

International Leadership of Texas
North Richland Hills Elementary
2023-2024 Campus Improvement Plan

Mission Statement

The vision of International Leadership of Texas, North Richland Hills K-8, is to foster a community of learning founded on collaboration and involvement of all of our constituents. While focusing on the district's mission and core values, NRH K-8 will continue to excel academically while earning campus distinctions based on the state of Texas requirements.

Vision

The vision of ANorth Richland Hills K-8 is to foster a community of learning founded on collaboration and involvement of all of our constituents. While focusing on the district's mission and core values, NRH K-8 will continue to excel academically while earning campus distinctions based off the state of Texas requirements.

Table of Contents

- Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 5
- School Processes & Programs 7
- Perceptions 9
- Priority Problem Statements 12
- Comprehensive Needs Assessment Data Documentation 14
- Goals 16
- 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. 17
- 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. 36
- 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. 41
- Targeted Support Strategies 45
- Campus Funding Summary 47

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

We are a very diverse community of educators which includes international teachers from Mexico, Spain and China, Puerto Rico and other South American countries. Our unique backgrounds assists in providing our students with a rich understanding of global communities and cultures.

Students Demographics Summary

Ethnic Distribution:

- African American 18.3%
- Hispanic 54%
- White 18.7%
- American Indian 0.1%
- Asian 4.3%
- Pacific Islander 0.1%
- Economically Disadvantaged 62.4%
- Non-Educationally Disadvantaged 37.6%
- English Language Learners 28.9%
- At-Risk 268 (28.2%)

Teachers by Ethnicity:

- African American 1.0 1.8%
- Hispanic 19.1 33.7%
- White 31.8 56.3%
- American Indian 0.7 1.2%
- Asian 4.0 7.1%
- Pacific Islander 0.0 0.0%
- Two or More Races 0

Teachers by Gender:

- Males 7.3 12.9%
- Females 49.3 87.1%

Demographics Strengths

The strength of our campus is the diversity of our student and teacher population.

We use a number of sources to find high caliber staff such as our campus website, Skyward, Region 10 and 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. ILTexas will continue to work with Region 10 and 11 and the District to actively find qualified teacher candidates to fill positions within the school. Teachers have professional freedom to be innovative and creative. They have opportunities to have input into decision making on campus.

We have wonderful ethnic diversity in our faculty/staff population, we are truly international. We have faculty/staff from Mexico, Puerto Rico, Spain, China, and other South American countries, such as Colombia and Argentina.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We will increase staff retention in order to retain 90% of our staff. NRH has seventeen new teachers added to the campus **Root Cause:** Competitive job market was one root cause for teacher turnover.

Problem Statement 2 (Prioritized): We are not retaining 1/3 of our students from year to year. **Root Cause:** High mobility causes students to transfer to other schools.

Problem Statement 3 (Prioritized): STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. **Root Cause:** We currently have 33% Tier 3 students in Math and 37% in Reading.

Problem Statement 4 (Prioritized): For three consecutive years, African American, Hispanic and White students did not hit their targets for growth. **Root Cause:** Student achievement went lower after the 2019 STARR results likely due to the pandemic, inconsistent teacher employment and lower parent involvement.

Problem Statement 5 (Prioritized): Students may not get their level of targeted intervention as needed during Enrichment. **Root Cause:** Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills

Problem Statement 6 (Prioritized): Teachers are not able to deliver the lesson in it's entirety. **Root Cause:** Teachers lack training in areas such as classroom management, time management and other skills because they are new to teaching

Problem Statement 7 (Prioritized): Due to vacancies, instructional aides are asked to cover classes and still support their grade band. This leads to frustration from the instructional aides. **Root Cause:** Teachers need to be proactive about putting in their absences so that substitutes can be put in a timely manner.

Student Learning

Student Learning Summary

International Leadership of Texas North Richland Hills K-8 is entering into the sixth year of existence. The 2022 Accountability Ratings as of August 2022 revealed multiple successes and challenges.

Some of the strategies that are being reinforced are the 6 weeks planning sessions to analyze data and revise instructional calendars to provide data-driven instruction to all students.

Students participated in districtwide common assessments. Below is a chart with ILTexas North Richland Hills STAAR Data for 2022

| Math % Satisfactory (Approaches) | | Reading % Satisfactory (Approaches) | |
|---|-------------|--|-------------|
| | 2022 | | 2022 |
| 3rd grade | 36.88% | 3rd grade | 51.06% |
| 4th grade | 32.87% | 4th grade | 52.78% |
| *5th grade | 50.36% | *5th grade | 65.47% |
| 6th grade | 48.70% | 6th grade | 48.05% |
| 7th grade | 43.26% | 7th grade | 73.05% |
| *8th grade | 26.92% | *8th grade | 64% |
| Science % Satisfactory (Approaches) | | | |
| | 2022 | | |
| 5th grade | 45.32% | | |
| 8th grade | 50.39% | | |
| Social Studies % Satisfactory (Approaches) | | | |
| | 2022 | | |
| 8th grade | 26.77% | | |

Student Learning Strengths

Out of 549 students who tested last year, 317 students earned one growth point and 45 students .5 points.

In addition, 56 Emergent Bilingual students scored below Advanced High in 2022 and improved ONE level from the prior year for TELPAS proficiency.

35 Emergent Bilingual students scored Advanced High in 2022.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. **Root Cause:** We currently have 33% Tier 3 students in Math and 37% in Reading.

Problem Statement 2 (Prioritized): There may be inconsistency in the level of rigor and high quality of instruction. **Root Cause:** There are twelve new teachers to the profession which may impact student achievement

Problem Statement 3 (Prioritized): For three consecutive years, African American, Hispanic and White students did not hit their targets for growth. **Root Cause:** Student achievement went lower after the 2019 STARR results likely due to the pandemic, inconsistent teacher employment and lower parent involvement.

Problem Statement 4 (Prioritized): We will increase staff retention in order to retain 90% of our staff. NRH has seventeen new teachers added to the campus **Root Cause:** Competitive job market was one root cause for teacher turnover.

Problem Statement 5 (Prioritized): We are not retaining 1/3 of our students from year to year. **Root Cause:** High mobility causes students to transfer to other schools.

Problem Statement 6 (Prioritized): Students may not get their level of targeted intervention as needed during Enrichment. **Root Cause:** Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills

Problem Statement 7 (Prioritized): Teachers are not able to deliver the lesson in it's entirety. **Root Cause:** Teachers lack training in areas such as classroom management, time management and other skills because they are new to teaching

Problem Statement 8 (Prioritized): Due to vacancies, instructional aides are asked to cover classes and still support their grade band. This leads to frustration from the instructional aides. **Root Cause:** Teachers need to be proactive about putting in their absences so that substitutes can be put in a timely manner.

Problem Statement 9 (Prioritized): There are little to no parent volunteers on our campus. **Root Cause:** Since the pandemic, parent volunteers are not visible on campus and the perception is the school operates with a pandemic mentality.

Problem Statement 10 (Prioritized): Students do not know how to take care of chrome books and misuse them looking at inappropriate websites **Root Cause:** There is a lack of training for students on how to use chromebooks and consequences for abusing school property as well as using them for their intended use.

Problem Statement 11 (Prioritized): There is a perception that the school is not proactive about addressing bullying situations **Root Cause:** There needs to be communication and timeline to parents indicating how administrators investigate bullying allegations.

Problem Statement 12 (Prioritized): Specials and Chinese teachers do not always feel connected to the school learning and culture; therefore, the perception is their voice does not matter when shaping school culture and climate. **Root Cause:** The focus is on students performing on the STAAR test.

School Processes & Programs

School Processes & Programs Summary

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

Our parents work in a partnership with teachers by engaging in open communication through weekly newsletter, emails, and phone calls. Our PTO has been formed and assist 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.

School Processes & Programs Strengths

Teachers and students feel recognized for their contributions through recognition from campus administration and colleagues.

Student and class attendance is celebrated weekly and every six weeks along with celebrations that is communicated through teacher and parent newsletters, announcements, facebook, and bulletin boards.

There are processes and procedures for safety, hallway transitions, classroom and cafeteria expectations. Parent involvement is increasing and parent volunteers assist the school in meaningful ways such as programs, sponsoring events and activities.

The trilingual curriculum provides students to prepare for a global society and workforce. There is also Eagle Academy to provide support for students who need in class support afterschool.

Every Monday, teachers, counselors and administrators meet to discuss Attendance, Behaviors . In addition, there are data cycle meetings in which students are broken into Tiers so teachers know what interventions to provide each student.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students may not get their level of targeted intervention as needed during Enrichment. **Root Cause:** Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills

Problem Statement 2 (Prioritized): Teachers are not able to deliver the lesson in it's entirety. **Root Cause:** Teachers lack training in areas such as classroom management, time management and other skills because they are new to teaching

Problem Statement 3 (Prioritized): We will increase staff retention in order to retain 90% of our staff. NRH has seventeen new teachers added to the campus **Root Cause:** Competitive job market was one root cause for teacher turnover.

Problem Statement 4 (Prioritized): We are not retaining 1/3 of our students from year to year. **Root Cause:** High mobility causes students to transfer to other schools.

Problem Statement 5 (Prioritized): There may be inconsistency in the level of rigor and high quality of instruction. **Root Cause:** There are twelve new teachers to the profession which may impact student achievement

Problem Statement 6 (Prioritized): For three consecutive years, African American, Hispanic and White students did not hit their targets for growth. **Root Cause:** Student achievement went lower after the 2019 STARR results likely due to the pandemic, inconsistent teacher employment and lower parent involvement.

Problem Statement 7 (Prioritized): Due to vacancies, instructional aides are asked to cover classes and still support their grade band. This leads to frustration from the instructional aides. **Root Cause:** Teachers need to be proactive about putting in their absences so that substitutes can be put in a timely manner.

Problem Statement 8 (Prioritized): There are little to no parent volunteers on our campus. **Root Cause:** Since the pandemic, parent volunteers are not visible on campus and the perception is the school operates with a pandemic mentality.

Problem Statement 9 (Prioritized): Not all grade level administrators listen and support their team like other veteran grade level leaders do. **Root Cause:** Experienced level administrators comes with time and mentoring from campus administrators.

Problem Statement 10 (Prioritized): Specials and Chinese teachers do not always feel connected to the school learning and culture; therefore, the perception is their voice does not matter when shaping school culture and climate. **Root Cause:** The focus is on students performing on the STAAR test.

Problem Statement 11 (Prioritized): Students do not know how to take care of chrome books and misuse them looking at inappropriate websites **Root Cause:** There is a lack of training for students on how to use chromebooks and consequences for abusing school property as well as using them for their intended use.

Problem Statement 12 (Prioritized): There is a perception that the school is not proactive about addressing bullying situations **Root Cause:** There needs to be communication and timeline to parents indicating how administrators investigate bullying allegations.

Perceptions

Perceptions Summary

In a survey for Staff Quality and Retention that went to all NRH staff members, 41 staff members responded:

36.6% had 0-5 years of experience

24.4% had 6-10 years of experience

22% had 11-15 years of experience

9.8% had 21-25 years of experience

19.5% they are new to ILTEXAS

80.5 % returning to ILTEXAS

65.9% they are not certified in Texas

34.1% they are certified

92.7% have a college degree

19 staff members say they choose to work at ILTexas is because of the mission statement. 11 staff members because of the positive work environment, 8 staff members enjoy working with colleagues, two staff members due to location and one staff members likes the pay.

Feedback from the staff indicate reasons that would attract high quality staff members: better pay, take care of teachers that are already here, leadership opportunities, positive culture, coworkers.

Reasons why NRH lose qualified staff is leadership, pay and consistency, lack of support an dcohesive guidance from the district as well as overload on assessments.

We conducted a parent survey regarding NRH improviing communication and 143 parents responded with preferring emails and voice messages to receive information from the school.

Parents also would like weekly and timely communication from the school.

Perceptions Strengths

The Grade Level Administrators (GLA) are veteran teachers to ILTexas. The GLA's possess leadership qualities and demonstrate subject and content knowledge.

The perception from teachers and staff is that the leadership changes to NRH have been positive and it is a supportive environment. The new principal is visible and takes time to listen to our concerns. We have strong grade level administrators and teachers. The teachers and staff say it is a family atmosphere and good communication. Teachers have loved the implementation of committees which has boosted morale and brought our campus together. They also love the teacher and staff of the month recognition.

In a Campus and Climate survey sent to staff, 33 staff members responded that 89.9% believe (63% agree/27.3 strongly agree) NRH provides a safe and welcoming environment for students and staff, one person disagree and two strongly disagree.

66.7% of staff agrees discipline is addressed in a timely manner, 21.2% is neutral, 9.1 disagree discipline is handled immediately.

87.9% say administrators support teachers and staff, 12% are neutral

84.8% believe teachers and staff support one another

87.9% parents are welcomed to volunteer

78% believe the school celebrates student hard work and achievements

90% believe the teachers celebrate student hard work and achievements

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Specials and Chinese teachers do not always feel connected to the school learning and culture; therefore, the perception is their voice does not matter when shaping school culture and climate. **Root Cause:** The focus is on students performing on the STAAR test.

Problem Statement 2 (Prioritized): Not all grade level administrators listen and support their team like other veteran grade level leaders do. **Root Cause:** Experienced level administrators comes with time and mentoring from campus administrators.

Problem Statement 3 (Prioritized): Due to vacancies, instructional aides are asked to cover classes and still support their grade band. This leads to frustration from the instructional aides. **Root Cause:** Teachers need to be proactive about putting in their absences so that substitutes can be put in a timely manner.

Problem Statement 4 (Prioritized): There are little to no parent volunteers on our campus. **Root Cause:** Since the pandemic, parent volunteers are not visible on campus and the perception is the school operates with a pandemic mentality.

Problem Statement 5 (Prioritized): Students do not know how to take care of chrome books and misuse them looking at inappropriate websites **Root Cause:** There is a lack of

training for students on how to use chromebooks and consequences for abusing school property as well as using them for their intended use.

Problem Statement 6 (Prioritized): There is a perception that the school is not proactive about addressing bullying situations **Root Cause:** There needs to be communication and timeline to parents indicating how administrators investigate bullying allegations.

Priority Problem Statements

Problem Statement 1: STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%.

Root Cause 1: We currently have 33% Tier 3 students in Math and 37% in Reading.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: We are not retaining 1/3 of our students from year to year.

Root Cause 2: High mobility causes students to transfer to other schools.

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

Problem Statement 3: We will increase staff retention in order to retain 90% of our staff. NRH has seventeen new teachers added to the campus

Root Cause 3: Competitive job market was one root cause for teacher turnover.

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

Problem Statement 4: For three consecutive years, African American, Hispanic and White students did not hit their targets for growth.

Root Cause 4: Student achievement went lower after the 2019 STARR results likely due to the pandemic, inconsistent teacher employment and lower parent involvement.

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

Problem Statement 5: Students may not get their level of targeted intervention as needed during Enrichment.

Root Cause 5: Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills

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

Problem Statement 6: Teachers are not able to deliver the lesson in it's entirety.

Root Cause 6: Teachers lack training in areas such as classroom management, time management and other skills because they are new to teaching

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

Problem Statement 7: There may be inconsistency in the level of rigor and high quality of instruction.

Root Cause 7: There are twelve new teachers to the profession which may impact student achievement

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

Problem Statement 8: Due to vacancies, instructional aides are asked to cover classes and still support their grade band. This leads to frustration from the instructional aides.

Root Cause 8: Teachers need to be proactive about putting in their absences so that substitutes can be put in a timely manner.

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

Problem Statement 9: There are little to no parent volunteers on our campus.

Root Cause 9: Since the pandemic, parent volunteers are not visible on campus and the perception is the school operates with a pandemic mentality.

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

Problem Statement 10: Students do not know how to take care of chrome books and misuse them looking at inappropriate websites

Root Cause 10: There is a lack of training for students on how to use chromebooks and consequences for abusing school property as well as using them for their intended use.

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

Problem Statement 11: There is a perception that the school is not proactive about addressing bullying situations

Root Cause 11: There needs to be communication and timeline to parents indicating how administrators investigate bullying allegations.

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

Problem Statement 12: Not all grade level administrators listen and support their team like other veteran grade level leaders do.

Root Cause 12: Experienced level administrators comes with time and mentoring from campus administrators.

Problem Statement 12 Areas: School Processes & Programs - Perceptions

Problem Statement 13: Specials and Chinese teachers do not always feel connected to the school learning and culture; therefore, the perception is their voice does not matter when shaping school culture and climate.

Root Cause 13: The focus is on students performing on the STAAR test.

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

Employee Data

- Staff surveys and/or other feedback

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent 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

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, 35% of 3rd-5th NRH students will perform at the Meets level of achievement on STAAR Reading/Language Arts

High Priority

Evaluation Data Sources: 2022 STAAR Scores,

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: NRH teachers will analyze MAP data to identify areas of student needs and implement targeted academic interventions every 6 weeks.</p> <p>Strategy's Expected Result/Impact: Improved, first quality instruction.</p> <p>Staff Responsible for Monitoring: Campus Administration</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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: NWEA Program - 420 - State</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 2: NRH teachers will utilize data from I-Station and MCLASS assessments to tailor interventions to individual student needs.</p> <p>Strategy's Expected Result/Impact: Increase student achievement by 5% in reading.</p> <p>Staff Responsible for Monitoring: Campus Administration</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 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: iStation Program - 420 - State</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: 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: Increase teacher efficacy in order to improve student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 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 5: Effective Instruction</p> <p>Problem Statements: Demographics 5 - Student Learning 6 - School Processes & Programs 1</p> <p>Funding Sources: - 420 - State</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |

| Strategy 4 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 4: ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students.</p> <p>Strategy's Expected Result/Impact: Improve the instructional and leadership capacity of teachers and administrators in order to effectively impact student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 4 - School Processes & Programs 3</p> <p>Funding Sources: - 420 - State</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: ILTexas 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.</p> <p>Strategy's Expected Result/Impact: Students will have access to instructional material in their primary language in order to support language acquisition</p> <p>Staff Responsible for Monitoring: Dean of Instruction, LPAC Campus Administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: - 263 - Title III</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |

| Strategy 6 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 6: 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: Emergent Bilingual students will score one level higher and/or maintain Advanced High in all four areas of TELPAS</p> <p>Staff Responsible for Monitoring: LPAC administrator and LPAC teachers, principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: - 211 - Title 1-A</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: 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: Emergent Bilingual students will show a year growth in formative and state assessments</p> <p>Staff Responsible for Monitoring: LPAC Assistant Principal , Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: - 211 - Title 1-A</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: Emergent Bilingual students will show growth in language acquisition as evidence in formative and summative assessments</p> <p>Staff Responsible for Monitoring: AP over LPAC , Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: - 263 - Title III</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |






Performance Objective 1 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: We will increase staff retention in order to retain 90% of our staff. NRH has seventeen new teachers added to the campus Root Cause: Competitive job market was one root cause for teacher turnover.</p> |
| <p>Problem Statement 3: STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. Root Cause: We currently have 33% Tier 3 students in Math and 37% in Reading.</p> |
| <p>Problem Statement 5: Students may not get their level of targeted intervention as needed during Enrichment. Root Cause: Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills</p> |
| Student Learning |
| <p>Problem Statement 1: STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. Root Cause: We currently have 33% Tier 3 students in Math and 37% in Reading.</p> |
| <p>Problem Statement 4: We will increase staff retention in order to retain 90% of our staff. NRH has seventeen new teachers added to the campus Root Cause: Competitive job market was one root cause for teacher turnover.</p> |
| <p>Problem Statement 6: Students may not get their level of targeted intervention as needed during Enrichment. Root Cause: Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills</p> |
| School Processes & Programs |
| <p>Problem Statement 1: Students may not get their level of targeted intervention as needed during Enrichment. Root Cause: Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills</p> |

School Processes & Programs

Problem Statement 3: We will increase staff retention in order to retain 90% of our staff. NRH has seventeen new teachers added to the campus **Root Cause:** Competitive job market was one root cause for teacher turnover.

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, 45% of ILTexas NRH 3rd-5th grade students will perform at the meets level of achievement on STAAR Math and 18% of EB students will perform at the meets level of achievement on STAAR Math.

High Priority

Evaluation Data Sources: STAAR and TELPAS data

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: NRH teachers will Implement small group instruction during math to provide focused support and targeted instruction for students who need additional assistance. Utilize flexible grouping strategies based on student data and progress.</p> <p>Strategy's Expected Result/Impact: Improve targeted intervention and instruction through data analysis .</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal</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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: - 211 - Title 1-A</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 2: NRH teachers will use Data analysis: like ST Math, math MAPS, weekly math assessments, and end of unit assessments to regularly analyze student assessment data to identify trends, areas of improvement, and individual student needs. Use data to inform instructional decisions, adjust interventions, and monitor progress towards the goal.</p> <p>Strategy's Expected Result/Impact: Improve instruction to maximize student academic growth.</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal</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>-</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: - 420 - State</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Provide instructional materials and before, after, and Saturday School tutoring for teachers and students for use in Reading/LA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessment (including Study Island, All in Learning, STAAR, Master, Brain Pop, Measuring Up, etc)</p> <p>Strategy's Expected Result/Impact: Students will show one year and a half of growth due to targeted interventions.</p> <p>Staff Responsible for Monitoring: Principal, AP</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 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: Study Island, All in Learning, STAAR, Master, Brain Pop, Measuring Up - 211 - Title 1-A</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |

| Strategy 4 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 4: Outsource professional development to increase data driven instruction and engaging lessons.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Campus administration & Dean of Instruction</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 6 - Student Learning 7 - School Processes & Programs 2</p> <p>Funding Sources: External Professional Development - 420 - State</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Family involvement: Engage parents and families in supporting math learning at home. Provide resources, workshops, and regular communication to keep parents informed about student progress and ways they can support math skills development. Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide online access to CNA/CIP.</p> <p>Strategy's Expected Result/Impact: Promote active family engagement in supporting math practice and learning at home.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 9 - School Processes & Programs 8 - Perceptions 4</p> <p>Funding Sources: - 211 - Title 1-A</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

Problem Statement 3: STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. **Root Cause:** We currently have 33% Tier 3 students in Math and 37% in Reading.

Problem Statement 6: Teachers are not able to deliver the lesson in it's entirety. **Root Cause:** Teachers lack training in areas such as classroom management, time management and other skills because they are new to teaching

Student Learning

Problem Statement 1: STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. **Root Cause:** We currently have 33% Tier 3 students in Math and 37% in Reading.

Problem Statement 7: Teachers are not able to deliver the lesson in it's entirety. **Root Cause:** Teachers lack training in areas such as classroom management, time management and other skills because they are new to teaching

Problem Statement 9: There are little to no parent volunteers on our campus. **Root Cause:** Since the pandemic, parent volunteers are not visible on campus and the perception is the school operates with a pandemic mentality.

School Processes & Programs

Problem Statement 2: Teachers are not able to deliver the lesson in it's entirety. **Root Cause:** Teachers lack training in areas such as classroom management, time management and other skills because they are new to teaching

Problem Statement 8: There are little to no parent volunteers on our campus. **Root Cause:** Since the pandemic, parent volunteers are not visible on campus and the perception is the school operates with a pandemic mentality.

Perceptions

Problem Statement 4: There are little to no parent volunteers on our campus. **Root Cause:** Since the pandemic, parent volunteers are not visible on campus and the perception is the school operates with a pandemic mentality.

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





Performance Objective 3: By the end of the 23-24 school year, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Social Studies and 25% of EB students will perform at the meets level of achievement on STAAR Social Studies.

High Priority

Evaluation Data Sources: STAAR Data

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Utilize data from assessments and student performance to make informed instructional decisions. Regularly review the data to assess the effectiveness of strategies and interventions implemented, making adjustments as needed.</p> <p>Strategy's Expected Result/Impact: Teachers and students will track Social Studies TEKS</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: - 211 - Title 1-A</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 2: Provide professional development to teachers on how to engage emergent bilingual students to listen, speak, read, and write.</p> <p>Strategy's Expected Result/Impact: Emergent bilingual students will grow one grade level due to opportunities to practice their reading, writing, speaking and listening by purchasing audio stories, headphones</p> <p>Staff Responsible for Monitoring: Instructional coaches, LPAC, Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 6 - Student Learning 7 - School Processes & Programs 2</p> <p>Funding Sources: - 263 - Title III</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Provide materials such as Spanish dictionaries and other supplemental materials in order for Emergent Bilingual students to have access to instructional materials in their native language,</p> <p>Strategy's Expected Result/Impact: Students will learn language acquisition faster due to the materials being in their native language</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional coaches</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: - 211 - Title 1-A</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |

| Strategy 4 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 4: Provide ongoing tutorial support (after school or on Saturday) for students to track their own learning and growth with the use of data trackers.</p> <p>Strategy's Expected Result/Impact: Students owning their learning will cause students to gain confidence and learn areas they need the most help in so they can meet state standards</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 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 3 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 3: STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. Root Cause: We currently have 33% Tier 3 students in Math and 37% in Reading.</p> |
| <p>Problem Statement 6: Teachers are not able to deliver the lesson in it's entirety. Root Cause: Teachers lack training in areas such as classroom management, time management and other skills because they are new to teaching</p> |
| Student Learning |
| <p>Problem Statement 1: STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. Root Cause: We currently have 33% Tier 3 students in Math and 37% in Reading.</p> |
| <p>Problem Statement 7: Teachers are not able to deliver the lesson in it's entirety. Root Cause: Teachers lack training in areas such as classroom management, time management and other skills because they are new to teaching</p> |
| School Processes & Programs |
| <p>Problem Statement 2: Teachers are not able to deliver the lesson in it's entirety. Root Cause: Teachers lack training in areas such as classroom management, time management and other skills because they are new to teaching</p> |

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 the 23-24 school year, 70% of ILTexas students will increase performance on traditionally low standards on 5th grade STAAR Science .

High Priority

Evaluation Data Sources: STAAR Scores

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Provide ongoing monitoring and feedback; continuously monitor student progress using formative and summative assessments. Provide timely and constructive feedback to students, and parents to identify areas of improvement.</p> <p>Strategy's Expected Result/Impact: Students will begin to see a gradual increase in knowledge in areas that were once deficient due to teachers targeted and effective instruction.</p> <p>Staff Responsible for Monitoring: Science teachers, Administrators</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 9 - School Processes & Programs 8 - Perceptions 4</p> <p>Funding Sources: - 211 - Title 1-A</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide teachers with professional development in the areas of small group instruction and targeted interventions in Science through data analysis.</p> <p>Strategy's Expected Result/Impact: Teacher develops the skill set to support small group instruction through data analysis</p> <p>Staff Responsible for Monitoring: Administrators, district science coaches</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 3: Organize a STEM Night event aimed at involving parents and students from kindergarten to 8th grade to showcase the practical relevance of science in everyday situations. The event will focus on increasing student knowledge and fostering a love for learning in the field of Science.</p> <p>Strategy's Expected Result/Impact: NRH Teachers will embed a real world experience to their lessons by using field trips, articles, and experiments.</p> <p>Staff Responsible for Monitoring: Science Teachers, administrators</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: - 211 - Title 1-A</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 3: STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. Root Cause: We currently have 33% Tier 3 students in Math and 37% in Reading.</p> |
| Student Learning |
| <p>Problem Statement 1: STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. Root Cause: We currently have 33% Tier 3 students in Math and 37% in Reading.</p> |
| <p>Problem Statement 9: There are little to no parent volunteers on our campus. Root Cause: Since the pandemic, parent volunteers are not visible on campus and the perception is the school operates with a pandemic mentality.</p> |
| School Processes & Programs |
| <p>Problem Statement 8: There are little to no parent volunteers on our campus. Root Cause: Since the pandemic, parent volunteers are not visible on campus and the perception is the school operates with a pandemic mentality.</p> |
| Perceptions |
| <p>Problem Statement 4: There are little to no parent volunteers on our campus. Root Cause: Since the pandemic, parent volunteers are not visible on campus and the perception is the school operates with a pandemic mentality.</p> |





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 23-24 school year, ILTexas students enrolled in the Special Education program will maintain a Meets achievement standard at a 5% rate for Math and a 8% rate for English Language Arts and Reading state assessments.

High Priority

Evaluation Data Sources: MAP, Interim assessments, STAAR

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: Review IEP's to determine if students need additional instructional time in resource or in class support Strategy's Expected Result/Impact: Increase resource time to support small group instruction Staff Responsible for Monitoring: SPED Coordinator, Administrators</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 3 - Student Learning 1</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Ensure students are using appropriate accommodations during the school day so they are successful during testing Strategy's Expected Result/Impact: Ensure students are using accommodations to support testing Staff Responsible for Monitoring: SPED Coordinator, Administrators</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy Problem Statements: Demographics 5 - Student Learning 6 - School Processes & Programs 1</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 3: Engage SPED parents in sharing what students should know (curriculum) and how it will be tested Strategy's Expected Result/Impact: Increase an awareness of support for SPED students academically and at school Staff Responsible for Monitoring: SPED Coordinator Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Student Learning 9 - School Processes & Programs 8 - Perceptions 4 | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 5 Problem Statements:

| Demographics |
|--|
| Problem Statement 3: STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. Root Cause: We currently have 33% Tier 3 students in Math and 37% in Reading. |
| Problem Statement 5: Students may not get their level of targeted intervention as needed during Enrichment. Root Cause: Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills |
| Student Learning |
| Problem Statement 1: STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. Root Cause: We currently have 33% Tier 3 students in Math and 37% in Reading. |
| Problem Statement 6: Students may not get their level of targeted intervention as needed during Enrichment. Root Cause: Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills |
| Problem Statement 9: There are little to no parent volunteers on our campus. Root Cause: Since the pandemic, parent volunteers are not visible on campus and the perception is the school operates with a pandemic mentality. |
| School Processes & Programs |
| Problem Statement 1: Students may not get their level of targeted intervention as needed during Enrichment. Root Cause: Many of our teachers are new to teaching and may not know how to provide timely interventions for students lacking specific skills |
| Problem Statement 8: There are little to no parent volunteers on our campus. Root Cause: Since the pandemic, parent volunteers are not visible on campus and the perception is the school operates with a pandemic mentality. |

Perceptions





Problem Statement 4: There are little to no parent volunteers on our campus. **Root Cause:** Since the pandemic, parent volunteers are not visible on campus and the perception is the school operates with a pandemic mentality.

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

| 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 3 - Student Learning 1</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Conduct monthly parent meetings centered around social and emotional wellness for the students</p> <p>Strategy's Expected Result/Impact: Educate and engage parents to know how to help their elementary and middle school child</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 9 - School Processes & Programs 8 - Perceptions 4</p> <p>Funding Sources: - 211 - Title 1-A</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |





| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 3: Educate the staff on "look fors" in order to create a culture of understanding and support. In addition, help teachers know the process to refer students to the counselor's office.</p> <p>Strategy's Expected Result/Impact: Educate and empower the staff to create a more inclusive and caring culture in the classroom.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 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 6 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 3: STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. Root Cause: We currently have 33% Tier 3 students in Math and 37% in Reading.</p> |
| Student Learning |
| <p>Problem Statement 1: STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. Root Cause: We currently have 33% Tier 3 students in Math and 37% in Reading.</p> |
| <p>Problem Statement 9: There are little to no parent volunteers on our campus. Root Cause: Since the pandemic, parent volunteers are not visible on campus and the perception is the school operates with a pandemic mentality.</p> |
| School Processes & Programs |
| <p>Problem Statement 8: There are little to no parent volunteers on our campus. Root Cause: Since the pandemic, parent volunteers are not visible on campus and the perception is the school operates with a pandemic mentality.</p> |
| Perceptions |
| <p>Problem Statement 4: There are little to no parent volunteers on our campus. Root Cause: Since the pandemic, parent volunteers are not visible on campus and the perception is the school operates with a pandemic mentality.</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 23-24 school year, 90% of K-12 fine art students will be successful in completing the specific TEKS required for all fine art courses.

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: NRH teachers will use MAP data to define student gaps and generate individual student learning pathways through Study Island.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will create student data trackers to identify TEKS and/or gaps in the instruction that need to be addressed</p> <p>Strategy's Expected Result/Impact: Students are more focused to have a visual data tracker to see areas of growth and needed support</p> <p>Staff Responsible for Monitoring: Enrichment and Accelerated Learning Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: - 211 - Title 1-A</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: STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. **Root Cause:** We currently have 33% Tier 3 students in Math and 37% in Reading.





Student Learning

Problem Statement 1: STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. **Root Cause:** We currently have 33% Tier 3 students in Math and 37% in Reading.

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 50% of 5th grade students who have been with ILTexas for more than 5 years will reach a Novice Mid proficiency in Chinese and Novice High in Spanish.

Evaluation Data Sources: AAPPL and ACTFL rating.

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Benchmark the students to read, write and speak every six months to ensure students are growing and learning in Chinese and Spanish</p> <p>Strategy's Expected Result/Impact: Students are showing proficiency</p> <p>Staff Responsible for Monitoring: Spanish and Chinese teachers</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 12 - School Processes & Programs 10 - Perceptions 1</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide students an opportunity to go to a field trip in which the Chinese language is spoken</p> <p>Strategy's Expected Result/Impact: Immerse students in the culture with a field trip to enrich their language and practice</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 12 - School Processes & Programs 10 - Perceptions 1</p> <p>Funding Sources: - 211 - Title 1-A</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:

Student Learning

Problem Statement 12: Specials and Chinese teachers do not always feel connected to the school learning and culture; therefore, the perception is their voice does not matter when shaping school culture and climate. **Root Cause:** The focus is on students performing on the STAAR test.

School Processes & Programs





Problem Statement 10: Specials and Chinese teachers do not always feel connected to the school learning and culture; therefore, the perception is their voice does not matter when shaping school culture and climate. **Root Cause:** The focus is on students performing on the STAAR test.

Perceptions

Problem Statement 1: Specials and Chinese teachers do not always feel connected to the school learning and culture; therefore, the perception is their voice does not matter when shaping school culture and climate. **Root Cause:** The focus is on students performing on the STAAR test.

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, 100% of students in 3rd & 5th grade students will be tested by AAPPL and/or ACTFL in Chinese and Spanish and receive score reports.





| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Provide students the opportunity to test out of Chinese and Spanish for high school credit so students can earn an endorsement in languages</p> <p>Strategy's Expected Result/Impact: Students earn an endorsement</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 12 - School Processes & Programs 10 - Perceptions 1</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 3 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 12: Specials and Chinese teachers do not always feel connected to the school learning and culture; therefore, the perception is their voice does not matter when shaping school culture and climate. Root Cause: The focus is on students performing on the STAAR test.</p> |
| School Processes & Programs |
| <p>Problem Statement 10: Specials and Chinese teachers do not always feel connected to the school learning and culture; therefore, the perception is their voice does not matter when shaping school culture and climate. Root Cause: The focus is on students performing on the STAAR test.</p> |
| Perceptions |
| <p>Problem Statement 1: Specials and Chinese teachers do not always feel connected to the school learning and culture; therefore, the perception is their voice does not matter when shaping school culture and climate. Root Cause: The focus is on students performing on the STAAR test.</p> |

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.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Implement book studies for teachers. Get Better Faster, Fundamental 5, etc. Initiate community and parent communication. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP) are made available to parents.</p> <p>Strategy's Expected Result/Impact: Campus Administration, Dean of Instruction and Instructional Coaches</p> <p>Staff Responsible for Monitoring: Campus Admiisattion</p> <p>Title I: 2.5, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 9 - School Processes & Programs 8 - Perceptions 4</p> <p>Funding Sources: Books for Teacher training and Development - 420 - State</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Help students interview for internships, apply for scholarships and colleges whose focus is International Business, international trade/marketing.</p> <p>Strategy's Expected Result/Impact: Expose students to global opportunities</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 3 - Student Learning 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 3: STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. Root Cause: We currently have 33% Tier 3 students in Math and 37% in Reading.</p> |

Student Learning

Problem Statement 1: STAAR Reading and Math meet scores are lower than the district target. Reading is 31% Math 39%. **Root Cause:** We currently have 33% Tier 3 students in Math and 37% in Reading.

Problem Statement 9: There are little to no parent volunteers on our campus. **Root Cause:** Since the pandemic, parent volunteers are not visible on campus and the perception is the school operates with a pandemic mentality.

School Processes & Programs

Problem Statement 8: There are little to no parent volunteers on our campus. **Root Cause:** Since the pandemic, parent volunteers are not visible on campus and the perception is the school operates with a pandemic mentality.

Perceptions





Problem Statement 4: There are little to no parent volunteers on our campus. **Root Cause:** Since the pandemic, parent volunteers are not visible on campus and the perception is the school operates with a pandemic mentality.

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: We 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: Special education, math and reading surveys

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: Conduct monthly meetings for new teachers and areas of high needs to ensure we retain good teachers Strategy's Expected Result/Impact: Create a culture of support and connections for high need teachers Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.5 - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 6 - Student Learning 7 - School Processes & Programs 2</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Invest in new teachers by providing them staff development to build their knowledge and skills Strategy's Expected Result/Impact: By investing in teachers' knowledge based, teachers are more willing to stay committed to a campus whose leadership provides opportunities to grow. Staff Responsible for Monitoring: Campus administrators</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Demographics 6 - Student Learning 7 - School Processes & Programs 2</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 6: Teachers are not able to deliver the lesson in it's entirety. **Root Cause:** Teachers lack training in areas such as classroom management, time management and other skills because they are new to teaching

Student Learning

Problem Statement 7: Teachers are not able to deliver the lesson in it's entirety. **Root Cause:** Teachers lack training in areas such as classroom management, time management and other skills because they are new to teaching

School Processes & Programs

Problem Statement 2: Teachers are not able to deliver the lesson in it's entirety. **Root Cause:** Teachers lack training in areas such as classroom management, time management and other skills because they are new to teaching

Targeted Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 1 | 1 | NRH teachers will analyze MAP data to identify areas of student needs and implement targeted academic interventions every 6 weeks. |
| 1 | 1 | 2 | NRH teachers will utilize data from I-Station and MCLASS assessments to tailor interventions to individual student needs. |
| 1 | 1 | 4 | 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. |
| 1 | 1 | 5 | ILTexas 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. |
| 1 | 1 | 6 | ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days. |
| 1 | 1 | 7 | ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments. |
| 1 | 1 | 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. |
| 1 | 2 | 1 | NRH teachers will Implement small group instruction during math to provide focused support and targeted instruction for students who need additional assistance. Utilize flexible grouping strategies based on student data and progress. |
| 1 | 2 | 3 | Provide instructional materials and before, after, and Saturday School tutoring for teachers and students for use in Reading/ LA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessment (including Study Island, All in Learning, STAAR, Master, Brain Pop, Measuring Up, etc) |
| 1 | 2 | 4 | Outsource professional development to increase data driven instruction and engaging lessons. |
| 1 | 2 | 5 | Family involvement: Engage parents and families in supporting math learning at home. Provide resources, workshops, and regular communication to keep parents informed about student progress and ways they can support math skills development. Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide online access to CNA/CIP. |
| 1 | 3 | 2 | Provide professional development to teachers on how to engage emergent bilingual students to listen, speak, read, and write. |
| 1 | 3 | 4 | Provide ongoing tutorial support (after school or on Saturday) for students to track their own learning and growth with the use of data trackers. |
| 1 | 4 | 3 | Organize a STEM Night event aimed at involving parents and students from kindergarten to 8th grade to showcase the practical relevance of science in everyday situations. The event will focus on increasing student knowledge and fostering a love for learning in the field of Science. |
| 1 | 5 | 1 | Review IEP's to determine if students need additional instructional time in resource or in class support |
| 1 | 5 | 2 | Ensure students are using appropriate accommodations during the school day so they are successful during testing |
| 1 | 5 | 3 | Engage SPED parents in sharing what students should know (curriculum) and how it will be tested |

| Goal | Objective | Strategy | Description |
|-------------|------------------|-----------------|--|
| 1 | 6 | 2 | Conduct monthly parent meetings centered around social and emotional wellness for the students |
| 1 | 6 | 3 | Educate the staff on "look fors" in order to create a culture of understanding and support. In addition, help teachers know the process to refer students to the counselor's office. |
| 2 | 1 | 2 | Teachers will create student data trackers to identify TEKS and/or gaps in the instruction that need to be addressed |
| 2 | 2 | 1 | Benchmark the students to read, write and speak every six months to ensure students are growing and learning in Chinese and Spanish |
| 3 | 2 | 1 | Conduct monthly meetings for new teachers and areas of high needs to ensure we retain good teachers |

Campus Funding Summary

| 420 - State | | | | | |
|------------------|-----------|----------|---|--------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | NWEA Program | | \$0.00 |
| 1 | 1 | 2 | iStation Program | | \$0.00 |
| 1 | 1 | 3 | | | \$0.00 |
| 1 | 1 | 4 | | | \$0.00 |
| 1 | 2 | 2 | | | \$0.00 |
| 1 | 2 | 4 | External Professional Development | | \$0.00 |
| 3 | 1 | 1 | Books for Teacher training and Development | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 211 - Title 1-A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 6 | | | \$0.00 |
| 1 | 1 | 7 | | | \$0.00 |
| 1 | 2 | 1 | | | \$0.00 |
| 1 | 2 | 3 | Study Island, All in Learning, STAAR, Master, Brain Pop, Measuring Up | | \$0.00 |
| 1 | 2 | 5 | | | \$0.00 |
| 1 | 3 | 1 | | | \$0.00 |
| 1 | 3 | 3 | | | \$0.00 |
| 1 | 4 | 1 | | | \$0.00 |
| 1 | 4 | 3 | | | \$0.00 |
| 1 | 6 | 2 | | | \$0.00 |
| 2 | 1 | 2 | | | \$0.00 |
| 2 | 2 | 2 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 263 - Title III | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 5 | | | \$0.00 |
| 1 | 1 | 8 | | | \$0.00 |

| 263 - Title III | | | | | |
|------------------|-----------|----------|------------------|--------------|--------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 3 | 2 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |