

International Leadership of Texas
Katy Elementary
2023-2024 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

With a focus on the 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 K-8 serves a diverse population of approximately 1,010 students in grades K-5. The school gender percentages are 52% female and 48% male. Our teacher to student ratio is approximately 1:19 per classroom. Students attending ILTexas Katy Elementary School come from different educational backgrounds, including private schools, home schools, a variety of ISDs, and other charter schools. Our largest student population consists of Hispanic-Latino students, followed by Black - African American, White, Asian, and two or more races.

- Hispanic-Latino - 58%
- Black - African American - 23%
- White - 8%
- Asian - 5%
- Two or more - 3%

ILTexas Katy Elementary School population is 35% Limited English Proficient (LEP) students and 55% 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 Elementary School employs highly qualified staff in all areas. Teachers are required to hold a bachelor's Degree from an accredited university. In addition, bilingual and special education teachers are required to be fully certified by TEA. We strive to recruit teachers with diverse backgrounds and experiences to incorporate into the classroom. Teachers and other staff are recruited internationally. Our Chinese and Spanish international teachers are a part of the instructional team for content (Dual Language Instruction Program) and language courses.

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

Demographics Strengths

ILTexas Katy Elementary School has many strengths.

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

Problem Statements Identifying Demographics Needs

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

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

Problem Statement 3 (Prioritized): Emerging Bilingual students are scoring lower than non-LEP students on State Assessments **Root Cause:** Lack of targeting the EB student population and lack of teacher understanding of a differentiated classroom and supporting Emergent Bilingual Learners.

Problem Statement 4 (Prioritized): Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause:** Teachers need targeted training in working with students of poverty and diverse backgrounds.

Problem Statement 5 (Prioritized): Students struggle learning due to social and emotional concerns/situations. **Root Cause:** Students often lack social and emotional support at home and due to family challenges during the pandemic.

Problem Statement 6 (Prioritized): Some students have poor attendance resulting in broader gaps in learning **Root Cause:** Parents do not understand how attendance effects academics.

Problem Statement 7 (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 8 (Prioritized): Emerging Bilingual students are scoring lower than non-EB students on State Assessments **Root Cause:** Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners.

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 Elementary School showed growth in many areas based on the preliminary STAAR reports. Areas to focus for the 2022-23 school year will be 4th grade math, 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 Elementary School is to provide a rigorous curriculum to all students based on the TEKS.
- All students receive instruction in Spanish, Mandarin Chinese, and English
- Instruction and learning is supported through character education taught throughout the curriculum
- The campus provides PLC opportunities district and/or campus-wide daily and weekly
- Common Unit Assessments and ongoing formative assessments are utilized at regular intervals during the learning cycles to gauge mastery learning
- Data Days are set aside for teachers to understand where students are and to purposefully plan for instruction, remediation, and extension
- A campus instructional coach is available to support teachers in academic planning and lesson demonstration
- ILTexas Katy Elementary 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): 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 2 (Prioritized): Emerging Bilingual students are scoring lower than non-EB students on State Assessments **Root Cause:** Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners.

Problem Statement 3 (Prioritized): Behavior often impedes learning of students **Root Cause:** Teachers and GLAs need more training in proactive/restorative classroom management.

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

Problem Statement 5 (Prioritized): Some students struggle to keep up with the fast pace of the curriculum. **Root Cause:** Teachers need to differentiate in classrooms.

Problem Statement 6 (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

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Problem Statement 8 (Prioritized): Students struggle learning due to social and emotional concerns/situations. **Root Cause:** Students often lack social and emotional support at home and due to family challenges during the pandemic.

Problem Statement 9 (Prioritized): Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 10 (Prioritized): Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause:** Teachers need targeted training in working with students of poverty and diverse backgrounds.

Problem Statement 11 (Prioritized): Behavior often impedes learning of students **Root Cause:** Teachers struggle with classroom management.

Problem Statement 12 (Prioritized): Teachers are often confused due to the broad curriculum expectations. **Root Cause:** There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments

Problem Statement 13 (Prioritized): Often teachers struggle supporting students in planning a quality OBS project. **Root Cause:** Lack of time and understanding of the OBS expectations and purpose.

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 carts. All students are given Chromebooks to utilize. 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 struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 2 (Prioritized): Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause:** Teachers need targeted training in working with students of poverty and diverse backgrounds.

Problem Statement 3 (Prioritized): Behavior often impedes learning of students **Root Cause:** Teachers struggle with classroom management.

Problem Statement 4 (Prioritized): Teachers are often confused due to the broad curriculum expectations. **Root Cause:** There is a lack of understanding in unpacking the TEKS,

the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments

Problem Statement 5 (Prioritized): Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators.

Root Cause: The teacher salary scale is lower than surrounding Independent School Districts and the ILTexas school day is longer.

Problem Statement 6 (Prioritized): Often teachers struggle supporting students in planning a quality OBS project. **Root Cause:** Lack of time and understanding of the OBS expectations and purpose.

Problem Statement 7 (Prioritized): Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 8 (Prioritized): Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds.

Root Cause: Teachers need targeted training in working with students of poverty and diverse backgrounds.

Problem Statement 9 (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

Problem Statement 10 (Prioritized): Some students struggle to keep up with the fast pace of the curriculum. **Root Cause:** Teachers need to differentiate in classrooms.

Problem Statement 11 (Prioritized): Teachers struggle using data to create differentiated lesson plans and implementation **Root Cause:** Teachers do not understand how to disaggregate multiple forms of data.

Problem Statement 12 (Prioritized): Behavior often impedes learning of students **Root Cause:** Teachers and GLAs need more training in proactive/restorative classroom management.

Problem Statement 13 (Prioritized): Emerging Bilingual students are scoring lower than non-EB students on State Assessments **Root Cause:** Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners.

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 other family engagement activities. In addition, the campus held many events to celebrate the international community. We have 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

Problem Statement 2 (Prioritized): Some students have poor attendance resulting in broader gaps in learning **Root Cause:** Parents do not understand how attendance effects academics.

Problem Statement 3 (Prioritized): Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators.
Root Cause: The teacher salary scale is lower than surrounding Independent School Districts and the ILTexas school day is longer.

Priority Problem Statements

Problem Statement 1: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners)

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

Problem Statement 1 Areas: Demographics - School Processes & Programs

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

Root Cause 2: General education teachers need more training to support special needs students in the inclusive classroom

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: Some students have poor attendance resulting in broader gaps in learning

Root Cause 3: Parents do not understand how attendance affects academics.

Problem Statement 3 Areas: Demographics - Perceptions

Problem Statement 4: Students struggle learning due to social and emotional concerns/situations.

Root Cause 4: Students often lack social and emotional support at home and due to family challenges during the pandemic.

Problem Statement 4 Areas: Demographics - Student Learning

Problem Statement 5: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds.

Root Cause 5: Teachers need targeted training in working with students of poverty and diverse backgrounds.

Problem Statement 5 Areas: Demographics - School Processes & Programs

Problem Statement 6: Emerging Bilingual students are scoring lower than non-LEP students on State Assessments

Root Cause 6: Lack of targeting the EB student population and lack of teacher understanding of a differentiated classroom and supporting Emergent Bilingual Learners.

Problem Statement 6 Areas: Demographics - Student Learning

Problem Statement 7: Special Education students are performing poorly on standardized tests

Root Cause 7: General education teachers need more training to support special needs students in the inclusive classroom

Problem Statement 7 Areas: Demographics - Student Learning

Problem Statement 8: Emerging Bilingual students are scoring lower than non-EB students on State Assessments

Root Cause 8: Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners.

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

Problem Statement 9: Behavior often impedes learning of students

Root Cause 9: Teachers and GLAs need more training in proactive/restorative classroom management.

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

Problem Statement 10: 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 10: Teachers are using multiple avenues for communication

Problem Statement 10 Areas: School Processes & Programs - Perceptions

Problem Statement 11: Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators.

Root Cause 11: The teacher salary scale is lower than surrounding Independent School Districts and the ILTexas school day is longer.

Problem Statement 11 Areas: School Processes & Programs - Perceptions

Problem Statement 12: Teachers are often confused due to the broad curriculum expectations.

Root Cause 12: There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments

Problem Statement 12 Areas: Student Learning - School Processes & Programs

Problem Statement 13: Behavior often impedes learning of students

Root Cause 13: Teachers struggle with classroom management.

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

Problem Statement 14: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds.

Root Cause 14: Teachers need targeted training in working with students of poverty and diverse backgrounds.

Problem Statement 14 Areas: Student Learning - School Processes & Programs

Problem Statement 15: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners)

Root Cause 15: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

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

Problem Statement 16: Teachers struggle using data to create differentiated lesson plans and implementation

Root Cause 16: Teachers do not understand how to disaggregate multiple forms of data.

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

Problem Statement 17: Some students struggle to keep up with the fast pace of the curriculum.

Root Cause 17: Teachers need to differentiate in classrooms.

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

Problem Statement 18: Often teachers struggle supporting students in planning a quality OBS project.

Root Cause 18: Lack of time and understanding of the OBS expectations and purpose.

Problem Statement 18 Areas: Student Learning - 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
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- 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

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: June 14, 2023

Goal 1: By the end of the 23-24 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 1: By the end of the 2023-24 school year, ILTexas Katy Elementary 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 2023

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: improved student academic progress. Staff Responsible for Monitoring: Teachers</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 Problem Statements: Demographics 1, 4 - School Processes & Programs 7, 8 Funding Sources: Professional Development Resources - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers professional development on how to differentiate lesson planning and lesson presentation. Hire presenters, provide books and videos.</p> <p>Strategy's Expected Result/Impact: Improved student academic performance</p> <p>Staff Responsible for Monitoring: Assistant Principals and Principal</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>Problem Statements: Demographics 1 - School Processes & Programs 7</p> <p>Funding Sources: Professional development resources - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide before school, during school, after school, and Saturday tutorials for students' opportunities for enrichment, remediation, and intervention.</p> <p>Strategy's Expected Result/Impact: Improved student academic performance</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 5, 7 - School Processes & Programs 10</p> <p>Funding Sources: Teachers for tutorials - 211 - Title 1-A - \$30,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide parent education classes in supporting students academically and emotionally at home. Conduct parent meetings and trainings to promote student growth. 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: Parents will gain understanding of school academic expectations.</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, 6 - Student Learning 8 - School Processes & Programs 9 - Perceptions 1, 2</p> <p>Funding Sources: supplemental resources for parents in English and Spanish / Food for meetings - 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. Provide presenters and study materials for staff.</p> <p>Strategy's Expected Result/Impact: Culturally Responsive Teaching</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.6</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, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 7 - School Processes & Programs 7</p> <p>Funding Sources: Professional Development - presenters - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide digital learning programs for students which supports reading at home and at school, provides data monitoring tools (example: iStation, Study Island, online books, razkids, IXL, various online learning opportunities)</p> <p>Strategy's Expected Result/Impact: Improved teacher monitoring and student academic performance</p> <p>Staff Responsible for Monitoring: Administration, teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 7, 8 - Student Learning 1, 2, 4, 5 - School Processes & Programs 7, 10, 11, 13</p> <p>Funding Sources: digital programs - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) Root Cause: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>
<p>Problem Statement 3: Emerging Bilingual students are scoring lower than non-LEP students on State Assessments Root Cause: Lack of targeting the EB student population and lack of teacher understanding of a differentiated classroom and supporting Emergent Bilingual Learners.</p>
<p>Problem Statement 4: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. Root Cause : Teachers need targeted training in working with students of poverty and diverse backgrounds.</p>
<p>Problem Statement 5: Students struggle learning due to social and emotional concerns/situations. Root Cause: Students often lack social and emotional support at home and due to family challenges during the pandemic.</p>
<p>Problem Statement 6: Some students have poor attendance resulting in broader gaps in learning Root Cause: Parents do not understand how attendance effects academics.</p>
<p>Problem Statement 7: 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 8: Emerging Bilingual students are scoring lower than non-EB students on State Assessments Root Cause: Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners.</p>
Student Learning
<p>Problem Statement 1: 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 2: Emerging Bilingual students are scoring lower than non-EB students on State Assessments **Root Cause:** Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners.

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

Problem Statement 5: Some students struggle to keep up with the fast pace of the curriculum. **Root Cause:** Teachers need to differentiate in classrooms.

Problem Statement 7: Emerging Bilingual students are scoring lower than non-LEP students on State Assessments **Root Cause:** Lack of targeting the EB student population and lack of teacher understanding of a differentiated classroom and supporting Emergent Bilingual Learners.

Problem Statement 8: Students struggle learning due to social and emotional concerns/situations. **Root Cause:** Students often lack social and emotional support at home and due to family challenges during the pandemic.

School Processes & Programs

Problem Statement 7: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 8: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause** : Teachers need targeted training in working with students of poverty and diverse backgrounds.

Problem Statement 9: 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

Problem Statement 10: Some students struggle to keep up with the fast pace of the curriculum. **Root Cause:** Teachers need to differentiate in classrooms.

Problem Statement 11: Teachers struggle using data to create differentiated lesson plans and implementation **Root Cause:** Teachers do not understand how to disaggregate multiple forms of data.

Problem Statement 13: Emerging Bilingual students are scoring lower than non-EB students on State Assessments **Root Cause:** Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners.

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

Problem Statement 2: Some students have poor attendance resulting in broader gaps in learning **Root Cause:** Parents do not understand how attendance effects academics.

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 2023-24 school 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. (2022-23 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: improved student academic progress. Staff Responsible for Monitoring: Teachers</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 Problem Statements: Demographics 1, 2 - Student Learning 6 - School Processes & Programs 7 Funding Sources: Professional Development Resources - 211 - Title 1-A - \$5,000</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: Improved student academic performance Staff Responsible for Monitoring: Assistant Principal / Principal</p> <p>Title I: 2.5 - 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 Problem Statements: Demographics 1 - School Processes & Programs 7 Funding Sources: Professional development resources - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide before school, during school, after school, and Saturday tutorials for students' opportunities for enrichment, remediation, and intervention.</p> <p>Strategy's Expected Result/Impact: Improved student academic performance</p> <p>Staff Responsible for Monitoring: Assistant Principal / Principal</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 5, 7 - School Processes & Programs 10</p> <p>Funding Sources: Teachers for tutorials - 211 - Title 1-A - \$30,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide parent education classes in supporting students academically and emotionally at home. Conduct parent meetings and trainings to promote student growth. 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: Parents will gain understanding of school academic expectations.</p> <p>Staff Responsible for Monitoring: Assistant Principal / Principal</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, 6 - Student Learning 8 - School Processes & Programs 9 - Perceptions 1, 2</p> <p>Funding Sources: supplemental resources for parents in English and Spanish / Food for meetings - 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. Provide presenters and study materials for staff.</p> <p>Strategy's Expected Result/Impact: Culturally Responsive Teaching</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6</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, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 7 - School Processes & Programs 7</p> <p>Funding Sources: Professional Development - presenters - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide digital learning programs for students which supports reading at home and at school, provides data monitoring tools (example: 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: Assistant Principal / Principal, teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 6 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) Root Cause: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>
<p>Problem Statement 2: Special Education students are performing poorly on standardized tests. Root Cause: General education teachers need more training to support special needs students in the inclusive classroom</p>
<p>Problem Statement 3: Emerging Bilingual students are scoring lower than non-LEP students on State Assessments Root Cause: Lack of targeting the EB student population and lack of teacher understanding of a differentiated classroom and supporting Emergent Bilingual Learners.</p>

Demographics

Problem Statement 5: Students struggle learning due to social and emotional concerns/situations. **Root Cause:** Students often lack social and emotional support at home and due to family challenges during the pandemic.

Problem Statement 6: Some students have poor attendance resulting in broader gaps in learning **Root Cause:** Parents do not understand how attendance effects academics.

Student Learning

Problem Statement 5: Some students struggle to keep up with the fast pace of the curriculum. **Root Cause:** Teachers need to differentiate in classrooms.

Problem Statement 6: 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 7: Emerging Bilingual students are scoring lower than non-LEP students on State Assessments **Root Cause:** Lack of targeting the EB student population and lack of teacher understanding of a differentiated classroom and supporting Emergent Bilingual Learners.

Problem Statement 8: Students struggle learning due to social and emotional concerns/situations. **Root Cause:** Students often lack social and emotional support at home and due to family challenges during the pandemic.

School Processes & Programs

Problem Statement 7: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 9: 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

Problem Statement 10: Some students struggle to keep up with the fast pace of the curriculum. **Root Cause:** Teachers need to differentiate in classrooms.

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

Problem Statement 2: Some students have poor attendance resulting in broader gaps in learning **Root Cause:** Parents do not understand how attendance effects academics.

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: The percent of Emergent Bilingual students who score Meets Grade Level on STAAR Math and Reading will increase by 10% points by the end of June 2023 (Baseline STAAR 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: improved student academic progress.</p> <p>Staff Responsible for Monitoring: Teachers</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>Problem Statements: Demographics 1, 2 - Student Learning 6 - School Processes & Programs 7</p> <p>Funding Sources: Professional Development Resources - 211 - Title 1-A - \$5,000</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: Improved student academic performance Staff Responsible for Monitoring: Assistant Principal / Principal</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 Problem Statements: Demographics 1, 3 - Student Learning 7 - School Processes & Programs 7 Funding Sources: Professional development 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: Improved student academic performance Staff Responsible for Monitoring: Assistant Principal / Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 5, 7 - School Processes & Programs 9, 10 - Perceptions 1 Funding Sources: Teachers for tutorials - 211 - Title 1-A - \$30,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide parent education classes in supporting students academically and emotionally at home. Conduct parent meetings and trainings to promote student growth. 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: Parents will gain understanding of school academic expectations.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 5, 6 - Student Learning 8 - School Processes & Programs 9 - Perceptions 1, 2</p> <p>Funding Sources: supplemental resources for parents in English and Spanish / Food for meetings - 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. Provide presenters and study materials for staff.</p> <p>Strategy's Expected Result/Impact: Culturally Responsive Teaching</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6</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, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 7 - School Processes & Programs 7</p> <p>Funding Sources: Professional Development - presenters - 211 - Title 1-A - \$5,000</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: Assistant Principal, teachers</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 1, 3, 6 - Student Learning 7 - School Processes & Programs 7 - Perceptions 2</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: Improved student performance</p> <p>Staff Responsible for Monitoring: administrator, Dean, DLI Coach</p> <p>Title I: 2.5</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, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3, 4 - Student Learning 7 - School Processes & Programs 7, 8</p> <p>Funding Sources: Consultants to provide training - 263 - Title III - \$2,500</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: Improved student performance</p> <p>Staff Responsible for Monitoring: Assistant Principal / Principal, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 5, 7, 11 - School Processes & Programs 3, 10</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: Improved student performance</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Demographics 3, 8 - Student Learning 2, 7 - School Processes & Programs 13</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) Root Cause: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>
<p>Problem Statement 2: Special Education students are performing poorly on standardized tests. Root Cause: General education teachers need more training to support special needs students in the inclusive classroom</p>
<p>Problem Statement 3: Emerging Bilingual students are scoring lower than non-LEP students on State Assessments Root Cause: Lack of targeting the EB student population and lack of teacher understanding of a differentiated classroom and supporting Emergent Bilingual Learners.</p>
<p>Problem Statement 4: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. Root Cause : Teachers need targeted training in working with students of poverty and diverse backgrounds.</p>
<p>Problem Statement 5: Students struggle learning due to social and emotional concerns/situations. Root Cause: Students often lack social and emotional support at home and due to family challenges during the pandemic.</p>
<p>Problem Statement 6: Some students have poor attendance resulting in broader gaps in learning Root Cause: Parents do not understand how attendance effects academics.</p>
<p>Problem Statement 8: Emerging Bilingual students are scoring lower than non-EB students on State Assessments Root Cause: Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners.</p>
Student Learning
<p>Problem Statement 2: Emerging Bilingual students are scoring lower than non-EB students on State Assessments Root Cause: Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners.</p>
<p>Problem Statement 5: Some students struggle to keep up with the fast pace of the curriculum. Root Cause: Teachers need to differentiate in classrooms.</p>
<p>Problem Statement 6: 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 7: Emerging Bilingual students are scoring lower than non-LEP students on State Assessments Root Cause: Lack of targeting the EB student population and lack of teacher understanding of a differentiated classroom and supporting Emergent Bilingual Learners.</p>

Student Learning

Problem Statement 8: Students struggle learning due to social and emotional concerns/situations. **Root Cause:** Students often lack social and emotional support at home and due to family challenges during the pandemic.

Problem Statement 11: Behavior often impedes learning of students **Root Cause:** Teachers struggle with classroom management.

School Processes & Programs

Problem Statement 3: Behavior often impedes learning of students **Root Cause:** Teachers struggle with classroom management.

Problem Statement 7: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 8: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause** : Teachers need targeted training in working with students of poverty and diverse backgrounds.

Problem Statement 9: 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

Problem Statement 10: Some students struggle to keep up with the fast pace of the curriculum. **Root Cause:** Teachers need to differentiate in classrooms.

Problem Statement 13: Emerging Bilingual students are scoring lower than non-EB students on State Assessments **Root Cause:** Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners.

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

Problem Statement 2: Some students have poor attendance resulting in broader gaps in learning **Root Cause:** Parents do not understand how attendance effects academics.

Goal 1: By the end of the 23-24 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 4: By the end of 2023-24 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: improved student academic progress. Staff Responsible for Monitoring: Teachers</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 Problem Statements: Demographics 1, 2 - Student Learning 6 - School Processes & Programs 7 Funding Sources: Professional Development Resources - 211 - Title 1-A - \$5,000</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: Improved student academic performance Staff Responsible for Monitoring: Assistant Principal / Principal</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 Problem Statements: Demographics 1, 2 - Student Learning 6 - School Processes & Programs 7 Funding Sources: Professional development resources - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide before school, during school, after school, and Saturday tutorials for students' opportunities for enrichment, remediation, and intervention.</p> <p>Strategy's Expected Result/Impact: Improved student academic performance</p> <p>Staff Responsible for Monitoring: Assistant Principal / Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 5, 7 - School Processes & Programs 10</p> <p>Funding Sources: Teachers for tutorials - 211 - Title 1-A - \$30,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide parent education classes in supporting students academically and emotionally at home. Conduct parent meetings and trainings to promote student growth. 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: Parents will gain understanding of school academic expectations.</p> <p>Staff Responsible for Monitoring: Administration/Dean</p> <p>Title I: 2.4, 2.5, 2.6</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 3 - Student Learning 5, 7 - School Processes & Programs 10</p> <p>Funding Sources: supplemental resources for parents in English and Spanish / Food for meetings - 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. Provide presenters and study materials for staff.</p> <p>Strategy's Expected Result/Impact: Culturally Responsive Teaching</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6</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, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 7 - School Processes & Programs 7</p> <p>Funding Sources: Professional Development - presenters - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide digital learning programs for students which supports reading at home and at school, provides data monitoring tools (example: iStation, Study Island, online books, razkids, IXL, various online learning opportunities)</p> <p>Strategy's Expected Result/Impact: Improved teacher monitoring and student academic performance</p> <p>Staff Responsible for Monitoring: Administration, teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 7, 8 - Student Learning 1, 2, 4, 5 - School Processes & Programs 7, 10, 11, 13</p> <p>Funding Sources: digital programs - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) Root Cause: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>
<p>Problem Statement 2: Special Education students are performing poorly on standardized tests. Root Cause: General education teachers need more training to support special needs students in the inclusive classroom</p>

Demographics

Problem Statement 3: Emerging Bilingual students are scoring lower than non-LEP students on State Assessments **Root Cause:** Lack of targeting the EB student population and lack of teacher understanding of a differentiated classroom and supporting Emergent Bilingual Learners.

Problem Statement 7: 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 8: Emerging Bilingual students are scoring lower than non-EB students on State Assessments **Root Cause:** Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners.

Student Learning

Problem Statement 1: 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 2: Emerging Bilingual students are scoring lower than non-EB students on State Assessments **Root Cause:** Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners.

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

Problem Statement 5: Some students struggle to keep up with the fast pace of the curriculum. **Root Cause:** Teachers need to differentiate in classrooms.

Problem Statement 6: 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 7: Emerging Bilingual students are scoring lower than non-LEP students on State Assessments **Root Cause:** Lack of targeting the EB student population and lack of teacher understanding of a differentiated classroom and supporting Emergent Bilingual Learners.

School Processes & Programs

Problem Statement 7: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 10: Some students struggle to keep up with the fast pace of the curriculum. **Root Cause:** Teachers need to differentiate in classrooms.

Problem Statement 11: Teachers struggle using data to create differentiated lesson plans and implementation **Root Cause:** Teachers do not understand how to disaggregate multiple forms of data.

Problem Statement 13: Emerging Bilingual students are scoring lower than non-EB students on State Assessments **Root Cause:** Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners.

Goal 1: By the end of the 23-24 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 5: By the end of the 2023-24 school year, 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 training to general education classroom teacher in interpreting the IEP and how to support students in the inclusive classroom.</p> <p>Strategy's Expected Result/Impact: More confident teachers and higher student performance.</p> <p>Staff Responsible for Monitoring: Special Education Coordinator, Administration</p> <p>Title I: 2.4, 2.5</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, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 6, 11 - School Processes & Programs 3</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. Strategy's Expected Result/Impact: improved student academic progress. Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5 - 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 Problem Statements: Demographics 1, 2 - Student Learning 6 - School Processes & Programs 7 Funding Sources: Professional Development Resources - 211 - Title 1-A - \$5,000</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. Strategy's Expected Result/Impact: Improved student academic performance Staff Responsible for Monitoring: IC/Dean</p> <p>Title I: 2.4, 2.5 - 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 Problem Statements: Demographics 1 - School Processes & Programs 7 Funding Sources: Professional development 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: Improved student academic performance</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 5, 7 - School Processes & Programs 10</p> <p>Funding Sources: Teachers for tutorials - 211 - Title 1-A - \$30,000</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) Root Cause: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>
<p>Problem Statement 2: Special Education students are performing poorly on standardized tests. Root Cause: General education teachers need more training to support special needs students in the inclusive classroom</p>
<p>Problem Statement 3: Emerging Bilingual students are scoring lower than non-LEP students on State Assessments Root Cause: Lack of targeting the EB student population and lack of teacher understanding of a differentiated classroom and supporting Emergent Bilingual Learners.</p>
Student Learning
<p>Problem Statement 5: Some students struggle to keep up with the fast pace of the curriculum. Root Cause: Teachers need to differentiate in classrooms.</p>
<p>Problem Statement 6: 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 7: Emerging Bilingual students are scoring lower than non-LEP students on State Assessments Root Cause: Lack of targeting the EB student population and lack of teacher understanding of a differentiated classroom and supporting Emergent Bilingual Learners.</p>
<p>Problem Statement 11: Behavior often impedes learning of students Root Cause: Teachers struggle with classroom management.</p>
School Processes & Programs
<p>Problem Statement 3: Behavior often impedes learning of students Root Cause: Teachers struggle with classroom management.</p>

School Processes & Programs





Problem Statement 7: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 10: Some students struggle to keep up with the fast pace of the curriculum. **Root Cause:** Teachers need to differentiate in classrooms.

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 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 2022-2023 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: 2.4, 2.5</p> <p>Problem Statements: Demographics 5 - Student Learning 5, 8 - School Processes & Programs 10</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 5: Students struggle learning due to social and emotional concerns/situations. Root Cause: Students often lack social and emotional support at home and due to family challenges during the pandemic.</p>
Student Learning
<p>Problem Statement 5: Some students struggle to keep up with the fast pace of the curriculum. Root Cause: Teachers need to differentiate in classrooms.</p>
<p>Problem Statement 8: Students struggle learning due to social and emotional concerns/situations. Root Cause: Students often lack social and emotional support at home and due to family challenges during the pandemic.</p>
School Processes & Programs
<p>Problem Statement 10: Some students struggle to keep up with the fast pace of the curriculum. Root Cause: Teachers need to differentiate in classrooms.</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 2023-2024 school year, all students will demonstrate an increase of a minimum of one sub-level, based on the ACTFL proficiency guidelines.

Evaluation Data Sources: APPL

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: improved student academic progress. Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5 - 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 Problem Statements: Demographics 1, 2 - Student Learning 6 - School Processes & Programs 7 Funding Sources: Professional Development Resources - 211 - Title 1-A - \$5,000</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: Improved student academic performance Staff Responsible for Monitoring: Assistant Principal / Principal</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 Problem Statements: Demographics 1 - School Processes & Programs 7 Funding Sources: Professional development resources - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide before school, during school, after school, and Saturday tutorials for students' opportunities for enrichment, remediation, and intervention.</p> <p>Strategy's Expected Result/Impact: Improved student academic performance</p> <p>Staff Responsible for Monitoring: Assistant Principal / Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 5, 7 - School Processes & Programs 10</p> <p>Funding Sources: Teachers for tutorials - 211 - Title 1-A - \$30,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. Provide presenters and study materials for staff.</p> <p>Strategy's Expected Result/Impact: Culturally Responsive Teaching</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 7 - School Processes & Programs 7</p> <p>Funding Sources: Professional Development - presenters - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 5 Details	Reviews			
<p>Strategy 5: 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 teacher monitoring and student academic performance</p> <p>Staff Responsible for Monitoring: Administration, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 7, 8 - Student Learning 1, 2, 4, 5 - School Processes & Programs 7, 10, 11, 13</p> <p>Funding Sources: digital programs - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide DLI support through the DLI Instructional Coach, providing Professional Development targeting DLI instruction by hiring specialists, providing, book studies, and other supporting materials.</p> <p>Strategy's Expected Result/Impact: Improvement in Language Aquisition</p> <p>Staff Responsible for Monitoring: Assistant Principal / Principal</p> <p>Title I: 2.4, 2.5</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, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 4 - School Processes & Programs 7, 8</p> <p>Funding Sources: Funding for DLI coach, presenters, materials - 211 - Title 1-A - \$65,000</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
<p>Problem Statement 1: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) Root Cause: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>
<p>Problem Statement 2: Special Education students are performing poorly on standardized tests. Root Cause: General education teachers need more training to support special needs students in the inclusive classroom</p>

Demographics

Problem Statement 3: Emerging Bilingual students are scoring lower than non-LEP students on State Assessments **Root Cause:** Lack of targeting the EB student population and lack of teacher understanding of a differentiated classroom and supporting Emergent Bilingual Learners.

Problem Statement 4: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause** : Teachers need targeted training in working with students of poverty and diverse backgrounds.

Problem Statement 7: 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 8: Emerging Bilingual students are scoring lower than non-EB students on State Assessments **Root Cause:** Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners.

Student Learning

Problem Statement 1: 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 2: Emerging Bilingual students are scoring lower than non-EB students on State Assessments **Root Cause:** Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners.

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

Problem Statement 5: Some students struggle to keep up with the fast pace of the curriculum. **Root Cause:** Teachers need to differentiate in classrooms.

Problem Statement 6: 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 7: Emerging Bilingual students are scoring lower than non-LEP students on State Assessments **Root Cause:** Lack of targeting the EB student population and lack of teacher understanding of a differentiated classroom and supporting Emergent Bilingual Learners.

School Processes & Programs

Problem Statement 7: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 8: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause** : Teachers need targeted training in working with students of poverty and diverse backgrounds.

Problem Statement 10: Some students struggle to keep up with the fast pace of the curriculum. **Root Cause:** Teachers need to differentiate in classrooms.





Problem Statement 11: Teachers struggle using data to create differentiated lesson plans and implementation **Root Cause:** Teachers do not understand how to disaggregate multiple forms of data.

Problem Statement 13: Emerging Bilingual students are scoring lower than non-EB students on State Assessments **Root Cause:** Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners.

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 2023-2024 school year, 100% of every grade level will have participated in and completed the Others Before Self Project.

Evaluation Data Sources: OBS project evaluation

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers with guidance in assisting students when determining, planning, and creating the OBS project.</p> <p>Strategy's Expected Result/Impact: Quality OBS Projects</p> <p>Staff Responsible for Monitoring: Assistant Principal, Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 13 - School Processes & Programs 6</p> <p>Funding Sources: Materials for OBS projects and presentations - 420 - State - \$1,000</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 13: Often teachers struggle supporting students in planning a quality OBS project. Root Cause: Lack of time and understanding of the OBS expectations and purpose.</p>
School Processes & Programs
<p>Problem Statement 6: Often teachers struggle supporting students in planning a quality OBS project. Root Cause: Lack of time and understanding of the OBS expectations and purpose.</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 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 arts courses.

Evaluation Data Sources: Report Cards

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training to all FA teachers in the TEKS for their teaching assignment Strategy's Expected Result/Impact: Greater student achievement 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 1, 7 - Student Learning 1 - School Processes & Programs 7</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 1: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) Root Cause: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>
<p>Problem Statement 7: 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
<p>Problem Statement 1: 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>

School Processes & Programs

Problem Statement 7: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Goal 3: By the end of the 23-24 school year ILTexas will retain 75% of teachers, an increase from 74% achieved in the 2022-23 school year.





Performance Objective 1: By the end of the 2023-2024 school year ILTexas Katy K-8 will retain 80% of teachers, an increase from 75% achieved in the 2022-23 School year.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Publicly recognize accomplishments of all staff. Strategy's Expected Result/Impact: Higher teacher retention Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 5 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of new to ILTexas and New to the profession teachers will be assigned a mentor teacher. Strategy's Expected Result/Impact: confident teachers Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6 - 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 1, 4 - Student Learning 3 - School Processes & Programs 7, 8, 12 Funding Sources: mentor teachers - 211 - Title 1-A - \$8,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide 1:1 instructional coaching to all teachers who are struggling.</p> <p>Strategy's Expected Result/Impact: Greater retention of teachers</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</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: Student Learning 3, 4, 9, 12 - School Processes & Programs 1, 4, 5, 11, 12 - Perceptions 3</p> <p>Funding Sources: Professionals to support teachers in specific areas - 420 - State - \$3,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide specific differentiated teacher training to support teachers in their areas of need.</p> <p>Strategy's Expected Result/Impact: Supported teachers will want to remain at Katy K-8</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</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 7, 8 - Student Learning 1, 2, 3, 4, 5, 9 - School Processes & Programs 1, 10, 11, 12, 13</p> <p>Funding Sources: Presenters/PD - 211 - Title 1-A - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide opportunities for teachers to observe peers. Strategy's Expected Result/Impact: Teachers will learn from their peers resulting in improved instruction Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.6 - 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 9, 10 - School Processes & Programs 1, 2 Funding Sources: substitutes - 420 - State - \$4,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Include teachers in Instructional Rounds to help in supporting the over all campus problem of practice. Strategy's Expected Result/Impact: Teachers will have the opportunity to view peers and apply learning in their classrooms. Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4 - 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, 9, 10 - School Processes & Programs 1, 2, 11 Funding Sources: substitutes - 420 - State - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 7 Details	Reviews			
<p>Strategy 7: 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: Teachers will feel supported and desire to remain at Katy K-8.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4</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: School Processes & Programs 5 - Perceptions 3</p> <p>Funding Sources: Guides to support new teachers, food for meetings - 420 - State - \$1,000</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) Root Cause: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>
<p>Problem Statement 4: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. Root Cause : Teachers need targeted training in working with students of poverty and diverse backgrounds.</p>
<p>Problem Statement 7: 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 8: Emerging Bilingual students are scoring lower than non-EB students on State Assessments Root Cause: Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners.</p>
Student Learning
<p>Problem Statement 1: 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 2: Emerging Bilingual students are scoring lower than non-EB students on State Assessments Root Cause: Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners.</p>
<p>Problem Statement 3: Behavior often impedes learning of students Root Cause: Teachers and GLAs need more training in proactive/restorative classroom management.</p>
<p>Problem Statement 4: Teachers struggle using data to create differentiated lesson plans and implementation Root Cause: Teachers do not understand how to disaggregate multiple forms of data.</p>
<p>Problem Statement 5: Some students struggle to keep up with the fast pace of the curriculum. Root Cause: Teachers need to differentiate in classrooms.</p>

Student Learning

Problem Statement 9: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 10: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause:** Teachers need targeted training in working with students of poverty and diverse backgrounds.

Problem Statement 12: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments

School Processes & Programs

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

Problem Statement 2: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause** : Teachers need targeted training in working with students of poverty and diverse backgrounds.

Problem Statement 4: Teachers are often confused due to the broad curriculum expectations. **Root Cause:** There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments

Problem Statement 5: Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. **Root Cause** : The teacher salary scale is lower than surrounding Independent School Districts and the ILTexas school day is longer.

Problem Statement 7: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 8: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause** : Teachers need targeted training in working with students of poverty and diverse backgrounds.

Problem Statement 10: Some students struggle to keep up with the fast pace of the curriculum. **Root Cause:** Teachers need to differentiate in classrooms.

Problem Statement 11: Teachers struggle using data to create differentiated lesson plans and implementation **Root Cause:** Teachers do not understand how to disaggregate multiple forms of data.

Problem Statement 12: Behavior often impedes learning of students **Root Cause:** Teachers and GLAs need more training in proactive/restorative classroom management.

Problem Statement 13: Emerging Bilingual students are scoring lower than non-EB students on State Assessments **Root Cause:** Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners.

Perceptions

Problem Statement 3: Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. **Root Cause** : The teacher salary scale is lower than surrounding Independent School Districts and the ILTexas school day is longer.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Students will be provided differentiated instruction in small groups during regular classroom time.
1	5	1	Provide training to general education classroom teacher in interpreting the IEP and how to support students in the inclusive classroom.
3	1	3	Provide 1:1 instructional coaching to all teachers who are struggling.

Campus Funding Summary

420 - State					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Materials for OBS projects and presentations		\$1,000.00
3	1	3	Professionals to support teachers in specific areas		\$3,000.00
3	1	5	substitutes		\$4,000.00
3	1	6	substitutes		\$2,000.00
3	1	7	Guides to support new teachers, food for meetings		\$1,000.00
Sub-Total					\$11,000.00
211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development Resources		\$5,000.00
1	1	2	Professional development resources		\$5,000.00
1	1	3	Teachers for tutorials		\$30,000.00
1	1	4	supplemental resources for parents in English and Spanish / Food for meetings		\$2,000.00
1	1	5	Professional Development - presenters		\$5,000.00
1	1	6	digital programs		\$5,000.00
1	2	1	Professional Development Resources		\$5,000.00
1	2	2	Professional development resources		\$5,000.00
1	2	3	Teachers for tutorials		\$30,000.00
1	2	4	supplemental resources for parents in English and Spanish / Food for meetings		\$2,000.00
1	2	5	Professional Development - presenters		\$5,000.00
1	3	1	Professional Development Resources		\$5,000.00
1	3	2	Professional development resources		\$5,000.00
1	3	3	Teachers for tutorials		\$30,000.00
1	3	4	supplemental resources for parents in English and Spanish / Food for meetings		\$2,000.00
1	3	5	Professional Development - presenters		\$5,000.00
1	4	1	Professional Development Resources		\$5,000.00
1	4	2	Professional development resources		\$5,000.00
1	4	3	Teachers for tutorials		\$30,000.00

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4	supplemental resources for parents in English and Spanish / Food for meetings		\$2,000.00
1	4	5	Professional Development - presenters		\$5,000.00
1	4	6	digital programs		\$5,000.00
1	5	2	Professional Development Resources		\$5,000.00
1	5	3	Professional development resources		\$5,000.00
1	5	4	Teachers for tutorials		\$30,000.00
2	1	1	Professional Development Resources		\$5,000.00
2	1	2	Professional development resources		\$5,000.00
2	1	3	Teachers for tutorials		\$30,000.00
2	1	4	Professional Development - presenters		\$5,000.00
2	1	5	digital programs		\$5,000.00
2	1	6	Funding for DLI coach, presenters, materials		\$65,000.00
3	1	2	mentor teachers		\$8,000.00
3	1	4	Presenters/PD		\$2,000.00
Sub-Total					\$363,000.00
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
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	7	Consultants to provide training		\$2,500.00
Sub-Total					\$2,500.00