacher retention</p> <p>Staff Responsible for Monitoring: administrators</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: The whole staff does not have weekly or bi-weekly meetings. Root Cause: The school day is long and keeping teachers weekly after school until 5:30 creates hardships for teachers.</p>
<p>Problem Statement 6: Teachers are often confused due to the broad curriculum expectations. Root Cause: Lack of understanding in unpacking the TEKS and aligning lessons with assessments.</p>
Student Learning
<p>Problem Statement 4: Many teachers are not providing a rigorous lesson with opportunities for student collaboration. Root Cause: Lack of understanding in how to create and present a rigorous lesson.</p>
<p>Problem Statement 5: Teachers struggle providing small group differentiated instruction in the classroom setting. Root Cause: Teachers need training in creating small groups and differentiated instruction.</p>
<p>Problem Statement 8: Teachers are often confused due to the broad curriculum expectations. Root Cause: Lack of understanding in unpacking the TEKS and aligning lessons with assessments.</p>
<p>Problem Statement 9: Teachers need training in culturally responsive teaching. Root Cause: Teachers lack understanding of culturally responsive teaching.</p>
<p>Problem Statement 11: Teachers often struggle meeting the socio-emotional needs of students. Root Cause: Lack of cultural understanding in our diverse community.</p>
<p>Problem Statement 12: Behavior often impedes learning. Root Cause: Teachers need training in classroom behavior management and restorative discipline.</p>
School Processes & Programs
<p>Problem Statement 1: Teachers are often confused due to the broad curriculum expectations. Root Cause: Lack of understanding in unpacking the TEKS and aligning lessons with assessments.</p>

School Processes & Programs

Problem Statement 2: Many teachers are not providing a rigorous lesson with opportunities for student collaboration. **Root Cause:** Lack of understanding in how to create and present a rigorous lesson.

Problem Statement 4: The whole staff does not have weekly or bi-weekly meetings. **Root Cause:** The school day is long and keeping teachers weekly after school until 5:30 creates hardships for teachers.

Problem Statement 7: Teachers struggle providing small group differentiated instruction in the classroom setting. **Root Cause:** Teachers need training in creating small groups and differentiated instruction.

Problem Statement 9: Teachers often struggle meeting the socio-emotional needs of students. **Root Cause:** Lack of cultural understanding in our diverse community.

Problem Statement 11: Behavior often impedes learning. **Root Cause:** Teachers need training in classroom behavior management and restorative discipline.

Problem Statement 12: Staff morale is low. **Root Cause:** Student behavior was a challenge during the 2021-22 school year.

Problem Statement 14: Teachers need training in culturally responsive teaching. **Root Cause:** Teachers lack understanding of culturally responsive teaching.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Students will be provided differentiated instruction in small groups during regular classroom time.
1	1	2	Provide teachers professional development on how to differentiate lesson planning and lesson presentation. Hire presenters, provide books and videos.
1	1	3	Provide before school, during school, after school, and Saturday tutorials for students' opportunities for enrichment, remediation, and intervention.
1	2	1	Students will be provided differentiated instruction in small groups during regular classroom time.
1	2	2	Provide teachers professional development on how to differentiate lesson planning and lesson presentation. Hire presenters, provide books and videos.
1	2	3	Provide before school, during school, after school, and Saturday tutorials for students' opportunities for enrichment, remediation, and intervention.
1	3	1	ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days.
1	3	2	ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Reading assessment
1	3	3	ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments.
1	4	1	Students will be provided differentiated instruction in small groups during regular classroom time.
1	4	2	Provide teachers professional development on how to differentiate lesson planning and lesson presentation. Hire presenters, provide books and videos.
1	4	3	Provide before school, during school, after school, and Saturday tutorials for students' opportunities for enrichment, remediation, and intervention.
1	5	1	Provide professional development to general education classroom teachers in interpreting IEP and how to support special education students in the inclusive classroom.
1	5	2	Students will be provided differentiated instruction in small groups during regular classroom time.
1	5	3	Provide teachers professional development on how to differentiate lesson planning and lesson presentation. Hire presenters, provide books and videos.
1	5	4	Provide before school, during school, after school, and Saturday tutorials for students' opportunities for enrichment, remediation, and intervention.

Campus Funding Summary

420 - State					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher Supplies		\$10,000.00
1	2	1	Teacher Supplies		\$10,000.00
1	3	1	Teacher Supplies		\$10,000.00
1	4	1	Teacher Supplies		\$10,000.00
1	5	2	Teacher Supplies		\$10,000.00
3	1	2	teacher recognition supplies		\$1,000.00
3	1	5	substitutes		\$3,000.00
Sub-Total					\$54,000.00
211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Professional Development Presenters, teacher resources		\$5,000.00
1	1	3	pay for tutorial teachers		\$20,000.00
1	1	4	Parent resources		\$2,000.00
1	1	6	digital learning programs		\$30,000.00
1	2	2	Professional Development Presenters, teacher resources		\$5,000.00
1	2	3	pay for tutorial teachers		\$20,000.00
1	2	4	Parent resources		\$2,000.00
1	2	6	digital learning programs		\$30,000.00
1	3	2	Professional Development Presenters, teacher resources		\$5,000.00
1	3	3	pay for tutorial teachers		\$20,000.00
1	3	4	Parent resources		\$2,000.00
1	3	6	digital learning programs		\$30,000.00
1	4	2	Professional Development Presenters, teacher resources		\$5,000.00
1	4	3	pay for tutorial teachers		\$20,000.00
1	4	4	Parent resources		\$2,000.00
1	4	6	digital learning programs		\$30,000.00
1	5	3	Professional Development Presenters, teacher resources		\$5,000.00

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	4	pay for tutorial teachers		\$20,000.00
1	5	5	Parent resources		\$2,000.00
1	5	7	digital learning programs		\$30,000.00
2	1	1	professional development in restorative discipline for teachers		\$2,000.00
2	1	2	Teachers for tutorials		\$2,000.00
3	1	1	trainers for restorative classroom practices and culturally responsive teaching		\$2,000.00
3	1	3	teacher mentors		\$5,000.00
Sub-Total					\$296,000.00
224 - IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Professional Development Resources		\$2,000.00
Sub-Total					\$2,000.00