

International Leadership of Texas
Lancaster Middle
2023-2024 Campus Improvement Plan

Mission Statement

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

Vision

The mission of ILTexas guides our daily professional practices, and creates an atmosphere of celebration, advocacy, and acknowledgement of the uniqueness of the community that we serve. We are willing to take risk, be innovative, have fun and give ourselves permission to be great. We are guided by wisdom, integrity, and passion. We have a healthy balance of our spiritual, family, and professional lives. Our dedication to excellence will result in our students exceeding the state and national academic standards.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics (6th -8th grade)

As an international school we have attracted families from a wide range of ethnic backgrounds and socio-economic statuses. We also pride ourselves in surrounding our students with educators with a wide range of ethnic backgrounds and experiences. Below is the breakdown of our student demographics: AA - 202 Hispanic - 201 American Indian - 1 Asian - 0 White – 6 Native Hawaiian- Pacific Islander- 0 Two-or-More- 11

Source: On Data Suite (2021 - 2022 Preliminary Fall PEIMS)

Attendance Percentage per month (6th -8th grade)

Aug. 2021 93.79%, Sept. 2021 91.37%, Oct. 2021 93.13%, Nov. 2021 94.01%, Dec. 2021 92.95%, Jan. 2022 89.13%,Feb. 2022 9.01%, March 2022 93.02%, April 2022 92.94%, May 2022 92.09%

Source: SKYWARD Attendance Monthly report

Staff Quality - Information

100% of our teachers have at least a bachelors degree. Below is a breakdown of our certified and non certified middle school teachers:

MIDDLE SCHOOL NON – CERTIFIED TEACHERS: 10

MIDDLE SCHOOL CERTIFIED TEACHERS: 18

Source: Campus Staffing Sheet and Charter Human Resources Department

Demographics Strengths

Our campus's diversity has given our students exposure to a variety of cultures. This promotes creativity, as well as a better education, as those with differing viewpoints are able to collaborate to create solutions. There is a better understanding and displaying of empathy towards one another in the face of the changing society around them. In addition, to diversity as a strength, exposure to different programs is also a strength. The students are afforded an opportunity to have learning experiences, similar to their more affluent peers. Free meal programs, specialized educators, and resources are a few of the programs that have had a positive impact on student academic achievement at our campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): All educators are not cultural competent, to effectively handle all students. **Root Cause:** Educators placing too much emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.

Problem Statement 2: Maintaining attendance rates above 97% each month. **Root Cause:** Accountability for student attendance needs some improvement. 2) Students who relocate often throughout the year. 3) Parents are unable to transport students to school due to family circumstances such as sick parents or sick siblings.

Problem Statement 3 (Prioritized): Ability of the campus to provide opportunities for teachers to receive supplemental funding to address the compensation discrepancies/gaps between Charter and Large Public Schools. **Root Cause:** Unable to retain effective teachers for continued service. Root Cause: Compared to other districts in the area, our salary is not as competitive. especially for our teachers who gain certification while with us.

Problem Statement 4 (Prioritized): Historically African American and Hispanic children in Title 1 schools have needs that far exceed their more affluent peers, including the need for social emotional learning. **Root Cause:** Minimal exposure to technology, healthy habits, healthy culture identification, literacy skills, math skills, and post-secondary educational goals. Students often struggle with how to be aware of themselves and other's emotions and decisions and how to respond to those.

Student Learning

Student Learning Summary

ILTexas Lancaster K-8 identified strengths and weaknesses in the instructional program that may affect student performance. Through this process, data collected and reviewed in the Needs Assessment will be used to provide the overall effectiveness of the instructional program at ILTexas Lancaster K-8. The data which will be reviewed includes school wide ECAs (Eduphoria/LL Texas: AWARE), MAP test results, monthly I-Station results, STAAR results, weekly assessments, and teacher observations. The data received will indicate which areas our students lag behind in all core subject areas in comparison to most other schools in the district. Due to limited testing assessments, reading and math boot camps are being prepared as a bridge for those who have fallen behind and require additional assistance. After completing a data analysis of the STAAR (previous tested year) scores, EOY Assessments and MAP data, it is apparent that targeted reading and math interventions will provide the students the foundational skill necessary to improve student academic achievement. Instructional coaches, as well as, the campus teachers will profile each of their students after weekly assessments, end of course assessments, and district benchmarks. All staff will engage in vertical alignment planning with the use of Texas Resource Systems and Lead Forward Data Analysis tools. The comprehensive use of data over the course of each semester will support directly impact student's overall performance. One primary area of need is to ensure that teachers become certified in their content areas, so that they possess both the (1) general pedagogy and (2) content pedagogy knowledge to effectively teach students. A secondary need that supports pedagogical knowledge is that teachers must be equipped with the skills to effectively facilitate standard-based lessons that consider both the varying academic, social-emotional, and cultural needs of students.

| Results of Data Collection (2022-2023) | | | | | |
|--|-----------|----------------|--------------|---------|-----------|
| Grade Level | Subject | % Did Not Meet | % Approaches | % Meets | % Masters |
| 6 | Reading | 49 | 28 | 11 | 12 |
| 6 | Math | 55 | 36 | 7 | 3 |
| 7 | Reading | 35 | 35 | 11 | 19 |
| 7 | Math | 70 | 25 | 5 | 1 |
| 8 | Reading | 22 | 38 | 19 | 22 |
| 8 | Eng 1 | 0 | 0 | 88 | 13 |
| 8 | Math | 57 | 33 | 10 | 0 |
| 8 | Algebra 1 | 22 | 50 | 28 | 0 |

Student Learning Strengths

ILTexas Lancaster K-8 has done a good job in communicating that failure is not an option and every student has the ability to grow in every area, if they are fully engaged in our programs. Parents have been informed through parent orientation and supportive of Eagle Academy (mastery learning) and tutoring, including extended tutoring (beyond the school day). Additionally, teachers have become more familiar with integrating technology in the classroom to support student learning as well as becoming increasingly competent in analyzing data and unpacking TEKS to facilitate instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Ongoing professional development on authentic integration of technology in daily instruction **Root Cause:** Teachers have daily agendas during their PLC time, instruction time is limited, and some PLCs are overloaded with information.

Problem Statement 2 (Prioritized): The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, Ron Clark, AVID, subject are/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** Sometimes the district aligns PD with district-wide initiatives vs. campus specific planning needs.

Problem Statement 3 (Prioritized): Students need an opportunity for software application instruction to maximize application usage. **Root Cause:** Technology instruction for students (i.e. computer lab, technology lessons) is not targeted or consistent.

Problem Statement 4 (Prioritized): Students need additional resources to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

Problem Statement 5: Maintaining attendance rates above 97% each month. **Root Cause:** Accountability for student attendance needs some improvement. 2) Students who relocate often throughout the year. 3) Parents are unable to transport students to school due to family circumstances such as sick parents or sick siblings.

Problem Statement 6 (Prioritized): Historically African American and Hispanic children in Title 1 schools have needs that far exceed their more affluent peers, including the need for social emotional learning. **Root Cause:** Minimal exposure to technology, healthy habits, healthy culture identification, literacy skills, math skills, and post-secondary educational goals. Students often struggle with how to be aware of themselves and other's emotions and decisions and how to respond to those.

Problem Statement 7 (Prioritized): The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. **Root Cause:** Teachers administer several assessments throughout the year, but some still struggle in using assessment results to drive instruction. Professional development and support are needed to improve data driven instruction through planning days and vertical planning.

Problem Statement 8 (Prioritized): The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. **Root Cause:** Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction. Professional development and support is needed.

Problem Statement 9 (Prioritized): Ongoing professional development on authentic integration of technology in daily instruction **Root Cause:** Teachers have daily agendas during their PLC time, and instruction time is limited and some PLCs are overloaded with information; therefore; performance planning days are needed.

School Processes & Programs

School Processes & Programs Summary

Focus 1

Campus Leadership and District Coaches and Directors 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. Our curriculum, instruction, and assessment supports and challenges all students with all of our teachers following the state standards (TEKS) guidelines. The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Teachers will utilize the TEKS RS Year at a Glance and Instructional Focus Document for all core subject areas, as well as analyze data based on the state, district and local assessments in order to be data driven. Teachers will need to differentiate instruction based on students' needs and learning styles in order to reach a diverse group of students. 3rd grade students will take STAAR Reading and Math Tests, 4th graders will take STAAR Reading and Tests, and 5th Graders will take STAAR Reading, Math, and Science Tests. Students will complete MAP testing in 2nd-8th Grades. iStation will be utilized in K-8th grades. All 2nd-5th grade students will take district ECAs every 6 weeks. Any student who has established a pattern of non-mastery will be targeted for remediation through small group instruction or tutorials. Home and school will work together through conferences, written, and oral communication to provide the necessary support to students. ILTexas- Lancaster will provide student support services as outlined in IEPs and 504 accommodations for qualifying students. Continuous monitoring and recognition of high achievement is a high priority supported in every area.

Focus 2

With the consistent issues in the LOTE classes due to the cultural differences, the Administrative team (Principal, APs, and GLAs) will set the tone of the classes at the beginning of the school year. We recommend weekly classroom visits to set the tone for classroom management and follow up as needed.

Focus 3

The school is led by a principal, 1 associate principal, 2 assistant principals, 9 grade level administrators, 3 counselors, 2 instructional coaches, as well as instructional aides for each grade level. New teachers are provided with mentors to assist them throughout the year in various areas. The school has a trilingual-model including English, Spanish and Chinese for all scholars. Teachers have conference periods as well as PLC periods built into their day. Physical Fitness is a part of daily instruction for scholars and an extended school day helps in the implementation of the school's curriculum.

Focus 4

Teachers utilize technology daily in their instruction. Also have now included Title 1 carts increasing the number of tech. for use. Students in all grades have access to chromebooks for class assignments and homework. Parent involvement has increased due to our technological engagement efforts such as Peachjar and Dojo and virtual learning. Teachers utilize a variety of technology resources, like Google Classroom and Seesaw.

School Processes & Programs Strengths

Our curriculum, instruction, and assessment supports and challenges all students with all of our teachers following the state standards (TEKS) guidelines. We are guided by the TEKS and follow TEKS Resource System to guide in planning, instruction and assessment. Teachers plan with their grade level teams and content areas. Teachers have dedicated DATA

days every 3 or 6 weeks to review student levels and instructional needs. They also have extended time daily to meet with grade level team, instructional coaches, reading/math interventionists, or partner teachers during Professional Learning.

Teachers have the support of partners and team members. Teachers plan lessons, activities and assessments together. All GLAs/teachers will attend TEKS Resource System Training. Teachers have access to several on-line programs: Study Island, Reading A-Z, Brain Pop, Measuring Up, etc. Teachers utilize Eduphoria and ProjectEd. Teachers have the support of the District Content Directors and Area Coaches. Students receive intervention during school and after school/Saturdays. Items used for curriculum: TEKS Resource System, Selected programs for core subject areas, Trilingual Programs (English, Spanish and Chinese). Items used for assessment: iStation in Kinder-8th grades, IXL (6th-8th) STAAR (6th - 8th grade), ECA's (6th - 8th grade).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. **Root Cause:** Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction. Professional development and support is needed.

Problem Statement 2 (Prioritized): Ability of the campus to provide opportunities for teachers to receive supplemental funding to address the compensation discrepancies/gaps between Charter and Large Public Schools. **Root Cause:** Unable to retain effective teachers for continued service. Root Cause: Compared to other districts in the area, our salary is not as competitive. especially for our teachers who gain certification while with us.

Problem Statement 3 (Prioritized): Ongoing professional development on authentic integration of technology in daily instruction **Root Cause:** Teachers have daily agendas during their PLC time, and instruction time is limited and some PLCs are overloaded with information; therefore; performance planning days are needed.

Problem Statement 4 (Prioritized): All educators are not cultural competent, to effectively handle all students. **Root Cause:** Educators placing too much emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.

Problem Statement 5 (Prioritized): Ongoing professional development on authentic integration of technology in daily instruction **Root Cause:** Teachers have daily agendas during their PLC time, instruction time is limited, and some PLCs are overloaded with information.

Problem Statement 6 (Prioritized): The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, Ron Clark, AVID, subject are/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** Sometimes the district aligns PD with district-wide initiatives vs. campus specific planning needs.

Problem Statement 7 (Prioritized): Students need an opportunity for software application instruction to maximize application usage. **Root Cause:** Technology instruction for students (i.e. computer lab, technology lessons) is not targeted or consistent.

Problem Statement 8 (Prioritized): Students need additional resources to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

Problem Statement 9 (Prioritized): The need to increase the PTO membership by providing various forms of volunteer opportunities for parents and stakeholders annually **Root Cause:** Host meetings and have information tables for volunteer registration and sign up. Host elections at the school with bio and photos. Have a campus open election.

Problem Statement 10 (Prioritized): Build effective communication & relationship among parents in the community. **Root Cause:** Create a Site-Based Decision Making Committee where parents are informed of new development, annually revised Campus Action Plan, Comprehensive Need Assessments, Family and Community events and activities.

Problem Statement 11 (Prioritized): Consistency in the quality of our school wide systems is vital to a positive culture and climate. **Root Cause:** We have to consistently monitor our progress through the use of quality and control surveys and community volunteers. We need to streamline communication to all affected parties.

Problem Statement 12 (Prioritized): Historically African American and Hispanic children in Title 1 schools have needs that far exceed their more affluent peers, including the need for social emotional learning. **Root Cause:** Minimal exposure to technology, healthy habits, healthy culture identification, literacy skills, math skills, and post-secondary educational goals. Students often struggle with how to be aware of themselves and other's emotions and decisions and how to respond to those.

Problem Statement 13 (Prioritized): The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. **Root Cause:** Teachers administer several assessments throughout the year, but some still struggle in using assessment results to drive instruction. Professional development and support are needed to improve data driven instruction through planning days and vertical planning.

Perceptions

Perceptions Summary

Provide opportunities for Community and Parental Involvement on campus through special programs such as Parent Conferences, Meet the Teacher Night, Family Reading Night, Watch DOGS, GT Showcase, Muffins with Moms, Donuts with Dads and Coffee with the principal and etc.

Perceptions Strengths

The campus was able to actively host events and engage parents. These opportunities allow for face to face or virtual interactions which are convenient for parents to be engaged.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The need to increase the PTO membership by providing various forms of volunteer opportunities for parents and stakeholders annually **Root Cause:** Host meetings and have information tables for volunteer registration and sign up. Host elections at the school with bio and photos. Have a campus open election.

Problem Statement 2 (Prioritized): Build effective communication & relationship among parents in the community. **Root Cause:** Create a Site-Based Decision Making Committee where parents are informed of new development, annually revised Campus Action Plan, Comprehensive Need Assessments, Family and Community events and activities.

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Problem Statement 5 (Prioritized): Ability of the campus to provide opportunities for teachers to receive supplemental funding to address the compensation discrepancies/gaps between Charter and Large Public Schools. **Root Cause:** Unable to retain effective teachers for continued service. Root Cause: Compared to other districts in the area, our salary is not as competitive. especially for our teachers who gain certification while with us.

Problem Statement 6 (Prioritized): Ongoing professional development on authentic integration of technology in daily instruction **Root Cause:** Teachers have daily agendas during their PLC time, and instruction time is limited and some PLCs are overloaded with information; therefore; performance planning days are needed.

Priority Problem Statements

Problem Statement 1: All educators are not cultural competent, to effectively handle all students.

Root Cause 1: Educators placing too much emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.

Problem Statement 1 Areas: Demographics - School Processes & Programs

Problem Statement 2: Ongoing professional development on authentic integration of technology in daily instruction

Root Cause 2: Teachers have daily agendas during their PLC time, instruction time is limited, and some PLCs are overloaded with information.

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

Problem Statement 3: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, Ron Clark, AVID, subject are/grade level specific conferences, etc. on engaging instructional strategies and classroom management.

Root Cause 3: Sometimes the district aligns PD with district-wide initiatives vs. campus specific planning needs.

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

Problem Statement 4: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles.

Root Cause 4: Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction. Professional development and support is needed.

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

Problem Statement 5: Ongoing professional development on authentic integration of technology in daily instruction

Root Cause 5: Teachers have daily agendas during their PLC time, and instruction time is limited and some PLCs are overloaded with information; therefore; performance planning days are needed.

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

Problem Statement 6: Ability of the campus to provide opportunities for teachers to receive supplemental funding to address the compensation discrepancies/gaps between Charter and Large Public Schools.

Root Cause 6: Unable to retain effective teachers for continued service. Root Cause: Compared to other districts in the area, our salary is not as competitive. especially for our teachers who gain certification while with us.

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

Problem Statement 7: Consistency in the quality of our school wide systems is vital to a positive culture and climate.

Root Cause 7: We have to consistently monitor our progress through the use of quality and control surveys and community volunteers. We need to streamline communication to all

affected parties.

Problem Statement 7 Areas: School Processes & Programs - Perceptions

Problem Statement 8: Build effective communication & relationship among parents in the community.

Root Cause 8: Create a Site-Based Decision Making Committee where parents are informed of new development, annually revised Campus Action Plan, Comprehensive Need Assessments, Family and Community events and activities.

Problem Statement 8 Areas: School Processes & Programs - Perceptions

Problem Statement 9: The need to increase the PTO membership by providing various forms of volunteer opportunities for parents and stakeholders annually

Root Cause 9: Host meetings and have information tables for volunteer registration and sign up. Host elections at the school with bio and photos. Have a campus open election.

Problem Statement 9 Areas: School Processes & Programs - Perceptions

Problem Statement 10: Students need additional resources to increase student achievement.

Root Cause 10: There are several gaps in student achievement and additional resources are needed to close the gaps.

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

Problem Statement 11: Students need an opportunity for software application instruction to maximize application usage.

Root Cause 11: Technology instruction for students (i.e. computer lab, technology lessons) is not targeted or consistent.

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

Problem Statement 12: Historically African American and Hispanic children in Title 1 schools have needs that far exceed their more affluent peers, including the need for social emotional learning.

Root Cause 12: Minimal exposure to technology, healthy habits, healthy culture identification, literacy skills, math skills, and post-secondary educational goals. Students often struggle with how to be aware of themselves and other's emotions and decisions and how to respond to those.

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

Problem Statement 13: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles.

Root Cause 13: Teachers administer several assessments throughout the year, but some still struggle in using assessment results to drive instruction. Professional development and support are needed to improve data driven instruction through planning days and vertical planning.

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent 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 ILTexas, Lancaster K-8 students will perform at the meets level of achievement on STAAR Reading/Language Arts.





High Priority

HB3 Goal

Evaluation Data Sources: STAAR, Interim Assessments, MAP, Benchmark

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Hire a Middle School Reading Language Arts Instructional Coach.</p> <p>Strategy's Expected Result/Impact: Targeted instructional support and high student academic achievement.</p> <p>Staff Responsible for Monitoring: Dean of instruction</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 8</p> <p>Funding Sources: Payroll - 211 - Title 1-A - \$60,000</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 2: Provide consultant services / PD for the following instructional strategies: backwards planning ,data driven instruction, instructional planning calendars, aggressive monitoring, reteach, teacher exemplars, differentiation, and small groups, etc.</p> <p>Strategy's Expected Result/Impact: High Student Academic Achievement</p> <p>Staff Responsible for Monitoring: Dean of Instruction and Associate Principal over PD</p> <p>Title I: 2.4, 2.5, 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: Student Learning 1 - School Processes & Programs 5</p> <p>Funding Sources: consultant services / PD - 211 - Title 1-A - \$1,000</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Hire a Urban Specialist/Restorative Discipline Teacher to support student emotional and social needs, so all students are able to take full advantage of their learning opportunities without disruptions to the learning environment.</p> <p>Strategy's Expected Result/Impact: An increase in time on task, decrease in disruptions to the learning environment, and high student academic achievement.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p> <p>Title I: 2.5, 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: Student Learning 4 - School Processes & Programs 8</p> <p>Funding Sources: Urban Specialist/Restorative Discipline Teacher - 211 - Title 1-A - \$55,000</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |

| Strategy 4 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 4: Purchase a class set of headphones for all classes, so students can utilize audio books and other online resources, to assist with the development of their reading skills.</p> <p>Strategy's Expected Result/Impact: High student academic achievement</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 8 - School Processes & Programs 1 - Perceptions 4</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 1: Ongoing professional development on authentic integration of technology in daily instruction Root Cause: Teachers have daily agendas during their PLC time, instruction time is limited, and some PLCs are overloaded with information.</p> |
| <p>Problem Statement 4: Students need additional resources to increase student achievement. Root Cause: There are several gaps in student achievement and additional resources are needed to close the gaps.</p> |
| <p>Problem Statement 8: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. Root Cause: Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction. Professional development and support is needed.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. Root Cause: Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction. Professional development and support is needed.</p> |
| <p>Problem Statement 5: Ongoing professional development on authentic integration of technology in daily instruction Root Cause: Teachers have daily agendas during their PLC time, instruction time is limited, and some PLCs are overloaded with information.</p> |
| <p>Problem Statement 8: Students need additional resources to increase student achievement. Root Cause: There are several gaps in student achievement and additional resources are needed to close the gaps.</p> |
| Perceptions |
| <p>Problem Statement 4: The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. Root Cause: Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction. Professional development and support is needed.</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 2: By the end of the 23-24 school year, 30% of all ILTexas, Lancaster K-8 students will perform at the meets level of achievement on STAAR Math.

High Priority

Evaluation Data Sources: STAAR, Interim Assessments, MAP, Benchmark

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Hire a Middle School Math Instructional Coach. Strategy's Expected Result/Impact: High Student Academic Achievement Staff Responsible for Monitoring: Dean of instruction</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 8 Funding Sources: Math Instructional Coach - 211 - Title 1-A - \$60,000</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide opportunities for Math Experts to support the campus through coaching, consultancy, and or PD. Strategy's Expected Result/Impact: High Student Achievement Staff Responsible for Monitoring: Assistant Principal over PD and Dean of Instruction</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 5 Funding Sources: Math Experts and Consultants - 211 - Title 1-A - \$2,000</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 3: Contract in-person math tutors to support small group instruction, before/after school tutoring, Saturday School, Eagle Academy, and all other intervention strategies utilized to support closing the gaps in mathematics.</p> <p>Strategy's Expected Result/Impact: High Student Academic Achievement</p> <p>Staff Responsible for Monitoring: Dean of Instruction</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 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 8</p> <p>Funding Sources: Math Tutors - 211 - Title 1-A - \$2,000</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 2 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 1: Ongoing professional development on authentic integration of technology in daily instruction Root Cause: Teachers have daily agendas during their PLC time, instruction time is limited, and some PLCs are overloaded with information.</p> |
| <p>Problem Statement 4: Students need additional resources to increase student achievement. Root Cause: There are several gaps in student achievement and additional resources are needed to close the gaps.</p> |
| School Processes & Programs |
| <p>Problem Statement 5: Ongoing professional development on authentic integration of technology in daily instruction Root Cause: Teachers have daily agendas during their PLC time, instruction time is limited, and some PLCs are overloaded with information.</p> |
| <p>Problem Statement 8: Students need additional resources to increase student achievement. Root Cause: There are several gaps in student achievement and additional resources are needed to close the gaps.</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 3: 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: Student Learning 1 - School Processes & Programs 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 3 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 1: Ongoing professional development on authentic integration of technology in daily instruction Root Cause: Teachers have daily agendas during their PLC time, instruction time is limited, and some PLCs are overloaded with information.</p> |
| School Processes & Programs |
| <p>Problem Statement 5: Ongoing professional development on authentic integration of technology in daily instruction Root Cause: Teachers have daily agendas during their PLC time, instruction time is limited, and some PLCs are overloaded with information.</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.

High Priority

Evaluation Data Sources: Teacher-made assessment results

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Technology experts will train the faculty and staff on effective strategies for highlighting student participation in fine arts through social media, newsletter, and all other marketing venues.</p> <p>Strategy's Expected Result/Impact: High Parent and Family Engagement and High Student Academic Achievement</p> <p>Staff Responsible for Monitoring: Fine Arts Director and CILT Members</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 5</p> <p>Funding Sources: Technology Consultant Fees and or Marketing Material - 211 - Title 1-A - \$3,000</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Students will participate in field trips that expose them to real world examples of the fine arts concepts they are learning in the classroom, expanding their learning from the classroom to the community.</p> <p>Strategy's Expected Result/Impact: High Student Achievement</p> <p>Staff Responsible for Monitoring: Fine Arts Director and CILT Members</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 8</p> <p>Funding Sources: Fine Arts Field trip Fees - 211 - Title 1-A - \$3,000</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 3: Provide fine arts teachers with the opportunity to attend fine arts conferences/PD sessions, as well as, purchase high quality fine arts equipment/material to support high student academic achievement.</p> <p>Strategy's Expected Result/Impact: High student academic achievement</p> <p>Staff Responsible for Monitoring: Fine Arts Director and AP over PD</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 5</p> <p>Funding Sources: Conference/PD Fees and Materials - 211 - Title 1-A - \$5,000</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 1: Ongoing professional development on authentic integration of technology in daily instruction Root Cause: Teachers have daily agendas during their PLC time, instruction time is limited, and some PLCs are overloaded with information.</p> |
| <p>Problem Statement 4: Students need additional resources to increase student achievement. Root Cause: There are several gaps in student achievement and additional resources are needed to close the gaps.</p> |
| School Processes & Programs |
| <p>Problem Statement 5: Ongoing professional development on authentic integration of technology in daily instruction Root Cause: Teachers have daily agendas during their PLC time, instruction time is limited, and some PLCs are overloaded with information.</p> |
| <p>Problem Statement 8: Students need additional resources to increase student achievement. Root Cause: There are several gaps in student achievement and additional resources are needed to close the gaps.</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 50% of all students will grow at least one sub-level in the areas of Listening, Reading, Speaking, Writing, according to the AAPPL and/or ACTFL ratings.

High Priority

Evaluation Data Sources: AAPPL and ACTFL rating,

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Hire a LOTE Coach, LOTE Consultant, or LOTE Expert, to coach the teachers on facilitating running records in Spanish and Chinese.</p> <p>Strategy's Expected Result/Impact: High Student Academic Achievement</p> <p>Staff Responsible for Monitoring: Dean and Instructional Coaches</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 4</p> <p>Funding Sources: LOTE Coach, Consultants, and or Experts - 211 - Title 1-A - \$60,000</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 2: The campus will purchase technology such as, but not limited to, the following items: All In Learning Subscription, class set of headphones, second language acquisition software, etc., for the purpose of closing the achievement gaps in second language acquisition.</p> <p>Strategy's Expected Result/Impact: High Student Academic Achievement</p> <p>Staff Responsible for Monitoring: Campus Technician, Media Specialist, and Dean</p> <p>Title I: 2.4, 2.5, 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: Student Learning 4 - School Processes & Programs 8</p> <p>Funding Sources: Technology - 211 - Title 1-A - \$2,000</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: DLI Teachers and or community partners will facilitate second language learning labs in Spanish and Chinese, for parents and students.</p> <p>Strategy's Expected Result/Impact: High Student Achievement and High Parent/Family Engagement</p> <p>Staff Responsible for Monitoring: Community Liaison, PTO Board, and Campus Administration</p> <p>Title I: 2.5, 4.2</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: School Processes & Programs 9 - Perceptions 1</p> <p>Funding Sources: Supplemental Pay for LOTE Teachers or Consultant Fee - 211 - Title 1-A - \$2,000</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 2 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: All educators are not cultural competent, to effectively handle all students. Root Cause: Educators placing too much emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.</p> |

Student Learning

Problem Statement 4: Students need additional resources to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

School Processes & Programs

Problem Statement 4: All educators are not cultural competent, to effectively handle all students. **Root Cause:** Educators placing too much emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.

Problem Statement 8: Students need additional resources to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

Problem Statement 9: The need to increase the PTO membership by providing various forms of volunteer opportunities for parents and stakeholders annually **Root Cause:** Host meetings and have information tables for volunteer registration and sign up. Host elections at the school with bio and photos. Have a campus open election.

Perceptions

Problem Statement 1: The need to increase the PTO membership by providing various forms of volunteer opportunities for parents and stakeholders annually **Root Cause:** Host meetings and have information tables for volunteer registration and sign up. Host elections at the school with bio and photos. Have a campus open election.





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

Performance Objective 1: By the end of 23-24 ILTexas, Lancaster K-8 will provide at least one onboarding training session for all new teachers and ongoing PD for all Tier 2 and 3 Teachers.

High Priority

Evaluation Data Sources: 1) Teacher Observations, as measured by the ILTexas version of the TTESS 2) Onboarding Rubric/Survey

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: The campus instructional leadership team, TIL teacher leaders, will collaborate with Region 10 Consultants, Content Experts, and HR, to facilitate onboarding training sessions for new teachers, as defined by 0 - 1 year experience as a classroom teacher.</p> <p>Strategy's Expected Result/Impact: High student academic achievement, Positive Culture and Climate, Staff Responsible for Monitoring: CILT Members and TIL Teacher Leaders</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 4 Funding Sources: Supplies, Snacks, Facilitator pay - 211 - Title 1-A - \$500</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: The campus instructional leadership team, TIL teacher leaders, will collaborate with Region 10 Consultants, Content Experts, and HR, to facilitate ongoing training sessions for Tier 2 and 3 Teachers.</p> <p>Strategy's Expected Result/Impact: High student academic achievement, Positive Culture and Climate, Staff Responsible for Monitoring: CILT Members and TIL Teacher Leaders</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 5 Funding Sources: Snacks, Materials, Facilitator Fees - 211 - Title 1-A - \$500</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 3: All teachers will have an opportunity to participate in at least two student performance planning days per semester.</p> <p>Strategy's Expected Result/Impact: High Teacher Retention, High Student Academic Achievement, Positive Culture and Climate</p> <p>Staff Responsible for Monitoring: Dean and Instructional Coaches</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Materials, Snacks, Substitutes, Facilitator fees - 211 - Title 1-A - \$1,000</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: All educators are not cultural competent, to effectively handle all students. Root Cause: Educators placing too much emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.</p> |
| Student Learning |
| <p>Problem Statement 1: Ongoing professional development on authentic integration of technology in daily instruction Root Cause: Teachers have daily agendas during their PLC time, instruction time is limited, and some PLCs are overloaded with information.</p> |
| School Processes & Programs |
| <p>Problem Statement 4: All educators are not cultural competent, to effectively handle all students. Root Cause: Educators placing too much emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.</p> |
| <p>Problem Statement 5: Ongoing professional development on authentic integration of technology in daily instruction Root Cause: Teachers have daily agendas during their PLC time, instruction time is limited, and some PLCs are overloaded with information.</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 2: By the end of 23-24 ILTexas, Lancaster K-8 will host at least two events focused on building strong partnerships with parents and teachers.





High Priority

Evaluation Data Sources: Event Survey Data and Teacher Retention Data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: The campus will host an initial Parent Teacher Organization Meeting during the first Cycle of the school year.</p> <p>Strategy's Expected Result/Impact: High parent and teacher collaboration</p> <p>Staff Responsible for Monitoring: Recruiters, Campus Administrative Team</p> <p>Title I: 2.5, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 9 - Perceptions 1</p> <p>Funding Sources: Supplies, Snacks, Marketing Material - 211 - Title 1-A - \$500</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 2: All parents will be provided an opportunity to participate in a Parent University Event during the beginning of the year Parent Orientation. 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: High parent and teacher collaboration Staff Responsible for Monitoring: Recruiters, Campus Administrative Team</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 9 - Perceptions 1 Funding Sources: Materials, Snacks, Marketing Material - 211 - Title 1-A - \$500</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Each grade level will host a monthly Lunch and Learn event for all parents, updating the parents on all grade level expectations and student learning goals.</p> <p>Strategy's Expected Result/Impact: High Parent Involvement and Participation Staff Responsible for Monitoring: Grade Level Leadership Teams and Teachers</p> <p>Title I: 2.5, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 9 - Perceptions 1 Funding Sources: Supplies, Snacks, and Marketing Material - 211 - Title 1-A - \$500</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |

| Strategy 4 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 4: The Campus PTO will co-host several community events. The events are but not limited to the following events: Math Night, Literacy Night, and Fine Arts Night.</p> <p>Strategy's Expected Result/Impact: High community engagement and involvement</p> <p>Staff Responsible for Monitoring: PTO and campus events committee</p> <p>Title I: 2.5, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 9 - Perceptions 1</p> <p>Funding Sources: Marketing Material and Snacks - 211 - Title 1-A - \$500</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

| School Processes & Programs |
|--|
| <p>Problem Statement 9: The need to increase the PTO membership by providing various forms of volunteer opportunities for parents and stakeholders annually Root Cause: Host meetings and have information tables for volunteer registration and sign up. Host elections at the school with bio and photos. Have a campus open election.</p> |
| Perceptions |
| <p>Problem Statement 1: The need to increase the PTO membership by providing various forms of volunteer opportunities for parents and stakeholders annually Root Cause: Host meetings and have information tables for volunteer registration and sign up. Host elections at the school with bio and photos. Have a campus open election.</p> |

Targeted Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 1 | 1 | 1 | Hire a Middle School Reading Language Arts Instructional Coach. |
| 1 | 1 | 2 | Provide consultant services / PD for the following instructional strategies: backwards planning ,data driven instruction, instructional planning calendars, aggressive monitoring, reteach, teacher exemplars, differentiation, and small groups, etc. |
| 1 | 1 | 3 | Hire a Urban Specialist/Restorative Discipline Teacher to support student emotional and social needs, so all students are able to take full advantage of their learning opportunities without disruptions to the learning environment. |
| 1 | 2 | 1 | Hire a Middle School Math Instructional Coach. |
| 1 | 2 | 3 | Contract in-person math tutors to support small group instruction, before/after school tutoring, Saturday School, Eagle Academy, and all other intervention strategies utilized to support closing the gaps in mathematics. |
| 2 | 1 | 1 | Technology experts will train the faculty and staff on effective strategies for highlighting student participation in fine arts through social media, newsletter, and all other marketing venues. |
| 2 | 1 | 2 | Students will participate in field trips that expose them to real world examples of the fine arts concepts they are learning in the classroom, expanding their learning from the classroom to the community. |
| 2 | 1 | 3 | Provide fine arts teachers with the opportunity to attend fine arts conferences/PD sessions, as well as, purchase high quality fine arts equipment/material to support high student academic achievement. |
| 2 | 2 | 1 | Hire a LOTE Coach, LOTE Consultant, or LOTE Expert, to coach the teachers on facilitating running records in Spanish and Chinese. |
| 2 | 2 | 2 | The campus will purchase technology such as, but not limited to, the following items: All In Learning Subscription, class set of headphones, second language acquisition software, etc., for the purpose of closing the achievement gaps in second language acquisition. |
| 2 | 2 | 3 | DLI Teachers and or community partners will facilitate second language learning labs in Spanish and Chinese, for parents and students. |
| 3 | 1 | 1 | The campus instructional leadership team, TIL teacher leaders, will collaborate with Region 10 Consultants, Content Experts, and HR, to facilitate onboarding training sessions for new teachers, as defined by 0 - 1 year experience as a classroom teacher. |
| 3 | 1 | 2 | The campus instructional leadership team, TIL teacher leaders, will collaborate with Region 10 Consultants, Content Experts, and HR, to facilitate ongoing training sessions for Tier 2 and 3 Teachers. |
| 3 | 1 | 3 | All teachers will have an opportunity to participate in at least two student performance planning days per semester. |
| 3 | 2 | 1 | The campus will host an initial Parent Teacher Organization Meeting during the first Cycle of the school year. |
| 3 | 2 | 2 | All parents will be provided an opportunity to participate in a Parent University Event during the beginning of the year Parent Orientation. 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. |
| 3 | 2 | 3 | Each grade level will host a monthly Lunch and Learn event for all parents, updating the parents on all grade level expectations and student learning goals. |
| 3 | 2 | 4 | The Campus PTO will co-host several community events. The events are but not limited to the following events: Math Night, Literacy Night, and Fine Arts Night. |

Campus Funding Summary

| 211 - Title 1-A | | | | | |
|------------------|-----------|----------|--|--------------|---------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Payroll | | \$60,000.00 |
| 1 | 1 | 2 | consultant services / PD | | \$1,000.00 |
| 1 | 1 | 3 | Urban Specialist/Restorative Discipline Teacher | | \$55,000.00 |
| 1 | 2 | 1 | Math Instructional Coach | | \$60,000.00 |
| 1 | 2 | 2 | Math Experts and Consultants | | \$2,000.00 |
| 1 | 2 | 3 | Math Tutors | | \$2,000.00 |
| 2 | 1 | 1 | Technology Consultant Fees and or Marketing Material | | \$3,000.00 |
| 2 | 1 | 2 | Fine Arts Field trip Fees | | \$3,000.00 |
| 2 | 1 | 3 | Conference/PD Fees and Materials | | \$5,000.00 |
| 2 | 2 | 1 | LOTE Coach, Consultants, and or Experts | | \$60,000.00 |
| 2 | 2 | 2 | Technology | | \$2,000.00 |
| 2 | 2 | 3 | Supplemental Pay for LOTE Teachers or Consultant Fee | | \$2,000.00 |
| 3 | 1 | 1 | Supplies, Snacks, Facilitator pay | | \$500.00 |
| 3 | 1 | 2 | Snacks, Materials, Facilitator Fees | | \$500.00 |
| 3 | 1 | 3 | Materials, Snacks, Substitutes, Facilitator fees | | \$1,000.00 |
| 3 | 2 | 1 | Supplies, Snacks, Marketing Material | | \$500.00 |
| 3 | 2 | 2 | Materials, Snacks, Marketing Material | | \$500.00 |
| 3 | 2 | 3 | Supplies, Snacks, and Marketing Material | | \$500.00 |
| 3 | 2 | 4 | Marketing Material and Snacks | | \$500.00 |
| Sub-Total | | | | | \$259,000.00 |