

International Leadership of Texas
Grand Prairie Elementary
2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: June 1, 2023

Demographics

Demographics Summary

School Population (2022 - 2023)

Student Total	942	100%
Kindergarten	157	16.67%
1st Grade	161	17.09%
2nd Grade	160	16.99%
3rd Grade	157	16.24%
4th Grade	155	16.45%
5th Grade	156	16.56%

Student Demographics

Gender

Female	499	52.97%
Male	443	47.03%

Ethnicity

Hispanic-Latino	489	51.91%
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Race

American Indian - Alaskan Native	2	0.21%
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Asian	43	4.56%
Black - African American	341	36.20%
White	29	3.08%
Two-or-More	38	4.03%
Other Student Information		
At Risk	747	79.30%
Economically Disadvantaged	738	78.34%
Gifted and Talented	30	3.18%
Special Education (SPED)	51	5.41%
Emergent Bilingual (EB)	338	38.00%
Section 504	23	2.44%

We use a number of sources to find high caliber staff such as our campus website, the Teacher Job Network (TJN), college career fairs, and Region 10 and 11 job fairs. The majority of core and LOTE teachers are at a highly qualified status in accordance with ESSA. Our interview process clearly outlines the mission, philosophy, and expectations for our school. We have recruited teachers from Spain and China to teach our trilingual model. ILT will continue to work with region 10 & 11 and the district to actively find qualified teacher candidates to fill positions within the school. Teachers have the professional freedom to be innovative and creative. They have opportunities to have input into decision making on campus.

We will have wonderful ethnic diversity in our faculty/staff population, we are truly international. We have faculty/staff from Mexico, Puerto Rico, Spain, China, and more.

Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. This year we have the recruitment of teachers from Spain and China. This year we have also increased the number of teachers that meet certified status. There have also been salary increases for teachers, making our salary a little more competitive with local ISDs.

Demographics Strengths

- Diverse population
- Teachers are enrolling into the district Alternative Certification Program
- GPK8 has a very diverse teacher and staff environment

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): High percentage of economically disadvantaged and at-risk students **Root Cause:** Parents of economically disadvantaged students seek out charter schools more often than others

Problem Statement 2 (Prioritized): High percentage of language learners. **Root Cause:** About 30 percent of our students are EL/EB.

Problem Statement 3 (Prioritized): Lack of experienced and certified teachers. **Root Cause:** Difficult recruiting & retaining certified teachers.

Problem Statement 4 (Prioritized): Inefficient progress monitoring of students' data and progress on computer programs **Root Cause:** PD needed on how to use the data and how to monitor students usage on such programs.

Student Learning

Student Learning Summary

Below are the preliminary STAAR Scores for 2023

3rd Grade ELAR

DNM - 40% Approaches - 30.7% Meets - 26% Masters - 3.3%

3rd Grade Math

DNM - 45.3% Approaches - 34% Meets - 15.3% Masters - 5.3%

4th Grade ELAR

DNM - 34% Approaches - 40.1% Meets - 17% Masters - 8.8%

4th Grade Math

DNM - 57.8% Approaches - 17.7% Meets - 18.4% Masters - 6.1%

5th Grade ELAR

DNM - 28.9% Approaches - 31.6% Meets - 30.9% Masters - 8.6%

5th Grade Math

DNM - 40.1% Approaches - 31.6% Meets - 17.8% Masters - 10.5%

5th Grade Science

DNM - 49% Approaches - 31.7% Meets - 16% Masters - 3.3%

Student Learning Strengths

Scores were accurately reflected from previous assessments throughout the year (ECA, MAP, etc.)

We have accurate data on most students to begin targeted instruction to close gaps.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): High percentage of economically disadvantaged and at-risk students **Root Cause:** Parents of economically disadvantaged students seek out charter schools more often than others

Problem Statement 2 (Prioritized): High percentage of language learners. **Root Cause:** About 30 percent of our students are EL/EB.

Problem Statement 3 (Prioritized): Lack of experienced and certified teachers. **Root Cause:** Difficult recruiting & retaining certified teachers.

Problem Statement 4 (Prioritized): Ineffective mentorship and coaching for new teachers. **Root Cause:** The current mentor/mentee program and level of coaching for teachers does not always provide enough support to adequately onboard and to ultimately retain those who are new to teaching.

Problem Statement 5 (Prioritized): Inefficient progress monitoring of students' data and progress on computer programs **Root Cause:** PD needed on how to use the data and how to monitor students usage on such programs.

School Processes & Programs

School Processes & Programs Summary

We use a number of sources to find high caliber staff such as our campus website, the Teacher Job Network (TJN), university career fairs, and Region 10 and 11 job fairs. The majority of core and LOTE teachers are at a highly qualified status in accordance with NCLB. Our interview process clearly outlines the mission, philosophy, and expectations for our school. We have recruited teachers from Spain and China to teach our trilingual model. ILT will continue to work with Region 10 & 11 and the district to actively find qualified teacher candidates to fill positions within the school. Teachers have the professional freedom to be innovative and creative. They have opportunities to have input into decision making on campus.

We will have wonderful ethnic diversity in our faculty/staff population; we are truly international. We have faculty/staff from Mexico, Puerto Rico, Spain, China, and more.

Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. This year we have the recruitment of teachers from Spain and China. This year we have also increased the number of teachers that meet highly qualified status. There have also been significant salary increases for teachers, making our salary a little more competitive with local ISDs.

We will have a professional learning community and an atmosphere of collegiality. Our grade level teams plan together work towards common goals. Our staff members are able to rely on each other for support, suggestions, and assistance.

Our parents work in a partnership with teachers by engaging in open communication through a weekly newsletter, emails, and phone calls. Our PTO assists with events that will better connect parents to the school community.

The student council, the voice of the students, will engage in monthly meetings with the principal for an open discussion about the school. These conversations allow the students to highlight the positive as well as identify areas of improvement within the school.

A focus on modeling, monitoring and enforcing the 3 Bs.

Campus leadership will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade-level academic performance gains and STAAR performance gains. Teachers will follow the TEKS RS Scope and Sequence and curriculum for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. Teachers will meet with instructional coaches weekly to review the lesson plans for the following week. The focus will be on alignment and rigor.

3rd-grade students will take STAAR Reading and Mathematics tests, 4th graders will take STAAR Reading, Writing and Mathematics tests and 5th graders will take STAAR Reading, Mathematics and Science. Students will MAP in grades 2nd-5th. All students K-5th will take district progress measurement assessments. Critical thinking and problem-solving skills will be emphasized in all core subject areas. Students in 2nd-8th Grade will take math BOY and MOY assessment. Students in grades 3rd-8th Grade will take reading BOY and MOY. All students will complete the monthly IStation assessment.

Economically disadvantaged, LEP and at-risk student population groups who have established a pattern of non-mastery will be targeted for remediation. Small group instruction, tutorials, parent-teacher conferences and consistent written and oral communication between home and school will ensure that home and school work together provide the necessary support to students to bring about student success. ILTexas GP will provide student support services as outlined in IEPs, and 504 accommodations for qualifying students.

Organize and foster a positive, safe environment that is conducive to meeting the needs of all students, staff and parents.

All teachers have been trained on how to best use current technology students have to best support their learning.

All staff members have been provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, all students in grades k through 5 are provided their own Chromebooks.

School Processes & Programs Strengths

We will have a learning community and an atmosphere of collegiality. Our grade level teams plan together work towards common goals. Our staff members are able to rely on each other for support, suggestions, and assistance.

Our parents work in a partnership with teachers by engaging in open communication through a weekly newsletter, emails, and phone calls. Our PTO has been formed and assists with events that will better connect parents to the school community.

Teachers utilize technology daily in their instruction.

Students in grade K-5 have access to chrome books for class/home assignments.

Students can utilize technology for homework assignments and projects

Utilize media specialist to coach teachers in the effective use of technology as an instructional tool.

We are guided by the TEKS and follow TEKS RS. Teachers are required to use these resources to guide their planning, instruction and assessment. Teachers plan with their grade level teams. Teachers have dedicated Data analysis days every 6 weeks to review student levels and instructional needs. They also have extended time daily to meet with grade level team or partner teachers.

- Teachers have the support of partners and team members,
- Teachers plan lessons, activities and assessments together as a team,
- Teachers have access to several on-line programs: Study Island, Mathia, All-in-Learning, Measuring Up, etc.
- Teachers utilize Eduphoria
- Teachers have the support of the District Content Coaches
- Additional instructional assistants

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): High percentage of economically disadvantaged and at-risk students **Root Cause:** Parents of economically disadvantaged students seek out charter schools more often than others

Problem Statement 2 (Prioritized): Lack of experienced and certified teachers. **Root Cause:** Difficult recruiting & retaining certified teachers.

Problem Statement 3 (Prioritized): Inefficient progress monitoring of students' data and progress on computer programs **Root Cause:** PD needed on how to use the data and how to monitor students usage on such programs.

Problem Statement 4 (Prioritized): Low parent participation on PTO. **Root Cause:** Lack of time due to work or other priorities.

Problem Statement 5 (Prioritized): Ineffective mentorship and coaching for new teachers. **Root Cause:** The current mentor/mentee program and level of coaching for teachers does not always provide enough support to adequately onboard and to ultimately retain those who are new to teaching.

Perceptions

Perceptions Summary

We will have a learning community and an atmosphere of collegiality. Our grade level teams plan together work towards common goals. Our staff members are able to rely on each other for support, suggestions, and assistance.

Our parents work in a partnership with teachers by engaging in open communication newsletters, emails, and phone calls. Our PTO has been formed and assists with events that will better connect parents to the school community.

The student council, the voice of the students, will engage in monthly meetings with the principal for an open discussion about the school. These conversations allow the students to highlight the positive as well as identify areas of improvement within the school.

Perceptions Strengths

Current parents convey a feeling of support and that a quality education is being provided by all stakeholders.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): High percentage of economically disadvantaged and at-risk students **Root Cause:** Parents of economically disadvantaged students seek out charter schools more often than others

Problem Statement 2 (Prioritized): Lack of experienced and certified teachers. **Root Cause:** Difficult recruiting & retaining certified teachers.

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Problem Statement 5 (Prioritized): Ineffective mentorship and coaching for new teachers. **Root Cause:** The current mentor/mentee program and level of coaching for teachers does not always provide enough support to adequately onboard and to ultimately retain those who are new to teaching.

Priority Problem Statements

Problem Statement 1: High percentage of economically disadvantaged and at-risk students

Root Cause 1: Parents of economically disadvantaged students seek out charter schools more often than others

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

Problem Statement 2: Lack of experienced and certified teachers.

Root Cause 2: Difficult recruiting & retaining certified teachers.

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

Problem Statement 3: Inefficient progress monitoring of students' data and progress on computer programs

Root Cause 3: PD needed on how to use the data and how to monitor students usage on such programs.

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

Problem Statement 4: Low parent participation on PTO.

Root Cause 4: Lack of time due to work or other priorities.

Problem Statement 4 Areas: School Processes & Programs - Perceptions

Problem Statement 5: High percentage of language learners.

Root Cause 5: About 30 percent of our students are EL/EB.

Problem Statement 5 Areas: Demographics - Student Learning

Problem Statement 6: Ineffective mentorship and coaching for new teachers.

Root Cause 6: The current mentor/mentee program and level of coaching for teachers does not always provide enough support to adequately onboard and to ultimately retain those who are new to teaching.

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

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: June 14, 2023

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

Performance Objective 1: By the end of the 23-24 school year, 30% of all students will perform at the meets level of achievement on STAAR Reading/Language Arts and Math and 25% of EB students will perform at the meets level of achievement on STAAR Reading/Language Arts and Math.





High Priority

Evaluation Data Sources: MAP, Interim assessments, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support ALL students including Emergent Bilinguals with focus on increasing the Meets Target goal on the STAAR Reading and Math assessment.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</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 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide small group tutoring before school, after school, and on Saturdays. Provide opportunity for teachers to plan for small group tutoring before school, after school, and on Saturdays. Create partnerships with local community organizations that provide tutoring. 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: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: - 211 - Title 1-A - \$2,500</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, Beam Symposium) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support ALL students including Emergent Bilinguals.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</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 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: ILTexas will purchase supplemental resources for students including Emergent Bilinguals such as instructional materials (bilingual dictionaries, leveled readers, classroom libraries) and online platforms to increase access to language acquisition and differentiation.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: ILTexas campuses will set STAAR goals for ALL students and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals. Teachers</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</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 6 Details	Reviews			
<p>Strategy 6: 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: Increased student achievement; Increased English language acquisition</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 7 Details	Reviews			
<p>Strategy 7: ILTexas will provide parents of ALL students including Emergent Bilingual students learning opportunities to support their children at home, provide trainings and organize academic events that model best practices for parents in helping their child to be successful at school, and conduct meetings to help parents understand the importance of state assessments. In addition, ILTexas will provide access to CNA/CIP.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement; Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1, 4 - Perceptions 1, 4</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: High percentage of economically disadvantaged and at-risk students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others</p> <p>Problem Statement 2: High percentage of language learners. Root Cause: About 30 percent of our students are EL/EB.</p> <p>Problem Statement 3: Lack of experienced and certified teachers. Root Cause: Difficult recruiting & retaining certified teachers.</p>

Student Learning

Problem Statement 1: High percentage of economically disadvantaged and at-risk students **Root Cause:** Parents of economically disadvantaged students seek out charter schools more often than others

Problem Statement 2: High percentage of language learners. **Root Cause:** About 30 percent of our students are EL/EB.

Problem Statement 3: Lack of experienced and certified teachers. **Root Cause:** Difficult recruiting & retaining certified teachers.

School Processes & Programs

Problem Statement 1: High percentage of economically disadvantaged and at-risk students **Root Cause:** Parents of economically disadvantaged students seek out charter schools more often than others

Problem Statement 2: Lack of experienced and certified teachers. **Root Cause:** Difficult recruiting & retaining certified teachers.

Problem Statement 4: Low parent participation on PTO. **Root Cause:** Lack of time due to work or other priorities.

Perceptions

Problem Statement 1: High percentage of economically disadvantaged and at-risk students **Root Cause:** Parents of economically disadvantaged students seek out charter schools more often than others





Problem Statement 2: Lack of experienced and certified teachers. **Root Cause:** Difficult recruiting & retaining certified teachers.

Problem Statement 4: Low parent participation on PTO. **Root Cause:** Lack of time due to work or other priorities.

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

Performance Objective 2: By the end of the 23-24 school year, students' learning readiness indicator as measured by Rhithm, will increase 10% with the help of subject matter experts and specialized programs/resources aimed at improving the social emotional health of our students with a focus on safety.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Bring in subject matter experts (such as but not limited to Youth Equipped to Succeed) and purchase resources (such as but not limit to SEL and mental health curriculum for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students) to improve students' readiness to learn.</p> <p>Strategy's Expected Result/Impact: Improve learning readiness measured by Rhithm</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors</p> <p>Title I: 2.4, 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</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: High percentage of economically disadvantaged and at-risk students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others</p>
Student Learning
<p>Problem Statement 1: High percentage of economically disadvantaged and at-risk students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others</p>
School Processes & Programs
<p>Problem Statement 1: High percentage of economically disadvantaged and at-risk students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others</p>

Perceptions

Problem Statement 1: High percentage of economically disadvantaged and at-risk students **Root Cause:** Parents of economically disadvantaged students seek out charter schools more often than others

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: Improve performance on state, district, and campus testing by increasing student daily attendance to at least 96% and ensure benchmark and district/campus assessment are taken by 100% of students.

High Priority

Evaluation Data Sources: STAAR assessment, Attendance report

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide instructional materials for teachers and students for use in Reading/ELA, Social Studies, Math and Science to include technology, consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessments (including Computers, Computer monitors, computer equipment, Study Island, All in Learning, STAAR Master, Brain Pop, Measuring Up, MAP, etc.)</p> <p>Strategy's Expected Result/Impact: Increased student academic achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Grade Level Administrators, Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide online programs to include Study Island, MAP, Measuring Up, and other online resources to enhance instruction and increase student academic achievement.</p> <p>Strategy's Expected Result/Impact: Increased student academic achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Grade Level Administrator and Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: - 211 - Title 1-A - \$3,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide incentives for students that are showing growth in attendance & usage in academic online programs such as I-Station & Imagine Math.</p> <p>Strategy's Expected Result/Impact: Increase student on all performance measures in achievement in math and Formative Summative</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, GLA</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 4 - Student Learning 1, 5 - School Processes & Programs 1, 3 - Perceptions 1, 3</p> <p>Funding Sources: - 461 - Campus Activity - \$1,000</p>	Formative			Summative
	Nov	Jan	May	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: High percentage of economically disadvantaged and at-risk students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others</p>
<p>Problem Statement 4: Inefficient progress monitoring of students' data and progress on computer programs Root Cause: PD needed on how to use the data and how to monitor students usage on such programs.</p>
Student Learning
<p>Problem Statement 1: High percentage of economically disadvantaged and at-risk students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others</p>
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<p>Problem Statement 1: High percentage of economically disadvantaged and at-risk students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others</p>
<p>Problem Statement 3: Inefficient progress monitoring of students' data and progress on computer programs Root Cause: PD needed on how to use the data and how to monitor students usage on such programs.</p>

Perceptions





Problem Statement 1: High percentage of economically disadvantaged and at-risk students **Root Cause:** Parents of economically disadvantaged students seek out charter schools more often than others

Problem Statement 3: Inefficient progress monitoring of students' data and progress on computer programs **Root Cause:** PD needed on how to use the data and how to monitor students usage on such programs.

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: Provide all students the opportunity to attend off campus field trips to enhance classroom instruction for the 2023-24 School Year

Strategy 1 Details	Reviews			
<p>Strategy 1: Assistant Principals and Grade Level Administrators will identify field trips for all grade levels that are aligned to the classroom instruction and impact to student achievement.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement/ success as evidenced on formal and informal assessments. Provide off-campus hands-on learning opportunities for economically disadvantaged students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Grade Level administrators, Teachers</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</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: - 211 - Title 1-A - \$2,500</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: High percentage of economically disadvantaged and at-risk students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others</p>
Student Learning
<p>Problem Statement 1: High percentage of economically disadvantaged and at-risk students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others</p>
School Processes & Programs
<p>Problem Statement 1: High percentage of economically disadvantaged and at-risk students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others</p>

Perceptions





Problem Statement 1: High percentage of economically disadvantaged and at-risk students **Root Cause:** Parents of economically disadvantaged students seek out charter schools more often than others

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: Improve performance on campus AAPPL testing and increase ACTFL performance rating by at least one language sub-level by June 2024.

Evaluation Data Sources: AAPPL and ACTFL rating.

Strategy 1 Details	Reviews			
<p>Strategy 1: Bring in subject matter expert, Spanish or Bilingual Instructional coach and consultants to help ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, DLI and other programs that will increase student achievement and language acquisition.</p> <p>Strategy's Expected Result/Impact: Increased language acquisition in Spanish and Chinese</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Incorporate more Spanish and Chinese usage throughout the campus with students and staff.</p> <p>Strategy's Expected Result/Impact: Increased language acquisition</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers, Staff</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Improve preparation for AAPPL testing by practicing on the platform and focusing on increasing student attendance to enable 100% completion.</p> <p>Strategy's Expected Result/Impact: Increased completion of AAPPL testing</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</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: High percentage of economically disadvantaged and at-risk students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others</p>
Student Learning
<p>Problem Statement 1: High percentage of economically disadvantaged and at-risk students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others</p>
School Processes & Programs
<p>Problem Statement 1: High percentage of economically disadvantaged and at-risk students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others</p>
Perceptions
<p>Problem Statement 1: High percentage of economically disadvantaged and at-risk students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others</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 2: By the end of 23-24 school year, at least 36% (federal target) of EL/EB students will have made one proficiency level progress in English language acquisition.

High Priority

Evaluation Data Sources: TELPAS 22-23

Strategy 1 Details	Reviews			
<p>Strategy 1: Bring in subject matter expert, Spanish or Bilingual Instructional coach and consultants to help ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, DLI and other programs that will increase student achievement and language acquisition.</p> <p>Strategy's Expected Result/Impact: Increased language acquisition in Spanish and Chinese</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 2</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for students to speak, read and write in English on an ongoing basis.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: High percentage of economically disadvantaged and at-risk students **Root Cause:** Parents of economically disadvantaged students seek out charter schools more often than others

Problem Statement 2: High percentage of language learners. **Root Cause:** About 30 percent of our students are EL/EB.

Student Learning

Problem Statement 1: High percentage of economically disadvantaged and at-risk students **Root Cause:** Parents of economically disadvantaged students seek out charter schools more often than others

Problem Statement 2: High percentage of language learners. **Root Cause:** About 30 percent of our students are EL/EB.

School Processes & Programs

Problem Statement 1: High percentage of economically disadvantaged and at-risk students **Root Cause:** Parents of economically disadvantaged students seek out charter schools more often than others

Perceptions





Problem Statement 1: High percentage of economically disadvantaged and at-risk students **Root Cause:** Parents of economically disadvantaged students seek out charter schools more often than others

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

Performance Objective 1: ILTexas will provide onboarding training for all new teachers in the classroom throughout the 2023-24 School Year.

High Priority

Evaluation Data Sources: Onboarding program, Campus Mentor/Mentee program

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a process for onboarding new teachers to increase support and overall effectiveness of the teachers. Provide ongoing instructional support to teachers in planning and delivery of effective instruction.</p> <p>Strategy's Expected Result/Impact: Increase teacher effectiveness and retention</p> <p>Staff Responsible for Monitoring: Dean, Instructional Coaches, Principals, Assistant Principals, Grade Level Administrators</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 2 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create a more effective mentee/mentor program.</p> <p>Strategy's Expected Result/Impact: Increase teacher effectiveness and retention</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3 - Student Learning 3, 4 - School Processes & Programs 2, 5 - Perceptions 2, 5</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: Lack of experienced and certified teachers. **Root Cause:** Difficult recruiting & retaining certified teachers.

Student Learning

Problem Statement 3: Lack of experienced and certified teachers. **Root Cause:** Difficult recruiting & retaining certified teachers.

Problem Statement 4: Ineffective mentorship and coaching for new teachers. **Root Cause:** The current mentor/mentee program and level of coaching for teachers does not always provide enough support to adequately onboard and to ultimately retain those who are new to teaching.

School Processes & Programs

Problem Statement 2: Lack of experienced and certified teachers. **Root Cause:** Difficult recruiting & retaining certified teachers.

Problem Statement 5: Ineffective mentorship and coaching for new teachers. **Root Cause:** The current mentor/mentee program and level of coaching for teachers does not always provide enough support to adequately onboard and to ultimately retain those who are new to teaching.

Perceptions

Problem Statement 2: Lack of experienced and certified teachers. **Root Cause:** Difficult recruiting & retaining certified teachers.





Problem Statement 5: Ineffective mentorship and coaching for new teachers. **Root Cause:** The current mentor/mentee program and level of coaching for teachers does not always provide enough support to adequately onboard and to ultimately retain those who are new to teaching.

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

Performance Objective 2: ILTexas will increase the percent retention of our special education, math and reading teachers by 1% by the end of the 2023-24 School year.

High Priority

Evaluation Data Sources: Teacher retention

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide ongoing support, coaching, and positive culture/climate for teachers. Strategy's Expected Result/Impact: Increased teacher effectiveness, retention, and student achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, Grade Level Administrators</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1, 3 - Student Learning 1, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide class coverage to allow struggling or inexperienced teachers to observe master teachers on campus as well as off campus locations. Strategy's Expected Result/Impact: Increased teacher effectiveness, retention, and student achievement. Staff Responsible for Monitoring: Principal, Assistant Principals, Grade Level Administrators</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 3, 4 - School Processes & Programs 2, 5 - Perceptions 2, 5</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: High percentage of economically disadvantaged and at-risk students **Root Cause:** Parents of economically disadvantaged students seek out charter schools more often than others

Problem Statement 3: Lack of experienced and certified teachers. **Root Cause:** Difficult recruiting & retaining certified teachers.

Student Learning

Problem Statement 1: High percentage of economically disadvantaged and at-risk students **Root Cause:** Parents of economically disadvantaged students seek out charter schools more often than others

Problem Statement 3: Lack of experienced and certified teachers. **Root Cause:** Difficult recruiting & retaining certified teachers.

Problem Statement 4: Ineffective mentorship and coaching for new teachers. **Root Cause:** The current mentor/mentee program and level of coaching for teachers does not always provide enough support to adequately onboard and to ultimately retain those who are new to teaching.

School Processes & Programs

Problem Statement 1: High percentage of economically disadvantaged and at-risk students **Root Cause:** Parents of economically disadvantaged students seek out charter schools more often than others

Problem Statement 2: Lack of experienced and certified teachers. **Root Cause:** Difficult recruiting & retaining certified teachers.

Problem Statement 5: Ineffective mentorship and coaching for new teachers. **Root Cause:** The current mentor/mentee program and level of coaching for teachers does not always provide enough support to adequately onboard and to ultimately retain those who are new to teaching.

Perceptions

Problem Statement 1: High percentage of economically disadvantaged and at-risk students **Root Cause:** Parents of economically disadvantaged students seek out charter schools more often than others

Problem Statement 2: Lack of experienced and certified teachers. **Root Cause:** Difficult recruiting & retaining certified teachers.

Problem Statement 5: Ineffective mentorship and coaching for new teachers. **Root Cause:** The current mentor/mentee program and level of coaching for teachers does not always provide enough support to adequately onboard and to ultimately retain those who are new to teaching.

Campus Funding Summary

461 - Campus Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$1,000.00
Sub-Total					\$1,000.00
211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$2,500.00
1	3	2			\$3,000.00
1	4	1			\$2,500.00
Sub-Total					\$8,000.00