International Leadership of Texas

Westpark Elementary

2023-2024 Campus Improvement Plan

Mission Statement

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

Vision

IL Texas Westpark will provide a second to none educational experience that focuses on mastery of trilingual curriculum, servant leadership, and student centered learning that encompasses high expectations, quality instruction and self-reflection.

Value Statement

Others Before Self

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our K-8 campus has a capacity of 1416 students. For the FY 2022-2023 school year, we had a total of 779 students in our elementary campus and 437 students in our middle school campus for a total of 1216 students. The retention rate for the elementary campus was 82% and 93% for our middle school campus. Our students are from diverse cultural and ethnic backgrounds as demonstrated: 43.59% Hispanic-Latino, 2.06% Asian, 50.08% black-African American, 1.64% white, and 2.22% two or more races. The economically disadvantaged percentages were 54.77% with 8.63% reduced lunch and 22.53% free lunch. Our enrollment by gender is 47.04% for Male students and 52.96% for female students. The following is a breakdown of students by grade level:

K: 104 out of 160

1st: 134 out of 160

2nd: 137 out of 160

3rd: 136 out of 156

4th: 131 out of 156

5th: 137 out of 156

6th: 152 out of 156

7th: 139 out of 156

8th: 146 out of 156

We have attracted a very diverse population of students in regard to race/ethnicity and socioeconomic status. We are expected to be close to the capacity of 1416 students at the beginning of SY 2024. This includes 160 students in each grade level for kindergarten, first, and second grades. In the third to fifth grades, we expect 156 students for each respective grade level. Our teacher-student ratios will be 1:20 in kindergarten to second grade and 1:26 in third grade and above.

The demographics of our teaching population are very similar to our student population. In the elementary school, we have a total of 65 teachers in the following category: Asian - 6, Black/African American - 22, Hispanic - 33, Two-or more races -1, and White - 3. Male teachers - 12 and female teachers - 53. In the middle school, we have a total of 34 teachers in the following category: Asian - 3, Black/African American - 24, Hispanic - 6, and White - 1. Male teachers are 15 and Female teachers 19.

Our teacher experience on both campus range from beginning teacher to over 20 years. In the elementary school, the experience percentages are as followed: Beginning teachers - 27.8%, 1 to 5 years - 56.2%, 6 to 10 - 8.3%, 11 to 20 - 6.6%, over 20 years = 1.2%. In the middle school: Beginning teachers - 25.9%, 1 to 5 years - 58.4%, 6 to 10 years - 0%, 11 to 20 years - 10.9%, and over 20 years - 0%

Demographics Strengths

ILTexas West Park Elementary School has many strengths.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause:** Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

Problem Statement 2: Students new to the country are unfamiliar with English language and American culture often struggle with acclimating to their social environment. **Root Cause:** No immediate induction service or support is available to students new to the country

Problem Statement 3 (Prioritized): There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications. **Root Cause:** Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.

Problem Statement 4 (Prioritized): The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause:** Lack of knowledge of research based strategies.

Problem Statement 5 (Prioritized): There are a significant number of students identified as at-risk students, therefore impacting the amount of time teachers and Instructional Aides can spend with individual students. **Root Cause:** Teacher student ratio minimizes the amount of time for individualized instruction and interventions.

Student Learning

Student Learning Summary

STAAR results indicated that IL Texas Westpark K-5 has an accountability rating for 2022 of a B. Based on our data, we met the standards and goals in the area of reading for all of our subgroups. We also achieved high scores in Domain II academic progress and school growth. An area of deficit for our students is in Math. This was noted for all students, Hispanic Students, Emergent Students, and Special Education Students. We believe that this was partly due to the implementation of a new math program and the residual of the COVID gap. This year we will continue to provide accelerated classes to students who did not meet the standards in the area of reading and math. This will include instructional time by teachers during the day as well as after-school and Saturday tutorials. Students will be monitored throughout the year to make adjustments to their individualized program.

Student Learning Strengths

- ILTexas Westpark K8 provided regular and ongoing communication with parents regarding student achievement.
- Students are provided extended day, Saturday, and holiday (Thanksgiving and Christmas) opportunities for academic support.
- ILTexas provides a rigorous curriculum to all students based on the TEKS.
- Instruction is provided in Chinese, Spanish, and English.
- Students are assessed throughout the year utilizing common formative assessments and common district level assessments to monitor progress of all students.
- Teachers are provided multiple opportunities for collaboration to review data and focus on student progress.

Problem Statements Identifying Student Learning Needs

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School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction:

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

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

Staff Recruitment and Retention:

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

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

School Organization

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

Technology

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

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

School Processes & Programs Strengths

Curriculum and Instruction:

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

Staff Recruitment and Retention:

Campus has a significantly higher rate of teacher retention in comparison to other campuses.

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

School Organization:

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

Technology:

- chrome book device to student ratio 1:1
- updated classroom equipment
- Campus Technologist
- District level technology support
- Digital Learning Programs for students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels.   **Root Cause:** Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

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Problem Statement 6 (Prioritized): Lack of parent involvement, community volunteers, and resources to participate and assist in organizing and facilitating school events.   **Root Cause:** The participation of parents is very minimal at school sponsored events due to competing priorities and lack of understanding of their need to participate.

Problem Statement 7: There needs to be an alignment between campus and teachers when communicating information out to parents so that parents can receive information from one source instead of multiple sources.   **Root Cause:** Teachers are using multiple avenues for communication with parents (Classdojo, email, texting, social media, and Facebook) and excluding the skyward announcements that should be used in each grade level. No clear direction on acceptable use of communication.

Perceptions

Perceptions Summary

Family and Community Engagement:

Parents of ILTexas Westpark students are provided multiple opportunities to be involved with the school. In previous school years, the campus was limited in hosting events face-to-face due to concerns about COVID and exposure. As the year progressed we were able to conduct events such as indoor and outdoor sports events, Band events, our Annual Chinese New Year and International Festival, Sports Awards Night, Grade Level Celebration Awards Ceremony, and National Junior Honor Society meetings featuring community members were completed. Coffee with the Principal was held monthly in English and Spanish via Zoom and in person so that parents could have a forum to address their concerns and obtain information about school activities. The community also has opportunities to be a part of the PTO, be a volunteer parent, or Watch D.O.G. To support middle school, a middle school parent group has been formed. The campus utilizes multiple social media to maintain communication with stakeholders.

School Culture and Climate

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

Family and community members have multiple opportunities to engage in meaningful school activities that support student learning throughout the year. The campus hosts curriculum nights (literacy, math, science, STAAR parent education nights), and provides opportunities for parents and community members to volunteer at the school. Volunteer opportunities include, but are not limited to, PTO, Watch D.O.G. program, reading buddies, decorations, etc. ILTexas Westpark strives to have strong relationships with the families and communities we serve. Creating opportunities for parental input and maintaining an open line of communication with the parents is a priority. Communication avenues include Skyward access to student progress, School Messenger, Website, Facebook, tip411, email, Peach jar flyer distribution, parent conferences, Class Dojo, coffee with the principal, PTO meetings, and more.

Perceptions Strengths

Family and Community Engagement:

- PTO
- Watch D.O.G. (Dads of Great Students) program
- Parent Academic Nights
- Community events -
- Career Day with community volunteers
- International Festival
- Lunar New Year Celebration
- Middle School Parent Group
- Academic Relay 6th grade
- Multiplication Tournament 3rd grade
- Social Media-Facebook, Smore, Skylert, Skyward

School Culture and Climate

- Most parents indicated they felt ILTexas Westpark is effectively preparing their child for their academic future
- Due to Covid, parents, community involvement, and student after school programs were very limited with minimal access to building due to policy of covid restrictions
- Climate of the school was safe and full of safety cleanliness precautions due to Covid pandemic.
- Increase of cleanliness,and each classroom had disinfecting wipes and hand sanitizer stations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There needs to be an alignment between campus and teachers when communicating information out to parents so that parents can receive information from one source instead of multiple sources.   **Root Cause:** Teachers are using multiple avenues for communication with parents (Classdojo, email, texting, social media, and Facebook) and excluding the skyward announcements that should be used in each grade level. No clear direction on acceptable use of communication.

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Priority Problem Statements

Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels.

Root Cause 1: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

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

Problem Statement 2: There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications.

Root Cause 2: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.

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

Problem Statement 3: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery.

Root Cause 3: Lack of knowledge of research based strategies.

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

Problem Statement 4: There are a significant number of students identified as at-risk students, therefore impacting the amount of time teachers and Instructional Aides can spend with individual students.

Root Cause 4: Teacher student ratio minimizes the amount of time for individualized instruction and interventions.

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

Problem Statement 5: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners).

Root Cause 5: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

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

Problem Statement 6: Lack of parent involvement, community volunteers, and resources to participate and assist in organizing and facilitating school events.

Root Cause 6: The participation of parents is very minimal at school sponsored events due to competing priorities and lack of understanding of their need to participate.

Problem Statement 6 Areas: 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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 June 2024 the percentage of learners including Emergent Bilinguals that score "Meets Grade Level" on STAAR Reading will increase by 5%.

High Priority

Evaluation Data Sources: STAAR Reading, English EOC

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Professional Development Opportunities from subject matter experts and consultants will be provided to assist teachers, administrators, and support staff in an effort to increase student achievement. The focus will be on all students participating in the EL, DLI, and other programs with an emphasis on Emergent Learners. Conferences will occur on campus, off campus, and in Ed Service Centers.	**Nov**	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increased student achievement and improvement in staff efficacy
 Staff Responsible for Monitoring: Administrators, Dean of Instruction, Instructional Coaches
 	
 Title I:
 2.4, 2.5
  - TEA Priorities:
 Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
  - ESF Levers:
 Lever 3: Positive School Culture, Lever 5: Effective Instruction
 Problem Statements: Student Learning 6 - School Processes & Programs 5 - Perceptions 3
 Funding Sources: professional development registration and consultant fees - 211 - Title I School Improvement - $10,000				

Strategy 2 Details	Reviews			
Strategy 2: Provide enrichment opportunities to English learners and non-English learners to build background knowledge, close learning gaps, and increase proficiency in all four domains.	Formative			Summative
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Administrators, Dean of Instruction, Instructional Coaches, Summer School Coordinator. **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** **Problem Statements:** Demographics 1, 5 - Student Learning 1, 5 - School Processes & Programs 1, 4 **Funding Sources:** supplemental resources and teacher wages - 263 - Title III - $20,000				

Strategy 3 Details	Reviews			
Strategy 3: Usage of the Whetstone program to provide feedback, track teacher effectiveness, and provide instructional strategies from campus administrators, dean of instruction, instructional coaches, and area office personnel.	Formative			Summative
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased teacher effectiveness and efficacy in implementing research-based strategies **Staff Responsible for Monitoring:** Administrators, Dean of Instruction, and instructional coaches **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 4, 6 - School Processes & Programs 3, 5 - Perceptions 3 **Funding Sources:** Staff communication; technology platform - 420 - State - $10,000				

Strategy 4 Details	Reviews			
Strategy 4: Send campus (teachers/coaches/principals/assistant principals/Dean) and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: increased student achievement **Staff Responsible for Monitoring:** administrators, instructional coaches, GLAs and Dean of Instruction **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 4, 6 - School Processes & Programs 3, 5 - Perceptions 3 **Funding Sources:** Conference and professional development registration - 211 - Title I School Improvement - $15,000, Conference and professional development registration - 263 - Title III - $15,000				

Strategy 5 Details	Reviews			
Strategy 5: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: increased student achievement and improvement in staff efficacy **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, Dean of Instruction **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 4, 5 - Student Learning 4, 5, 6 - School Processes & Programs 3, 4, 5 - Perceptions 3 **Funding Sources:** Professional development and consultation fees - 211 - Title I School Improvement - $20,000				

Strategy 6 Details	Reviews			
Strategy 6: Purchase supplemental technology, instructional materials and evaluation/assessment kits plus - subsequent related PD (hard copies as well as online tools/software) to scaffold instruction (i.e, Brain-pop, Study Island, Imagine Learning, Peoples Education-Measuring Up, Sped Evaluation kits, bilingual dictionaries, leveled readers, All In Learning response systems, etc). **Strategy's Expected Result/Impact:** increased student achievement and growth **Staff Responsible for Monitoring:** campus administrators, instructional coaches, Dean of Instruction **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:** Demographics 3 - Student Learning 3 - School Processes & Programs 2 **Funding Sources:** Supplemental resources - 211 - Title I School Improvement - $5,000, Supplemental resources - 263 - Title III - $10,000	Formative			Summative
	Nov	Jan	May	June

Strategy 7 Details	Reviews			
Strategy 7: Provide support in the form of professional learning opportunities for staff, supplemental resources for students, extending learning time for students, and parental engagement. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** campus administrators, Dean of Instruction, instructional coaches, and GLAs **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 3, 4 - Student Learning 3, 4 - School Processes & Programs 2, 3 **Funding Sources:** Teacher resources and professional development registration - 211 - Title I School Improvement - $15,000, professional development registration - 263 - Title III - $7,500, Parent event resources - 461 - Campus Activity - $5,000	Formative			Summative
	Nov	Jan	May	June

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics

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School Processes & Programs

Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels.   **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

Problem Statement 2: There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications.   **Root Cause**: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.

Problem Statement 3: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery.   **Root Cause**: Lack of knowledge of research based strategies.

Problem Statement 4: There are a significant number of students identified as at-risk students, therefore impacting the amount of time teachers and Instructional Aides can spend with individual students.   **Root Cause**: Teacher student ratio minimizes the amount of time for individualized instruction and interventions.

Problem Statement 5: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners).   **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Perceptions
Problem Statement 3: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners).   **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

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 June 2024, the percentage of learners that score "Meets Grade Level" on STAAR Math will increase by 5% for Emergent Bilinguals and 8% for our non-emergent bilingual learners.

    High Priority

    Evaluation Data Sources: STAAR Math, Algebra EOC

Strategy 1 Details	Reviews			
Strategy 1: Professional Development Opportunities from subject matter experts and consultants will be provided to assist teachers, administrators, and support staff in an effort to increase student achievement. The focus will be on all students participating in the EL, DLI and other programs with an emphasis on Emergent Learners. Conferences will occur on campus, off campus and n Ed Service Centers.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increased student achievement and improvement in staff efficacy
    Staff Responsible for Monitoring: Administrators, Dean of Instruction, Instructional Coaches
 	
    Title I:
2.4, 2.5
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction
    Problem Statements: Demographics 4, 5 - Student Learning 4, 5 - School Processes & Programs 3, 4
    Funding Sources: professional development registration and consultant fees - 211 - Title I School Improvement - $10,000				

Strategy 2 Details	Reviews			
Strategy 2: Provide enrichment opportunities to English learners and non-English learners to build background knowledge, close learning gaps, and increase proficiency in all four domains.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Administrators, Dean of Instruction, Instructional Coaches, Summer School Coordinator. **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** **Problem Statements:** Demographics 3 - Student Learning 3 - School Processes & Programs 2 **Funding Sources:** supplemental resources and teacher wages - 263 - Title III - $20,000				

Strategy 3 Details	Reviews			
Strategy 3: Will utilize the Whetstone program to provide feedback, track teacher effectiveness, and provide instructional strategies from campus administrators, dean of instruction, instructional coaches, and area office personnel.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased teacher effectiveness and efficacy in implementing research-based strategies **Staff Responsible for Monitoring:** administrators, Dean of Instruction and instructional coaches **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 4, 6 - School Processes & Programs 3, 5 - Perceptions 3 **Funding Sources:** Staff communication; technology platform - 420 - State - $10,000				

Strategy 4 Details	Reviews			
Strategy 4: Send campus (teachers/coaches/principals/assistant principals/Dean) and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: increased student achievement **Staff Responsible for Monitoring:** administrators, instructional coaches, GLAs and Dean of Instruction **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** **Problem Statements:** Demographics 4 - Student Learning 4, 6 - School Processes & Programs 3, 5 - Perceptions 3 **Funding Sources:** Conference and professional development registration - 211 - Title I School Improvement - $15,000, Conference and professional development registration - 263 - Title III - $15,000				

Strategy 5 Details	Reviews			
Strategy 5: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: increased student achievement and improvement in staff efficacy **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, Dean of Instruction **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 4 - Student Learning 4, 6 - School Processes & Programs 3, 5 - Perceptions 3 **Funding Sources:** Professional development and consultation fees - 211 - Title I School Improvement - $20,000				

Strategy 6 Details	Reviews			
Strategy 6: Purchase supplemental technology, instructional materials and evaluation/assessment kits plus - subsequent related PD (hard copies as well as online tools/software) to scaffold instruction (i.e, Brain-pop, Study Island, Imagine Learning, Peoples Education-Measuring Up, Sped Evaluation kits, bilingual dictionaries, leveled readers, All In Learning response systems, etc).	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: increased student achievement and growth **Staff Responsible for Monitoring:** campus administrators, instructional coaches, Dean of Instruction **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:** Demographics 3 - Student Learning 3 - School Processes & Programs 2 **Funding Sources:** Supplemental resources - 211 - Title I School Improvement - $5,000, Supplemental resources - 263 - Title III - $10,000				

Strategy 7 Details	Reviews			
Strategy 7: Provide support in the form of professional learning opportunities for staff, supplemental resources for students, extending learning time for students, and parental engagement.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** campus administrators, Dean of Instruction, instructional coaches, and GLAs **Title I:** 2.4, 2.5, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 5 - Student Learning 5, 6 - School Processes & Programs 4, 5, 6 - Perceptions 2, 3 **Funding Sources:** Teacher resources and professional development registration - 211 - Title I School Improvement - $15,000, professional development registration - 263 - Title III - $7,500, Parent event resources - 461 - Campus Activity - $5,000				

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 3: There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications.   **Root Cause**: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.

Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery.   **Root Cause**: Lack of knowledge of research based strategies.

Problem Statement 5: There are a significant number of students identified as at-risk students, therefore impacting the amount of time teachers and Instructional Aides can spend with individual students.   **Root Cause**: Teacher student ratio minimizes the amount of time for individualized instruction and interventions.

Student Learning

Problem Statement 3: There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications.   **Root Cause**: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.

Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery.   **Root Cause**: Lack of knowledge of research based strategies.

Problem Statement 5: There are a significant number of students identified as at-risk students, therefore impacting the amount of time teachers and Instructional Aides can spend with individual students.   **Root Cause**: Teacher student ratio minimizes the amount of time for individualized instruction and interventions.

Problem Statement 6: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners).   **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

School Processes & Programs

Problem Statement 2: There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications.   **Root Cause**: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.

Problem Statement 3: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery.   **Root Cause**: Lack of knowledge of research based strategies.

Problem Statement 4: There are a significant number of students identified as at-risk students, therefore impacting the amount of time teachers and Instructional Aides can spend with individual students.   **Root Cause**: Teacher student ratio minimizes the amount of time for individualized instruction and interventions.

Problem Statement 5: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners).   **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 6: Lack of parent involvement, community volunteers, and resources to participate and assist in organizing and facilitating school events.   **Root Cause**: The participation of parents is very minimal at school sponsored events due to competing priorities and lack of understanding of their need to participate.

Perceptions

Problem Statement 2: Lack of parent involvement, community volunteers, and resources to participate and assist in organizing and facilitating school events.   **Root Cause**: The participation of parents is very minimal at school sponsored events due to competing priorities and lack of understanding of their need to participate.

Problem Statement 3: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners).   **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

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 June 2024, the Emergent Bilingual learners will show a 7% increase in the performance level of the TELPAS Assessment.

    High Priority

    Evaluation Data Sources: 2024 TELPAS Assessment

Strategy 1 Details	Reviews			
Strategy 1: Provide on-campus and off-campus professional development for instructional staff that will support effective facilitation of instruction using sheltered instruction strategies.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: improvement in instructional practices and student achievement
    Staff Responsible for Monitoring: campus administrators, dean of instruction, instructional coaches, and area personnel
 	
    Title I:
2.4, 2.5
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
 - **Targeted Support Strategy**
Problem Statements: Demographics 3, 4 - Student Learning 3, 4 - School Processes & Programs 2, 3
Funding Sources: professional development registration - 211 - Title I School Improvement - $10,000, - 263 - Title III - $3,500				

Strategy 2 Details	Reviews			
Strategy 2: Purchase assistive technologies and other supplemental resources that can be used to provide support to students EL students.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: provide linguistic accommodations to students who need language acquisition supports **Staff Responsible for Monitoring:** campus administration, instructional coaches, budget clerk, area coaches **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 3 - Student Learning 3 - School Processes & Programs 2 **Funding Sources:** Supplemental resources - 211 - Title 1-A - $10,000, Supplemental resources - 255 - Title II - $10,000, Supplemental resources - 263 - Title III - $10,000				

Strategy 3 Details	Reviews			
Strategy 3: Organize and host events and workshops that encourage parents to take a more active approach to reinforcing student learning by equipping them with information and tools that can be used at home. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: increased parental involvement and reinforcement of learning at home **Staff Responsible for Monitoring:** campus administration, dean of instruction, instructional coaches, GLAs **Title I:** 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 6 - School Processes & Programs 5, 6 - Perceptions 2, 3 **Funding Sources:** Parent event materials - 461 - Campus Activity - $5,000				

Strategy 4 Details	Reviews			
Strategy 4: Bring in (or send our faculty/staff to) subject matter experts and consultants (to IL Texas or at a conference/Ed Service Center/Off campus) to help IL Texas teachers, administrators, and district support staff strengthen their ability to support all our students, including ESL, DLI and other programs that will increase student achievement, with particular attention to English Learners and with focus on increasing the Meets Target goal on the STAAR Reading Assessment.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase all four language domains **Staff Responsible for Monitoring:** Campus Administration, Dean, Instructional Coaches, DLI Area Coach **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - - **Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 3 **Funding Sources:** - 263 - Title III - $3,500, - 211 - Title 1-A - $3,500				

Strategy 5 Details	Reviews			
Strategy 5: Send Campus (teachers/coaches/principals/assistant principals) and district staff to conference (e.g. Title III Summit, La Cosheca, TESOL, TESOL, TASA, Charter Summer Summit) to assist IL Texas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI, and other programs that will increase student achievement of all students (particularly our special populations).	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase knowledge and tools for teachers to use in their classrooms to help improve students increase all four domains in language **Staff Responsible for Monitoring:** Campus Administrators, Dean, Instructional Coaches, DLI Area Coach **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 4, 5 - Student Learning 4, 5 - School Processes & Programs 3, 4 **Funding Sources:** - 211 - Title 1-A - $3,500, - 263 - Title III - $3,500				

Strategy 6 Details	Reviews			
Strategy 6: Purchase supplemental technology (such as Chromebooks), Instructional materials, and evaluation/assessment/ data analysis resources (and subsequent related PD this includes hard copies as well as online tools/software to scaffold instruction (i.e., People Education-Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as students access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increase resources and technology tools for teachers use and implement Increase knowledge and tools for teachers to use in their classrooms to help improve students increase all four domains in language
 	
    Staff Responsible for Monitoring: Campus administration, Dean of Instruction, Instructional Coaches, DLI Area Coach
 	
    Title I:
2.4, 2.5
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - - **Additional Targeted Support Strategy**
    Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 2
    Funding Sources: - 211 - Title 1-A - $3,500, - 263 - Title III - $3,500				

Strategy 7 Details	Reviews			
Strategy 7: Campuses that have newcomer ESL students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extended learning time for students, and parental engagement.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increase professional development for staff as well as incorporating DLI strategies with EL students
Increase resources and technology tools for teachers use and implement
Increase knowledge and tools for teachers to use in their classrooms to help improve students increase all four domains in language
 	
    Staff Responsible for Monitoring: Campus Administration, Dean of Instruction, Instructional Coaches, and Area DLI Coach
 	
    Title I:
2.4, 2.5
    Problem Statements: Demographics 1, 3 - Student Learning 1, 3 - School Processes & Programs 1, 2
    Funding Sources: - 211 - Title 1-A - $3,500, - 263 - Title III - $3,500				

Strategy 8 Details	Reviews			
Strategy 8: By June 2024, IL Texas will provide parents of English learners learning opportunities to support their children at home through face-to-face meetings and night programs. This will increase reading and math performance for EL students by at least 10%. 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.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: increased student achievement **Staff Responsible for Monitoring:** Administration, Dean of Instruction, Instructional Coaches and GLAs **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** School Processes & Programs 6 - Perceptions 2 **Funding Sources:** parent events - 211 - Title 1-A - $15,000, parent events - 263 - Title III - $15,000				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels.   **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.
Problem Statement 3: There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications.   **Root Cause**: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.
Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery.   **Root Cause**: Lack of knowledge of research based strategies.
Problem Statement 5: There are a significant number of students identified as at-risk students, therefore impacting the amount of time teachers and Instructional Aides can spend with individual students.   **Root Cause**: Teacher student ratio minimizes the amount of time for individualized instruction and interventions.
Student Learning
Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels.   **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

Student Learning

Problem Statement 3: There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications. **Root Cause**: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.

Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.

Problem Statement 5: There are a significant number of students identified as at-risk students, therefore impacting the amount of time teachers and Instructional Aides can spend with individual students. **Root Cause**: Teacher student ratio minimizes the amount of time for individualized instruction and interventions.

Problem Statement 6: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

School Processes & Programs

Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

Problem Statement 2: There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications. **Root Cause**: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.

Problem Statement 3: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.

Problem Statement 4: There are a significant number of students identified as at-risk students, therefore impacting the amount of time teachers and Instructional Aides can spend with individual students. **Root Cause**: Teacher student ratio minimizes the amount of time for individualized instruction and interventions.

Problem Statement 5: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 6: Lack of parent involvement, community volunteers, and resources to participate and assist in organizing and facilitating school events. **Root Cause**: The participation of parents is very minimal at school sponsored events due to competing priorities and lack of understanding of their need to participate.

Perceptions

Problem Statement 2: Lack of parent involvement, community volunteers, and resources to participate and assist in organizing and facilitating school events. **Root Cause**: The participation of parents is very minimal at school sponsored events due to competing priorities and lack of understanding of their need to participate.

Problem Statement 3: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

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 June 2024, the percentage scores of students in K-2 that score on grade level or above will increase by 5 % in Reading as recorded on the IStation Indicator Progress Monitor tool - ISIP.   By June 2024, the percentage of K- 2nd-grade students that grow one grade level in Spanish Reading (Spanish ISIP) will increase by 5%.

High Priority

Evaluation Data Sources: ISIP (English and Spanish)

Strategy 1 Details	Reviews			
Strategy 1: Provide effective support and PD opportunities to include support for teachers and partner content teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement in the area of reading in English and in Spanish.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Administrators, Dean of Instruction, Instructional Coaches and Special Education instructional coaches. **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 3 **Funding Sources:** professional development registration and consultant fees - 224 - IDEA B - $10,000				

Strategy 2 Details	Reviews			
Strategy 2: Provide PD and instructional resources to help language teachers deliver instruction in the target language.	Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement in English, Spanish and Chinese languages.	Nov	Jan	May	June
Staff Responsible for Monitoring: Administrators, Dean of Instruction, Instructional Coaches and GLAS **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 4, 6 - School Processes & Programs 3, 5 - Perceptions 3 **Funding Sources:** professional development and registration fees - 211 - Title 1-A - $10,000				

Strategy 3 Details	Reviews			
Strategy 3: Professional Development Opportunities from subject matter experts and consultants will be provided to assist teachers, administrators, and support staff in an effort to increase student achievement. The focus will be on all students participating in the EL, DLI and other programs with an emphasis on Emergent Learners. Conferences will occur on campus, off campus and n Ed Service Centers.	Formative			Summative
	Nov	Jan	May	June
Strategy's Expected Result/Impact: increased student achievement and improvement in staff efficacy.				
Staff Responsible for Monitoring: Administrators, Dean of Instruction, Instructional Coaches **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 4, 5 - Student Learning 4, 5 - School Processes & Programs 3, 4 **Funding Sources:** professional development registration and consultant fees - 263 - Title III - $20,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery.   **Root Cause**: Lack of knowledge of research based strategies.
Problem Statement 5: There are a significant number of students identified as at-risk students, therefore impacting the amount of time teachers and Instructional Aides can spend with individual students.   **Root Cause**: Teacher student ratio minimizes the amount of time for individualized instruction and interventions.

Student Learning
Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery.   **Root Cause**: Lack of knowledge of research based strategies.
Problem Statement 5: There are a significant number of students identified as at-risk students, therefore impacting the amount of time teachers and Instructional Aides can spend with individual students.   **Root Cause**: Teacher student ratio minimizes the amount of time for individualized instruction and interventions.
Problem Statement 6: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners).   **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

School Processes & Programs
Problem Statement 3: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery.   **Root Cause**: Lack of knowledge of research based strategies.
Problem Statement 4: There are a significant number of students identified as at-risk students, therefore impacting the amount of time teachers and Instructional Aides can spend with individual students.   **Root Cause**: Teacher student ratio minimizes the amount of time for individualized instruction and interventions.
Problem Statement 5: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners).   **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

| Perceptions |
|---|
| **Problem Statement 3**: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners).   **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom. |

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,   students learning readiness indicator as measured by Rhithm, will increase 10%.

 Evaluation Data Sources: Rhithm Insight reports and assessments

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Improve learning readiness as measured by Rhithm **Staff Responsible for Monitoring:** Principal, APs, Counselors **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 3, 5 - Student Learning 1, 3, 5 - School Processes & Programs 1, 2, 4 **Funding Sources:** - 263 - Title III - $20,000				
0% No Progress 100% Accomplished Continue/Modify ✗ Discontinue				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels.   **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.
Problem Statement 3: There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications.   **Root Cause**: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.
Problem Statement 5: There are a significant number of students identified as at-risk students, therefore impacting the amount of time teachers and Instructional Aides can spend with individual students.   **Root Cause**: Teacher student ratio minimizes the amount of time for individualized instruction and interventions.

Student Learning

Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels.   **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

Problem Statement 3: There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications.   **Root Cause**: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.

Problem Statement 5: There are a significant number of students identified as at-risk students, therefore impacting the amount of time teachers and Instructional Aides can spend with individual students.   **Root Cause**: Teacher student ratio minimizes the amount of time for individualized instruction and interventions.

School Processes & Programs

Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels.   **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

Problem Statement 2: There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications.   **Root Cause**: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.

Problem Statement 4: There are a significant number of students identified as at-risk students, therefore impacting the amount of time teachers and Instructional Aides can spend with individual students.   **Root Cause**: Teacher student ratio minimizes the amount of time for individualized instruction and interventions.

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 June 2024, the Elementary DLI and Elementary FLES students will complete language performance assessments to demonstrate language proficiency as documented in their Seesaw language portfolio.

High Priority

Evaluation Data Sources: ACTFL

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development via consultants, education service centers, instructional/area coaches, etc.	**Formative**			**Summative**
Strategy's Expected Result/Impact: improvement in academic achievement and proficiency levels in all language domains	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: administrators, instructional coaches, GLAs area coaches **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 4 - Student Learning 4, 6 - School Processes & Programs 3, 5 - Perceptions 3 **Funding Sources:** Professional development registration and consultation fees - 211 - Title I School Improvement - $10,000				

Strategy 2 Details	Reviews			
Strategy 2: Purchase linguistically appropriate resources to assist teachers with engaging students	**Formative**			**Summative**
Strategy's Expected Result/Impact: increased student achievement and engagement	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: administrators, instructional coaches, area coaches, GLAs **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Supplemental resources - 211 - Title I School Improvement - $10,000				

Strategy 3 Details	Reviews			
Strategy 3: Provide effective support and PD opportunities to include support for teachers and partner content teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement in the area of reading in English and in Spanish.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Administrators, Dean of Instruction, Instructional Coaches and Special Education instructional coaches. **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 4, 6 - School Processes & Programs 3, 5 - Perceptions 3 **Funding Sources:** professional development registration and consultant fees - 224 - IDEA B - $10,000				

Strategy 4 Details	Reviews			
Strategy 4: Provide PD and instructional resources to help language teachers deliver instruction in the target language.	Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement in English, Spanish and Chinese languages.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Administrators, Dean of Instruction, Instructional Coaches and GLAS **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 3 **Funding Sources:** professional development and registration fees - 211 - Title 1-A - $10,000				

Strategy 5 Details	Reviews			
Strategy 5: Professional Development Opportunities from subject matter experts and consultants will be provided to assist teachers, administrators, and support staff in an effort to increase student achievement. The focus will be on all students participating in the EL, DLI and other programs with an emphasis on Emergent Learners. Conferences will occur on campus, off campus and n Ed Service Centers.	Formative			Summative
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: increased student achievement and improvement in staff efficacy. **Staff Responsible for Monitoring:** Administrators, Dean of Instruction, Instructional Coaches **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 3 **Funding Sources:** professional development registration and consultant fees - 263 - Title III - $20,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.

Student Learning

Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.

Problem Statement 6: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

School Processes & Programs

Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

Problem Statement 3: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.

Problem Statement 5: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Perceptions

Problem Statement 3: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

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 June 2024, the students in grades K-5 will complete the required Others Before Self Project from start to finish.

Strategy 1 Details			Reviews			
Strategy 1: Develop, plan out and implement the "Others before Self" project at every grade level			**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide knowledge of service hours and community service			**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Administration, GLAs and Teachers at every grade level. **Title I:** 2.4, 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3 - Student Learning 3 - School Processes & Programs 2, 6 - Perceptions 2						
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue		

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications.   **Root Cause**: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.

Student Learning
Problem Statement 3: There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications.   **Root Cause**: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.

School Processes & Programs
Problem Statement 2: There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications.   **Root Cause**: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.
Problem Statement 6: Lack of parent involvement, community volunteers, and resources to participate and assist in organizing and facilitating school events.   **Root Cause**: The participation of parents is very minimal at school sponsored events due to competing priorities and lack of understanding of their need to participate.

Perceptions
Problem Statement 2: Lack of parent involvement, community volunteers, and resources to participate and assist in organizing and facilitating school events.   **Root Cause**: The participation of parents is very minimal at school sponsored events due to competing priorities and lack of understanding of their need to participate.

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 June 2024, ILTexas will coordinate a frequent and robust professional development plan for mentor teachers and APs over mentor teachers with a 25% greater time for training than the previous year.

High Priority

Evaluation Data Sources: Track Frequency of Scheduled trainings for Mentors and Mentee teachers
Track survey responses for ongoing Mentor sessions

Strategy 1 Details	Reviews			
Strategy 1: Enroll and promote district professional development.	**Formative**			**Summative**
Specific: Attend District Trainings Attend on-going PD provided from staff and recommended PD from best practices. Provide subs in order to implement lesson planning day and professional development. Develop a collaborative plan for instruction and assessment. Provide opportunity for shadowing master teacher and increase instructional rounds. Observe implementation of instruction. Provide time for meetings to analyze data collaboratively. Observe and give feedback on the informed teams action plan. Keep building on our culture, grade level and campus.	**Nov**	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased collaboration with staff, teachers, faculty and students. Consistent implementation of highly effective instruction in the classrooms. Shared best practices across our campus. The percentage of student achievement in the meets category will increase on STAAR. An increase in our ISTATION and MAP scores. **Staff Responsible for Monitoring:** Administration, Instructional Coaches, GLAs, Teachers, Counselors **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 4 - Student Learning 1, 4 - School Processes & Programs 1, 3 **Funding Sources:** - 211 - Title 1-A - $5,000				

Strategy 2 Details	Reviews			
Strategy 2: Will utilize the Whetstone program to provide feedback and track teacher effectiveness and provide instructional strategies from campus administrators, assistant principals, dean of instruction, instructional coaches and area office personnel.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased teacher effectiveness and efficacy in implementing research-based strategies **Staff Responsible for Monitoring:** administrators, Dean of Instruction and instructional coaches **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 3 **Funding Sources:** Staff communication; technology platform - 420 - State - $10,000				

Strategy 3 Details	Reviews			
Strategy 3: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: increased student achievement and improvement in staff efficacy **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, Dean of Instruction **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 6 - School Processes & Programs 5 - Perceptions 3 **Funding Sources:** Professional development and consultation fees - 211 - Title I School Improvement - $20,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels.   **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.
Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery.   **Root Cause**: Lack of knowledge of research based strategies.

Student Learning
Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels.   **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.
Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery.   **Root Cause**: Lack of knowledge of research based strategies.
Problem Statement 6: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners).   **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

School Processes & Programs
Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels.   **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.
Problem Statement 3: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery.   **Root Cause**: Lack of knowledge of research based strategies.
Problem Statement 5: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners).   **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Perceptions
Problem Statement 3: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners).   **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

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

Performance Objective 2: By June 2024, the culture and climate of the campus will improve by 10% as documented by the end-of-the-year climate surveys.

Evaluation Data Sources: Climate surveys from students, parents and staff

Strategy 1 Details	Reviews			
Strategy 1: Bring in subject matter experts (such as but not limited to AIM for Success) and purchase resources (such as but not limit to purchasing kits for counselors) aimed an improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students).	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals, Dean and Guidance Counselors **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 3, 4, 5 - Student Learning 3, 4, 5 - School Processes & Programs 2, 3, 4 **Funding Sources:** - 289 - Title IV - $1,400				

Strategy 2 Details	Reviews			
Strategy 2: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: increased student achievement and improvement in staff efficacy **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, Dean of Instruction **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 4 - Student Learning 1, 4, 6 - School Processes & Programs 1, 3, 5 - Perceptions 3 **Funding Sources:** Professional development and consultation fees - 211 - Title I School Improvement - $20,000				

Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for parents to interact with staff and students at events that showcase their talents and abilities such as Literacy Night, Math and Science Night, Fine Arts events, charter-wide events and sports events.	Formative			Summative
	Nov	Jan	May	June
Strategy's Expected Result/Impact: increased parental involvement in the school setting **Staff Responsible for Monitoring:** Administrators, GLAs, teachers and staff members **Title I:** 4.1, 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3 - Student Learning 3 - School Processes & Programs 2, 6 - Perceptions 2 **Funding Sources:** - 263 - Title III - $9,000				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels.   **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.
Problem Statement 3: There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications.   **Root Cause**: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.
Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery.   **Root Cause**: Lack of knowledge of research based strategies.
Problem Statement 5: There are a significant number of students identified as at-risk students, therefore impacting the amount of time teachers and Instructional Aides can spend with individual students.   **Root Cause**: Teacher student ratio minimizes the amount of time for individualized instruction and interventions.

Student Learning
Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels.   **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.
Problem Statement 3: There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications.   **Root Cause**: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.
Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery.   **Root Cause**: Lack of knowledge of research based strategies.
Problem Statement 5: There are a significant number of students identified as at-risk students, therefore impacting the amount of time teachers and Instructional Aides can spend with individual students.   **Root Cause**: Teacher student ratio minimizes the amount of time for individualized instruction and interventions.

Student Learning

Problem Statement 6: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners).   **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

School Processes & Programs

Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels.   **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

Problem Statement 2: There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications.   **Root Cause**: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.

Problem Statement 3: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery.   **Root Cause**: Lack of knowledge of research based strategies.

Problem Statement 4: There are a significant number of students identified as at-risk students, therefore impacting the amount of time teachers and Instructional Aides can spend with individual students.   **Root Cause**: Teacher student ratio minimizes the amount of time for individualized instruction and interventions.

Problem Statement 5: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners).   **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 6: Lack of parent involvement, community volunteers, and resources to participate and assist in organizing and facilitating school events.   **Root Cause**: The participation of parents is very minimal at school sponsored events due to competing priorities and lack of understanding of their need to participate.

Perceptions

Problem Statement 2: Lack of parent involvement, community volunteers, and resources to participate and assist in organizing and facilitating school events.   **Root Cause**: The participation of parents is very minimal at school sponsored events due to competing priorities and lack of understanding of their need to participate.

Problem Statement 3: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners).   **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Provide enrichment opportunities to English learners and non-English learners to build background knowledge, close learning gaps, and increase proficiency in all four domains.
1	1	3	Usage of the Whetstone program to provide feedback, track teacher effectiveness, and provide instructional strategies from campus administrators, dean of instruction, instructional coaches, and area office personnel.
1	1	4	Send campus (teachers/coaches/principals/assistant principals/Dean) and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).
1	2	2	Provide enrichment opportunities to English learners and non-English learners to build background knowledge, close learning gaps, and increase proficiency in all four domains.
1	2	3	Will utilize the Whetstone program to provide feedback, track teacher effectiveness, and provide instructional strategies from campus administrators, dean of instruction, instructional coaches, and area office personnel.
1	2	4	Send campus (teachers/coaches/principals/assistant principals/Dean) and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).
1	3	1	Provide on-campus and off-campus professional development for instructional staff that will support effective facilitation of instruction using sheltered instruction strategies.
1	3	2	Purchase assistive technologies and other supplemental resources that can be used to provide support to students EL students.
1	3	4	Bring in (or send our faculty/staff to) subject matter experts and consultants (to IL Texas or at a conference/Ed Service Center/Off campus) to help IL Texas teachers, administrators, and district support staff strengthen their ability to support all our students, including ESL, DLI and other programs that will increase student achievement, with particular attention to English Learners and with focus on increasing the Meets Target goal on the STAAR Reading Assessment.
1	3	5	Send Campus (teachers/coaches/principals/assistant principals) and district staff to conference (e.g. Title III Summit, La Cosheca, TESOL, TESOL, TASA, Charter Summer Summit) to assist IL Texas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI, and other programs that will increase student achievement of all students (particularly our special populations).
1	3	8	By June 2024, IL Texas will provide parents of English learners learning opportunities to support their children at home through face-to-face meetings and night programs. This will increase reading and math performance for EL students by at least 10%. 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	4	1	Provide effective support and PD opportunities to include support for teachers and partner content teachers.
1	4	2	Provide PD and instructional resources to help language teachers deliver instruction in the target language.
2	1	3	Provide effective support and PD opportunities to include support for teachers and partner content teachers.
2	1	4	Provide PD and instructional resources to help language teachers deliver instruction in the target language.

Goal	Objective	Strategy	Description
3	1	2	Will utilize the Whetstone program to provide feedback and track teacher effectiveness and provide instructional strategies from campus administrators, assistant principals, dean of instruction, instructional coaches and area office personnel.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	3	5	Send Campus (teachers/coaches/principals/assistant principals) and district staff to conference (e.g. Title III Summit, La Cosheca, TESOL, TESOL, TASA, Charter Summer Summit) to assist IL Texas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI, and other programs that will increase student achievement of all students (particularly our special populations).
1	3	6	Purchase supplemental technology (such as Chromebooks), Instructional materials, and evaluation/assessment/data analysis resources (and subsequent related PD this includes hard copies as well as online tools/software to scaffold instruction (i.e., People Education-Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as students access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.

2023-2024 Campus Advisory Council

Committee Role	Name	Position
Administrator	Arelis Hilaire	Principal
Administrator	Reshunda Green	Administrator
Classroom Teacher	Renise Metts	Teacher
Non-classroom Professional	Isaiah Freeman	ESE Coordinator
Paraprofessional	Ruth Gutierrez	Receptionist
Business Representative	Darrell Little	Business Rep
Community Representative	Marianela Perez	Community Representative
Parent	Nora Garcia	Parent
Student	Ceiza Ajo	student
District-level Professional	Ingrid Ajo	District Level Professional
Administrator	Cheryl Clansy	Administrator
Administrator	Tanya Washington	Administrator

Campus Funding Summary

420 - State

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Staff communication; technology platform		$10,000.00
1	2	3	Staff communication; technology platform		$10,000.00
3	1	2	Staff communication; technology platform		$10,000.00
				Sub-Total	$30,000.00

461 - Campus Activity

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Parent event resources		$5,000.00
1	2	7	Parent event resources		$5,000.00
1	3	3	Parent event materials		$5,000.00
				Sub-Total	$15,000.00

211 - Title 1-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Supplemental resources		$10,000.00
1	3	4			$3,500.00
1	3	5			$3,500.00
1	3	6			$3,500.00
1	3	7			$3,500.00
1	3	8	parent events		$15,000.00
1	4	2	professional development and registration fees		$10,000.00
2	1	4	professional development and registration fees		$10,000.00
3	1	1			$5,000.00
				Sub-Total	$64,000.00

224 - IDEA B

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	professional development registration and consultant fees		$10,000.00
2	1	3	professional development registration and consultant fees		$10,000.00
				Sub-Total	$20,000.00

255 - Title II

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Supplemental resources		$10,000.00
				Sub-Total	$10,000.00

263 - Title III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	supplemental resources and teacher wages		$20,000.00
1	1	4	Conference and professional development registration		$15,000.00
1	1	6	Supplemental resources		$10,000.00
1	1	7	professional development registration		$7,500.00
1	2	2	supplemental resources and teacher wages		$20,000.00
1	2	4	Conference and professional development registration		$15,000.00
1	2	6	Supplemental resources		$10,000.00
1	2	7	professional development registration		$7,500.00
1	3	1			$3,500.00
1	3	2	Supplemental resources		$10,000.00
1	3	4			$3,500.00
1	3	5			$3,500.00
1	3	6			$3,500.00
1	3	7			$3,500.00
1	3	8	parent events		$15,000.00
1	4	3	professional development registration and consultant fees		$20,000.00
1	5	1			$20,000.00
2	1	5	professional development registration and consultant fees		$20,000.00
3	2	3			$9,000.00
				Sub-Total	$216,500.00

289 - Title IV

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1			$1,400.00
				Sub-Total	$1,400.00

			211 - Title I School Improvement		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	professional development registration and consultant fees		$10,000.00
1	1	4	Conference and professional development registration		$15,000.00
1	1	5	Professional development and consultation fees		$20,000.00
1	1	6	Supplemental resources		$5,000.00
1	1	7	Teacher resources and professional development registration		$15,000.00
1	2	1	professional development registration and consultant fees		$10,000.00
1	2	4	Conference and professional development registration		$15,000.00
1	2	5	Professional development and consultation fees		$20,000.00
1	2	6	Supplemental resources		$5,000.00
1	2	7	Teacher resources and professional development registration		$15,000.00
1	3	1	professional development registration		$10,000.00
2	1	1	Professional development registration and consultation fees		$10,000.00
2	1	2	Supplemental resources		$10,000.00
3	1	3	Professional development and consultation fees		$20,000.00
3	2	2	Professional development and consultation fees		$20,000.00
				Sub-Total	$200,000.00