# International Leadership of Texas

# Katy Elementary

# 2021-2022 Campus Improvement Plan

**Accountability Rating: Not Rated: Declared State of Disaster**

# Mission Statement

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

# Vision

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

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

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

ILTexas Katy Elementary School population is 35% Limited English Proficient (LEP) students and 55% of the population is economically disadvantaged. The school services all special populations, including special education, section 504, Gifted and Talented, and Limited English Proficient (LEP) students.

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

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

### Demographics Strengths

ILTexas Katy Elementary School has many strengths.

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

**Problem Statements Identifying Demographics Needs**

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

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

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

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

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

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

**Problem Statement 7 (Prioritized):** Two-thirds of the school population learned remotely throughout the 2020-2021 school year resulting in gaps in learning. **Root Cause:** The pandemic

# Student Learning

**Student Learning Summary**

As we wrap up the 2020-21 school year and begin to prepare for the 2021-22 school year, ILTexas Katy Elementary received a rating of Met Standard. Campus projections for 2021-22 start with the April administration of STAAR for 5th grade reading and math. In reading 75% of the students scored at the approaches level or higher, 52% of students scored at the meets category, and 31% in the masters category. In Math, 78% scored at the approaches level or higher, 43% in the meets category, and 27% in the masters category. These results show growth in all levels in math and two levels in Reading:

- Math          Approaches +6% points      Meets +4% points       Masters +13% points
- Reading       Approaches -6% points      Meets -9% points       Masters  +1% points

Reviewing the intitial STAAR test for 2019, two student groups we will need to focus on are the Special Education student group and the LEP student group.

The campus will continue to provide campus common formative assessments across all subjects and grades in addition to Unit exams, end of cycle assessments, MAP testing, running records for reading, ISIP testing, and other digital learning program assessments.

**Student Learning Strengths**

Student Academic Achievement Strengths

- The focus for ILTexas Katy Elementary is to provide a rigourous curriculum to all students based on the TEKS-RS scope and sequence
- All students receive instruction in Spanish, Mandarin Chinese, and English beginning in Kindergarten
- All students participate in a two-way dual language program
- Instruction and learning is supported through character education taught throughout the curriculum
- The campus provides PLC opportunities district and/or campus-wide daily and weekly
- Common Unit Assessments and ongoing formative assessments are utlized at regular intervals during the learning cycles to guage mastery learning
- Data Days are set aside for teachers to understand where students are and to purposefully plan for instruction, remediation, and extension
- A campus instructional coach is available to support teachers in academic planning and lesson demonstration

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Special Education students are performing poorly on standardized tests. **Root Cause:** General education teachers need more training to support special needs students in the inclusive classroom

**Problem Statement 2 (Prioritized):** Behavior often impedes learning of students **Root Cause:** Teachers and GLAs need more training in proactive classroom management.

**Problem Statement 3 (Prioritized):** Teachers are often confused due to the broad curriculum expectations. **Root Cause:** There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.

**Problem Statement 4 (Prioritized):** Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. **Root Cause:** The teacher salary scale is significantly lower than surrounding Independent School Districts.

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

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

**Problem Statement 9 (Prioritized):** Some students have poor attendance resulting in broader gaps in learning. **Root Cause:** Parents do not understand how attendance effects academics.

**Problem Statement 10 (Prioritized):** Two-thirds of the school population learned remotely throughout the 2020-2021 school year resulting in gaps in learning. **Root Cause:** The pandemic

**Problem Statement 11 (Prioritized):** Many students are academically behind who struggled during the pandemic. **Root Cause:** COVID Gap in learning

# School Processes & Programs

**School Processes & Programs Summary**

Curriculum and Instruction:

The district goal is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the body mind and character via high quality, uniform and unified curriculum, instruction, professional development, and supportive operational and technological infrastructures. The curriculum for all content areas is the Texas Essential Knowledge and Skills (TEKS). 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 Contend and language objective, warm up activities, a focused lesson including an introduction/purpose, I do - We Do - You do, ending with a reflection/closing. To continue to support teachers throughout the year, the district provides data days and professional development days in the academic calendar.

Staff Recruitment and Retention:

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

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

School Organization

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

Technology

The devices utilized in classrooms include document cameras, interactive projectors and peripherals associated with the projector including smart pens. Windows devices are provided to the teachers as well as the computer 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
- Strong TEKS based curriculum guide and resources
- Numerous avenues for assessing students in languages and core curriculum.
- Multiple opportunities for teacher collaboration
- Professional Development offered throughout the year via PLC time

Staff Recruitment and Retention:

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

School Organization:

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

Technology:

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

**Problem Statements Identifying School Processes & Programs Needs**

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

**Problem Statement 2 (Prioritized):** Teachers are often confused due to the broad curriculum expectations. **Root Cause:** There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.

**Problem Statement 3 (Prioritized):** Parents are requesting aligned communication between teachers and campus; grade levels are using different communication avenues for parents which creates problems for parents with multiple students at the campus. **Root Cause:** Teachers are using multiple avenues for communication with parents.

**Problem Statement 4 (Prioritized):** Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. **Root Cause:** The teacher salary scale is significantly lower than surrounding Independent School Districts.

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**Problem Statement 9 (Prioritized):** Students struggle learning due to social and emotional concerns/situations. **Root Cause:** Students often lack social and emotional support at home and due to family challenges during the pandemic.

**Problem Statement 10 (Prioritized):** Teachers struggle using data to create differntiated lesson plans and implementation **Root Cause:** Teachers do not understand how to disaggregate multiple forms of data.

**Problem Statement 11 (Prioritized):** Some students have poor attendance resulting in broader gaps in learning. **Root Cause:** Parents do not understand how attendance effects academics.

# Perceptions

**Perceptions Summary**

Family and Community Engagement:

Parents of ILTexas Katy students are provided multiple opportunities to be involved with the school. This year the campus hosted a literacy night, Math Night, All About STAAR night, and several Coffee With the Principal meetings, as well as a career day featuring community members. In addition, the campus held many events to celebrate the international community. This year we hosted our first Trilingual Bingo night with a fantastic participation. The community also has opportunities to be a part of the PTO, be a volunteer parent, or Watch D.O.G.  Katy West-Park High School students often volunteer and support community events. The campus utilizes multiple social media to maintain communication with stakeholders.

 School Culture and Climate

It is our goal at ILTexas Katy K-8 to create a safe and positive learning environment for all of our students. Teachers are well trained in security and safety protocol and the campus has a 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, 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.

ILTexas Katy strives to have strong relationships with the families and communities we serve. Creating opportunities for parental input and maintaining open line of communication with the parents is a priority. Communication avenues include Skyward access to student progress, School Messenger, Website, Facebook, tip411, email, Peachjar flyer distribution, parent conferences, Class Dojo, coffee with the principal, PTO meetings, and more. Based on the 2018-19 parent survey:

**Perceptions Strengths**

Family and Community Engagement:

- Active PTO
- Active Watch D.O.G. program
- Parent Academic Nights
- Community events - Trilingual Bingo
- Career Day with community volunteers
- International Festival
- Lunar New Year Celebration
- Middle School Parent Group
- Social Media

School Culture and Climate

- 85% of parents indicated they felt ILTexas Katy is effectively preparing their child for their academic future
- Only 8% indicated that the culture was not positive on campus

- 88% of parents felt their child was safe on campus, 10% were "neutral" and only 2% disagreed

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Parents are requesting aligned communication between teachers and campus; grade levels are using different communication avenues for parents which creates problems for parents with multiple students at the campus. **Root Cause:** Teachers are using multiple avenues for communication with parents.

**Problem Statement 2 (Prioritized):** Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. **Root Cause:** The teacher salary scale is significantly lower than surrounding Independent School Districts.

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# Priority Problem Statements

**Problem Statement 1**: LEP students are scoring lower than non-LEP students on State Assessments

**Root Cause 1**: Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners.

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

**Problem Statement 2**: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners)

**Root Cause 2**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

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

**Problem Statement 3**: Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators.

**Root Cause 3**: The teacher salary scale is significantly lower than surrounding Independent School Districts.

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

**Problem Statement 4**: Behavior often impedes learning of students

**Root Cause 4**: Teachers and GLAs need more training in proactive classroom management.

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

**Problem Statement 5**: Teachers are often confused due to the broad curriculum expectations.

**Root Cause 5**: There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.

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

**Problem Statement 6**: Parents are requesting aligned communication between teachers and campus; grade levels are using different communication avenues for parents which creates problems for parents with multiple students at the campus.

**Root Cause 6**: Teachers are using multiple avenues for communication with parents.

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

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

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

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

**Problem Statement 8**: Students struggle learning due to social and emotional concerns/situations.

**Root Cause 8**: Students often lack social and emotional support at home and due to family challenges during the pandemic.

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


**Problem Statement 9**: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds.

**Root Cause 9**: Teachers need targeted training in working with students of poverty and diverse backgrounds.

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


**Problem Statement 10**: Teachers struggle using data to create differntiated lesson plans and implementation

**Root Cause 10**: Teachers do not understand how to disaggregate multiple forms of data.

**Problem Statement 10 Areas**: School Processes & Programs


**Problem Statement 11**: Some students have poor attendance resulting in broader gaps in learning.

**Root Cause 11**: Parents do not understand how attendance effects academics.

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


**Problem Statement 12**: Many students are academically behind who struggled during the pandemic.

**Root Cause 12**: COVID Gap in learning

**Problem Statement 12 Areas**: Student Learning


**Problem Statement 13**: Two-thirds of the school population learned remotely throughout the 2020-2021 school year resulting in gaps in learning.

**Root Cause 13**: The pandemic

**Problem Statement 13 Areas**: Demographics - Student Learning

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

**Accountability Data**

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

**Student Data: Assessments**

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress

- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

**Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

**Parent/Community Data**

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

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1:** The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

**Performance Objective 1:** By the end of the 2021-2022 school year, ILTexas Katy Elementary School will increase student performance on the STAAR reading Approaches level by 4 percentage points, in the Meets level by 4 percentage points, and the Masters level by 3 percentage points. (Baseline Map Projections: 3rd Approaches 30%, Meets 26%, Masters 28%; 4th Approaches 49%, Meets 34%, Masters 17%; 5th Approaches 53%, Meets 32%, Masters 15%)

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR/Map

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Students will be provided differentiated instruction in small groups during regular classroom time. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increased student achievement. | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Classroom teacher | | | | |
| **Title I Schoolwide Elements:** 2.4, 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 - Results Driven Accountability** | | | | |
| **Problem Statements:** Demographics 1, 7 - Student Learning 5, 10 - School Processes & Programs 1 | | | | |
| **Funding Sources:** leveled readers - 211 - Title 1-A - $4,000 | | | | |
| Strategy 2 Details | Reviews | | | |
| **Strategy 2:** Provide teachers instruction on how to differentiate  lesson planning and lesson presentation. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increase in teachers ability and student performance | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, GLA | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** | | | | |
| **Problem Statements:** Demographics 1, 2, 3, 4 - Student Learning 1, 5, 6, 7 - School Processes & Programs 1, 6, 7, 8 - Perceptions 3 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation. | Formative | | | Summative |
| | **Nov** | **Jan** | **May** | **June** |
| **Strategy's Expected Result/Impact:** High student achievement<br>**Staff Responsible for Monitoring:** Administration, Instructional Coaches, GLA<br>**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**<br>**Problem Statements:** Demographics 7 - Student Learning 10, 11<br>**Funding Sources:** Teachers for tutorials - 211 - Title 1-A - $5,000 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Provide parent education classes in supporting students academically and emotionally at home. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents. | Formative | | | Summative |
| | **Nov** | **Jan** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Increased support at home for students, increased parental involvement, improve home-school connection<br>**Staff Responsible for Monitoring:** Administration<br>**Title I Schoolwide Elements:** 2.4, 2.6, 3.1, 3.2 - **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 - **Targeted Support Strategy - Additional Targeted Support Strategy**<br>**Problem Statements:** Demographics 5, 6 - Student Learning 8, 9 - School Processes & Programs 9, 11 - Perceptions 4, 5<br>**Funding Sources:** building, instructors - 211 - Title 1-A - $4,000 | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. | Formative | | | Summative |
| | **Nov** | **Jan** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Improved understanding by teachers in regards to working with students of poverty and diverse backgrounds and cultural differences.<br>**Staff Responsible for Monitoring:** Administrators, GLAs<br>**Title I Schoolwide Elements:** 2.4, 2.6 - **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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**<br>**Problem Statements:** Demographics 4 - Student Learning 7 - School Processes & Programs 8 - Perceptions 3<br>**Funding Sources:** instructors, materials - 211 - Title 1-A - $2,000 | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** Provide teachers with differentiated learning in unpacking the TEKS, understanding performance and readiness standards, and planning quality and rigorous lessons. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Targeted lesson plan writing. **Staff Responsible for Monitoring:** Administration, IC **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 3, 5 - School Processes & Programs 1, 2 | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 7:** Hire a remediation teacher in each triad and an IA to support remediation in math and reading to help close the COVID gap. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Accelerated instruction and close the gap **Staff Responsible for Monitoring:** Dean of Instruction **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 1, 3 - Student Learning 5, 6 - School Processes & Programs 1, 7 | | | | |

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

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom. |
| **Problem Statement 2**: Special Education students are performing poorly on standardized tests. **Root Cause**: General education teachers need more training to support special needs students in the inclusive classroom |
| **Problem Statement 3**: LEP students are scoring lower than non-LEP students on State Assessments **Root Cause**: Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners. |
| **Problem Statement 4**: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need targeted training in working with students of poverty and diverse backgrounds. |
| **Problem Statement 5**: Students struggle learning due to social and emotional concerns/situations. **Root Cause**: Students often lack social and emotional support at home and due to family challenges during the pandemic. |
| **Problem Statement 6**: Some students have poor attendance resulting in broader gaps in learning. **Root Cause**: Parents do not understand how attendance effects academics. |
| **Problem Statement 7**: Two-thirds of the school population learned remotely throughout the 2020-2021 school year resulting in gaps in learning. **Root Cause**: The pandemic |

| Student Learning |
|---|

**Problem Statement 1**: Special Education students are performing poorly on standardized tests. **Root Cause**: General education teachers need more training to support special needs students in the inclusive classroom

**Problem Statement 3**: Teachers are often confused due to the broad curriculum expectations. **Root Cause**: There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.

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

**Problem Statement 6**: LEP students are scoring lower than non-LEP students on State Assessments **Root Cause**: Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners.

**Problem Statement 7**: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need targeted training in working with students of poverty and diverse backgrounds.

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

**Problem Statement 9**: Some students have poor attendance resulting in broader gaps in learning. **Root Cause**: Parents do not understand how attendance effects academics.

**Problem Statement 10**: Two-thirds of the school population learned remotely throughout the 2020-2021 school year resulting in gaps in learning. **Root Cause**: The pandemic

**Problem Statement 11**: Many students are academically behind who struggled during the pandemic. **Root Cause**: COVID Gap in learning

| School Processes & Programs |
|---|

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

**Problem Statement 2**: Teachers are often confused due to the broad curriculum expectations. **Root Cause**: There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.

**Problem Statement 6**: Special Education students are performing poorly on standardized tests. **Root Cause**: General education teachers need more training to support special needs students in the inclusive classroom

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

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

**Problem Statement 9**: Students struggle learning due to social and emotional concerns/situations. **Root Cause**: Students often lack social and emotional support at home and due to family challenges during the pandemic.

**Problem Statement 11**: Some students have poor attendance resulting in broader gaps in learning. **Root Cause**: Parents do not understand how attendance effects academics.

| Perceptions |
|---|

**Problem Statement 3**: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need targeted training in working with students of poverty and diverse backgrounds.

| **Perceptions** |
|---|
| **Problem Statement 4**: Students struggle learning due to social and emotional concerns/situations. **Root Cause**: Students often lack social and emotional support at home and due to family challenges during the pandemic. |
| **Problem Statement 5**: Some students have poor attendance resulting in broader gaps in learning. **Root Cause**: Parents do not understand how attendance effects academics. |

**Goal 1:** The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

**Performance Objective 2:** By the end of 2021-2022 school year, 90% of students will show a year's worth of growth in reading.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** ISIP
STAAR

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Students will be provided differentiated instruction in small groups during regular classroom time. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Improved student academic performance | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Classroom teacher, GLA, IC, Administrators | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** | | | | |
| **Problem Statements:** Demographics 1, 4 - Student Learning 3, 5, 7 - School Processes & Programs 1, 2, 8 - Perceptions 3 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Provide teachers instruction on how to differentiate  lesson planning and lesson presentation. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Improved student performance | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Administration, IC | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Provide specific training to teachers in supporting struggling and advanced readers. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Improved reading levels of students and ability of teachers to support struggling and advanced readers. | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Administrators, IC, GLA | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** | | | | |
| **Problem Statements:** Demographics 1, 3 - Student Learning 4, 5, 6 - School Processes & Programs 1, 4, 7, 10 - Perceptions 2 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Provide special assemblies and programs to support the social and emotional health and academic health of students. (Aim for Success, Red Ribbon Week speakers, motivational speakers, etc.) | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Improved social and emotional health of students and value of academics. **Staff Responsible for Monitoring:** Administrators, Counselors **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 5 - Student Learning 8 - School Processes & Programs 9 - Perceptions 4 | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Provide before school, during school, after school tutorials, and Saturday tutorials for students for enrichment and remediation. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
| **Strategy's Expected Result/Impact:** High student achievement **Staff Responsible for Monitoring:** Administration, Instructional Coaches, GLA **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 6, 7 - Student Learning 9, 10 - School Processes & Programs 11 - Perceptions 5 | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** Provide parent education classes in supporting students academically and emotionally at home. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Increased support at home for students, increased parental involvement, improve home-school connection **Staff Responsible for Monitoring:** Administration **Title I Schoolwide Elements:** 2.4, 2.6, 3.1, 3.2 - **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 - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 6 - Student Learning 9 - School Processes & Programs 11 - Perceptions 5 | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 7:** Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Improved understanding by teachers in regards to working with students of poverty and diverse backgrounds and cultural differneces.<br>**Staff Responsible for Monitoring:** Administrators, GLAs<br>**Title I Schoolwide Elements:** 2.4, 2.6 - **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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy**<br>**Problem Statements:** Demographics 1, 2, 3, 4 - Student Learning 1, 5, 6, 7 - School Processes & Programs 1, 6, 7, 8 - Perceptions 3 | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 8:** Provide teachers with differentiated learning in unpacking the TEKS, understanding performance and readiness standards, and planning quality and rigorous lessons. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Targeted lesson plan writing.<br>**Staff Responsible for Monitoring:** Administration,  IC<br>**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction<br>**Problem Statements:** Demographics 1 - Student Learning 3, 5 - School Processes & Programs 1, 2 | | | | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 9:** Purchase supplemental technology (such as Chromebooks, headsets, etc.), 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., Peoples Education-Measuring Up,  Study Island,  All in Learning, Lead4ward | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |

data modules, Sped Evaluation kits, bilingual dictionaries, leveled readers, etc.) Purchase professional books for staff to increase their knowledge of DLI/ESL programs.

> **Strategy's Expected Result/Impact:** Build a foundation in reading and math
>
> **Staff Responsible for Monitoring:** CAO, Academic Directors, Instructional Technologists, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus medica specialists.
>
> **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy**
>
> **Problem Statements:** Demographics 6, 7 - Student Learning 9, 10 - School Processes & Programs 11 - Perceptions 5

| 0% No Progress | 100% Accomplished | ➡ Continue/Modify | ✖ Discontinue |
|---|---|---|---|

**Performance Objective 2 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom. |
| **Problem Statement 2**: Special Education students are performing poorly on standardized tests. **Root Cause**: General education teachers need more training to support special needs students in the inclusive classroom |
| **Problem Statement 3**: LEP students are scoring lower than non-LEP students on State Assessments **Root Cause**: Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners. |
| **Problem Statement 4**: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need targeted training in working with students of poverty and diverse backgrounds. |
| **Problem Statement 5**: Students struggle learning due to social and emotional concerns/situations. **Root Cause**: Students often lack social and emotional support at home and due to family challenges during the pandemic. |
| **Problem Statement 6**: Some students have poor attendance resulting in broader gaps in learning. **Root Cause**: Parents do not understand how attendance effects academics. |
| **Problem Statement 7**: Two-thirds of the school population learned remotely throughout the 2020-2021 school year resulting in gaps in learning. **Root Cause**: The pandemic |
| **Student Learning** |
| **Problem Statement 1**: Special Education students are performing poorly on standardized tests. **Root Cause**: General education teachers need more training to support special needs students in the inclusive classroom |

| Student Learning |
|---|

**Problem Statement 3**: Teachers are often confused due to the broad curriculum expectations. **Root Cause**: There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.

**Problem Statement 4**: Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. **Root Cause**: The teacher salary scale is significantly lower than surrounding Independent School Districts.

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

**Problem Statement 6**: LEP students are scoring lower than non-LEP students on State Assessments **Root Cause**: Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners.

**Problem Statement 7**: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need targeted training in working with students of poverty and diverse backgrounds.

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

**Problem Statement 9**: Some students have poor attendance resulting in broader gaps in learning. **Root Cause**: Parents do not understand how attendance effects academics.

**Problem Statement 10**: Two-thirds of the school population learned remotely throughout the 2020-2021 school year resulting in gaps in learning. **Root Cause**: The pandemic

| School Processes & Programs |
|---|

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

**Problem Statement 2**: Teachers are often confused due to the broad curriculum expectations. **Root Cause**: There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.

**Problem Statement 4**: Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. **Root Cause**: The teacher salary scale is significantly lower than surrounding Independent School Districts.

**Problem Statement 6**: Special Education students are performing poorly on standardized tests. **Root Cause**: General education teachers need more training to support special needs students in the inclusive classroom

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

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

**Problem Statement 9**: Students struggle learning due to social and emotional concerns/situations. **Root Cause**: Students often lack social and emotional support at home and due to family challenges during the pandemic.

**Problem Statement 10**: Teachers struggle using data to create differntiated lesson plans and implementation **Root Cause**: Teachers do not understand how to disaggregate multiple forms of data.

**Problem Statement 11**: Some students have poor attendance resulting in broader gaps in learning. **Root Cause**: Parents do not understand how attendance effects academics.

## Perceptions

**Problem Statement 2**: Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. **Root Cause**: The teacher salary scale is significantly lower than surrounding Independent School Districts.

**Problem Statement 3**: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need targeted training in working with students of poverty and diverse backgrounds.

**Problem Statement 4**: Students struggle learning due to social and emotional concerns/situations. **Root Cause**: Students often lack social and emotional support at home and due to family challenges during the pandemic.

**Problem Statement 5**: Some students have poor attendance resulting in broader gaps in learning. **Root Cause**: Parents do not understand how attendance effects academics.

**Goal 1:** The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

**Performance Objective 3:** By the end of the 2021-2022 school year, all Special Populations (to include SPED, Bilingual, CTE and ESL students) will increase their performance at the Approaches Performance Level on State Assessments by at least 10%.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR
TELPAS

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Teachers will provide differentiated instruction through small groups in the classroom. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Improved student performance | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** GLA, IC, Administrators | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | | | | |
| **Problem Statements:** Demographics 1, 4 - Student Learning 3, 5, 7 - School Processes & Programs 1, 2, 8 - Perceptions 3 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Provide training for teachers and staff in understanding and implementing the IEPs for special education students. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Improved service for special education students and improved academic and behavior performance of students. | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Administrator, IC, GLA, special education teachers | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Provide training to teachers and staff in working with Language Learners through book studies, presenters, and conferences. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increased understanding in supporting language learners. | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Administrators, IC | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** | | | | |
| **Problem Statements:** Demographics 1, 3 - Student Learning 5, 6 - School Processes & Programs 1, 7 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Provide special assemblies and programs to support the social and emotional health and academic health of students. | Formative | | | Summative |
| | Nov | Jan | May | June |
| **Strategy's Expected Result/Impact:** Improved social and emotional health of students and value of academics. **Staff Responsible for Monitoring:** Administrators, Counselors **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 5 - Student Learning 8 - School Processes & Programs 9 - Perceptions 4 | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Provide parent education classes in supporting students academically and emotionally at home. | Formative | | | Summative |
| | Nov | Jan | May | June |
| **Strategy's Expected Result/Impact:** Increased support at home for students, increased parental involvement, improve home-school connection **Staff Responsible for Monitoring:** Administration **Title I Schoolwide Elements:** 2.4, 2.6, 3.1, 3.2 - **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 - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 5, 6 - Student Learning 8, 9 - School Processes & Programs 9, 11 - Perceptions 4, 5 | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. | Formative | | | Summative |
| | Nov | Jan | May | June |
| **Strategy's Expected Result/Impact:** Improved understanding by teachers in regards to working with students of poverty and diverse backgrounds and cultural differneces. **Staff Responsible for Monitoring:** Administrators, GLAs **Title I Schoolwide Elements:** 2.4, 2.6 - **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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1, 4 - Student Learning 5, 7 - School Processes & Programs 1, 8 - Perceptions 3 | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 7:** Bring in or send faculty/staff to subject matter experts and consultants t(to ILTexas or at a conference/Ed Service Center/Off campus) to help ILT 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 and with a focus on increasing the Meets Target goal on the STAAR Reading Assessment. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Increased student achievement<br>**Staff Responsible for Monitoring:** CAO, Director of EL K-12, Academic Directors, Instructional Technologist, Campus administration and campus instructional coaches.<br>**Title I Schoolwide Elements:** 2.4, 2.5, 2.6<br>**Problem Statements:** Demographics 1 - Student Learning 5 - School Processes & Programs 1<br>**Funding Sources:**  - 263 - Title III - $74,300 | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 8:** Hire remediation teacher/IA to support in closing the COVID gap. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Student accelerated growth | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** DOI | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy**<br>**Problem Statements:** Demographics 5, 6, 7 - Student Learning 8, 9, 10 - School Processes & Programs 9, 11 - Perceptions 4, 5 | | | | |

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

**Performance Objective 3 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom. |
| **Problem Statement 3**: LEP students are scoring lower than non-LEP students on State Assessments **Root Cause**: Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners. |
| **Problem Statement 4**: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need targeted training in working with students of poverty and diverse backgrounds. |
| **Problem Statement 5**: Students struggle learning due to social and emotional concerns/situations. **Root Cause**: Students often lack social and emotional support at home and due to family challenges during the pandemic. |
| **Problem Statement 6**: Some students have poor attendance resulting in broader gaps in learning. **Root Cause**: Parents do not understand how attendance effects academics. |
| **Problem Statement 7**: Two-thirds of the school population learned remotely throughout the 2020-2021 school year resulting in gaps in learning. **Root Cause**: The pandemic |

## Student Learning

**Problem Statement 3**: Teachers are often confused due to the broad curriculum expectations. **Root Cause**: There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.

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

**Problem Statement 6**: LEP students are scoring lower than non-LEP students on State Assessments **Root Cause**: Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners.

**Problem Statement 7**: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need targeted training in working with students of poverty and diverse backgrounds.

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

**Problem Statement 9**: Some students have poor attendance resulting in broader gaps in learning. **Root Cause**: Parents do not understand how attendance effects academics.

**Problem Statement 10**: Two-thirds of the school population learned remotely throughout the 2020-2021 school year resulting in gaps in learning. **Root Cause**: The pandemic

## School Processes & Programs

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

**Problem Statement 2**: Teachers are often confused due to the broad curriculum expectations. **Root Cause**: There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.

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

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

**Problem Statement 9**: Students struggle learning due to social and emotional concerns/situations. **Root Cause**: Students often lack social and emotional support at home and due to family challenges during the pandemic.

**Problem Statement 11**: Some students have poor attendance resulting in broader gaps in learning. **Root Cause**: Parents do not understand how attendance effects academics.

## Perceptions

**Problem Statement 3**: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need targeted training in working with students of poverty and diverse backgrounds.

**Problem Statement 4**: Students struggle learning due to social and emotional concerns/situations. **Root Cause**: Students often lack social and emotional support at home and due to family challenges during the pandemic.

**Problem Statement 5**: Some students have poor attendance resulting in broader gaps in learning. **Root Cause**: Parents do not understand how attendance effects academics.

**Goal 2:** The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022.

**Performance Objective 1:** Bh the end of the 2021-2022 school year, the percent of students who score Meets Grade Level and Masters Grade Level on STAAR mathematics will increase by 10% in each category (Baseline: Map Projections Meets 15%, Masters 29%)

**HB3 Goal**

**Evaluation Data Sources:** STAAR/Map

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Students will be provided differentiated instruction in small groups during regular classroom time. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increased student achievement. <br> **Staff Responsible for Monitoring:** Classroom teacher | **Nov** | **Jan** | **May** | **June** |
| **Title I Schoolwide Elements:** 2.4, 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** - **Results Driven Accountability** <br> **Problem Statements:** Demographics 7 - Student Learning 10, 11 | | | | |
| Strategy 2 Details | Reviews | | | |
| **Strategy 2:** Provide teachers instruction on how to differentiate  lesson planning and lesson presentation for student engagement. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increase in teachers ability and student performance | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, GLA <br> **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** <br> **Problem Statements:** Demographics 1 - Student Learning 5 - School Processes & Programs 1 | | | | |
| Strategy 3 Details | Reviews | | | |
| **Strategy 3:** Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Raise student achievement | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Administration, Instructional Coaches, GLA <br> **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** <br> **Problem Statements:** Student Learning 11 <br> **Funding Sources:** Teachers - 211 - Title 1-A - $5,000 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Improved understanding by teachers in regards to working with students of poverty and diverse backgrounds and cultural differneces. **Staff Responsible for Monitoring:** Administrators, GLAs **Title I Schoolwide Elements:** 2.4, 2.6 - **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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 5 - School Processes & Programs 1 | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Provide teachers with differentiated learning in unpacking the TEKS, understanding performance and readiness standards, and planning quality and rigorous lessons. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Targeted lesson plan writing. **Staff Responsible for Monitoring:** Administration, IC **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 - School Processes & Programs 2, 10 | | | | |

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

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom. |
| **Problem Statement 7**: Two-thirds of the school population learned remotely throughout the 2020-2021 school year resulting in gaps in learning. **Root Cause**: The pandemic |

| Student Learning |
|---|
| **Problem Statement 3**: Teachers are often confused due to the broad curriculum expectations. **Root Cause**: There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments. |
| **Problem Statement 5**: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom. |

| Student Learning |
|---|
| **Problem Statement 10**: Two-thirds of the school population learned remotely throughout the 2020-2021 school year resulting in gaps in learning. **Root Cause**: The pandemic |
| **Problem Statement 11**: Many students are academically behind who struggled during the pandemic. **Root Cause**: COVID Gap in learning |

| School Processes & Programs |
|---|
| **Problem Statement 1**: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom. |
| **Problem Statement 2**: Teachers are often confused due to the broad curriculum expectations. **Root Cause**: There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments. |
| **Problem Statement 10**: Teachers struggle using data to create differntiated lesson plans and implementation **Root Cause**: Teachers do not understand how to disaggregate multiple forms of data. |

**Goal 2:** The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022.

**Performance Objective 2:** The percent of English learners that score Meets Grade Level on STAAR Math will increase by 10% points by the end of June 2022 (Baseline STAAR 2021 meets 14%, masters 2%)

    **Targeted or ESF High Priority**

    **Evaluation Data Sources:** STAAR

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Students will be provided differentiated instruction in small groups during regular classroom time. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increased student achievement. | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Classroom teacher | | | | |
| **Title I Schoolwide Elements:** 2.4, 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 - Results Driven Accountability** | | | | |
| **Problem Statements:** Demographics 1 - Student Learning 5 - School Processes & Programs 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Provide teachers instruction on how to differentiate lesson planning and lesson presentation. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increase in teachers ability and student performance | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, GLA | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** | | | | |
| **Problem Statements:** Demographics 1 - Student Learning 5 - School Processes & Programs 1 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Raise student achievement | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Administration, Instructional Coaches, GLA | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** | | | | |
| **Problem Statements:** Demographics 6, 7 - Student Learning 9, 10 - School Processes & Programs 11 - Perceptions 5 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. | Formative | | | Summative |
| | **Nov** | **Jan** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Improved understanding by teachers in regards to working with students of poverty and diverse backgrounds and cultural differneces. **Staff Responsible for Monitoring:** Administrators, GLAs **Title I Schoolwide Elements:** 2.4, 2.6 - **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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1, 4 - Student Learning 5, 7 - School Processes & Programs 1, 8 - Perceptions 3 | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Provide teachers with differentiated learning in unpacking the TEKS, understanding performance and readiness standards, and planning quality and rigorous lessons. | Formative | | | Summative |
| | **Nov** | **Jan** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Targeted lesson plan writing. **Staff Responsible for Monitoring:** Administration, IC **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 - School Processes & Programs 2 | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** Provide Training for teachers in DLI through guest presenters and coaches. | Formative | | | Summative |
| | **Nov** | **Jan** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Improved student performance and increase in understanding for teachers in working with ELLs. **Staff Responsible for Monitoring:** Administration, IC **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1, 4 - Student Learning 5, 7 - School Processes & Programs 1, 8 - Perceptions 3 | | | | |

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

**Performance Objective 2 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom. |
| **Problem Statement 4**: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need targeted training in working with students of poverty and diverse backgrounds. |
| **Problem Statement 6**: Some students have poor attendance resulting in broader gaps in learning. **Root Cause**: Parents do not understand how attendance effects academics. |
| **Problem Statement 7**: Two-thirds of the school population learned remotely throughout the 2020-2021 school year resulting in gaps in learning. **Root Cause**: The pandemic |

| Student Learning |
|---|
| **Problem Statement 3**: Teachers are often confused due to the broad curriculum expectations. **Root Cause**: There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments. |
| **Problem Statement 5**: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom. |
| **Problem Statement 7**: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need targeted training in working with students of poverty and diverse backgrounds. |
| **Problem Statement 9**: Some students have poor attendance resulting in broader gaps in learning. **Root Cause**: Parents do not understand how attendance effects academics. |
| **Problem Statement 10**: Two-thirds of the school population learned remotely throughout the 2020-2021 school year resulting in gaps in learning. **Root Cause**: The pandemic |

| School Processes & Programs |
|---|
| **Problem Statement 1**: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom. |
| **Problem Statement 2**: Teachers are often confused due to the broad curriculum expectations. **Root Cause**: There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments. |
| **Problem Statement 8**: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need targeted training in working with students of poverty and diverse backgrounds. |
| **Problem Statement 11**: Some students have poor attendance resulting in broader gaps in learning. **Root Cause**: Parents do not understand how attendance effects academics. |

| Perceptions |
|---|
| **Problem Statement 3**: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need targeted training in working with students of poverty and diverse backgrounds. |
| **Problem Statement 5**: Some students have poor attendance resulting in broader gaps in learning. **Root Cause**: Parents do not understand how attendance effects academics. |

**Goal 2:** The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022.

**Performance Objective 3:** The percent of 2nd grade, and 3rd grade students who score on grade level or above in math will increase by 5 percentage points by June 2022 using the Map tool. (2021 Map 2nd grade Approaches 43%, Meets 28%, Masters 29%; Map 3rd grade Approaches 50%, Meets 21%, Masters 28%)

**Evaluation Data Sources:** MAP

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Students will be provided differentiated instruction in small groups during regular classroom time. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increased student achievement. | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Classroom teacher | | | | |
| **Title I Schoolwide Elements:** 2.4, 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** - **Results Driven Accountability** | | | | |
| **Problem Statements:** Demographics 1 - Student Learning 5 - School Processes & Programs 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Provide teachers instruction on how to differentiate lesson planning and lesson presentation. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increase in teachers ability and student performance | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, GLA | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** | | | | |
| **Problem Statements:** Demographics 1 - Student Learning 5 - School Processes & Programs 1 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Raise student achievement | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Administration, Instructional Coaches, GLA | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** | | | | |
| **Problem Statements:** Demographics 7 - Student Learning 10 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Improved understanding by teachers in regards to working with students of poverty and diverse backgrounds and cultural differneces. **Staff Responsible for Monitoring:** Administrators, GLAs **Title I Schoolwide Elements:** 2.4, 2.6 - **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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 5 - School Processes & Programs 1 | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Provide teachers with differentiated learning in unpacking the TEKS, understanding performance and readiness standards, and planning quality and rigorous lessons. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Targeted lesson plan writing. **Staff Responsible for Monitoring:** Administration,  IC **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 3 - Student Learning 3, 5, 6 - School Processes & Programs 1, 2, 7 | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** Provide training for teachers in reading MAP data and creating data driven differentiated lessons. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
| **Strategy's Expected Result/Impact:** Increase in student scores **Staff Responsible for Monitoring:** Administrators, IC **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 3, 5 - School Processes & Programs 1, 2, 10 | | | | |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✕ Discontinue | | | | |

**Performance Objective 3 Problem Statements:**

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| Demographics |
|---|
| **Problem Statement 1**: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom. |
| **Problem Statement 3**: LEP students are scoring lower than non-LEP students on State Assessments **Root Cause**: Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners. |
| **Problem Statement 7**: Two-thirds of the school population learned remotely throughout the 2020-2021 school year resulting in gaps in learning. **Root Cause**: The pandemic |

| Student Learning |
|---|
| **Problem Statement 3**: Teachers are often confused due to the broad curriculum expectations. **Root Cause**: There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments. |
| **Problem Statement 5**: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom. |
| **Problem Statement 6**: LEP students are scoring lower than non-LEP students on State Assessments **Root Cause**: Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners. |
| **Problem Statement 10**: Two-thirds of the school population learned remotely throughout the 2020-2021 school year resulting in gaps in learning. **Root Cause**: The pandemic |

| School Processes & Programs |
|---|
| **Problem Statement 1**: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom. |
| **Problem Statement 2**: Teachers are often confused due to the broad curriculum expectations. **Root Cause**: There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments. |
| **Problem Statement 7**: LEP students are scoring lower than non-LEP students on State Assessments **Root Cause**: Lack of targeting this specific student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners. |
| **Problem Statement 10**: Teachers struggle using data to create differntiated lesson plans and implementation **Root Cause**: Teachers do not understand how to disaggregate multiple forms of data. |

**Goal 2:** The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022.

**Performance Objective 4:** The percent of kindergarten and 1st grade students who score on grade level or above in math will increase by 5 percentage points by June 2022 using 2021 Imagine Math Scores.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Imagine Math

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Students will be provided differentiated instruction in small groups during regular classroom time. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increased student achievement. | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Classroom teacher | | | | |
| **Title I Schoolwide Elements:** 2.4, 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** - **Results Driven Accountability** | | | | |
| **Problem Statements:** Demographics 1 - Student Learning 5 - School Processes & Programs 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Provide teachers instruction on how to differentiate lesson planning and lesson presentation. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increase in teachers ability and student performance | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, GLA | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** | | | | |
| **Problem Statements:** Demographics 1 - Student Learning 3, 5 - School Processes & Programs 1, 2 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Raise student achievement | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Administration, Instructional Coaches, GLA | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy** | | | | |
| **Problem Statements:** Demographics 7 - Student Learning 10, 11 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. | Formative | | | Summative |
| | Nov | Jan | May | June |
| **Strategy's Expected Result/Impact:** Improved understanding by teachers in regards to working with students of poverty and diverse backgrounds and cultural differneces.<br>**Staff Responsible for Monitoring:** Administrators, GLAs<br>**Title I Schoolwide Elements:** 2.4, 2.6 - **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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**<br>**Problem Statements:** Demographics 1, 4 - Student Learning 5, 7 - School Processes & Programs 1, 8 - Perceptions 3 | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Provide teachers with differentiated learning in unpacking the TEKS, understandingstandards, and planning quality and rigorous lessons. | Formative | | | Summative |
| | Nov | Jan | May | June |
| **Strategy's Expected Result/Impact:** Targeted lesson plan writing.<br>**Staff Responsible for Monitoring:** Administration,  IC<br>**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction<br>**Problem Statements:** Demographics 1 - Student Learning 3, 5 - School Processes & Programs 1, 2, 10 | | | | |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✗ Discontinue | | | | |

**Performance Objective 4 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom. |
| **Problem Statement 4**: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need targeted training in working with students of poverty and diverse backgrounds. |
| **Problem Statement 7**: Two-thirds of the school population learned remotely throughout the 2020-2021 school year resulting in gaps in learning. **Root Cause**: The pandemic |
| **Student Learning** |
| **Problem Statement 3**: Teachers are often confused due to the broad curriculum expectations. **Root Cause**: There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments. |

## Student Learning

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

**Problem Statement 7**: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need targeted training in working with students of poverty and diverse backgrounds.

**Problem Statement 10**: Two-thirds of the school population learned remotely throughout the 2020-2021 school year resulting in gaps in learning. **Root Cause**: The pandemic

**Problem Statement 11**: Many students are academically behind who struggled during the pandemic. **Root Cause**: COVID Gap in learning

## School Processes & Programs

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

**Problem Statement 2**: Teachers are often confused due to the broad curriculum expectations. **Root Cause**: There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments.

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

**Problem Statement 10**: Teachers struggle using data to create differntiated lesson plans and implementation **Root Cause**: Teachers do not understand how to disaggregate multiple forms of data.

## Perceptions

**Problem Statement 3**: Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. **Root Cause**: Teachers need targeted training in working with students of poverty and diverse backgrounds.

**Goal 3:** The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2022.

**Performance Objective 1:** By the end of the 2021-2022 school year, all students will demonstrate an increase of a minimum of one sub-level, based on the ACTFL proficiency guidelines.

**Evaluation Data Sources:** ACTFL Assessments

| Strategy 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 1:** Provide before school, during school, after school, and Saturday tutorials. | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increased student performance | | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Administrators, Language Teachers, IC | | | | | |
| **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** | | | | | |
| **Problem Statements:** Demographics 7 - Student Learning 10, 11 | | | | | |
| Strategy 2 Details | | Reviews | | | |
| **Strategy 2:** Provide classroom management training for language teachers. | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Fewer misbehaviors and more time on task resulting in higher performance. | | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Administrators, IC | | | | | |
| **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy** | | | | | |
| **Problem Statements:** Student Learning 2 - School Processes & Programs 5 | | | | | |
| Strategy 3 Details | | Reviews | | | |
| **Strategy 3:** Provide support for language teachers in implementing the curriculum and lesson planning. | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Better understanding of the curriculum and more aligned and rigorous lessons. | | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Administrator, IC | | | | | |
| **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** | | | | | |
| **Problem Statements:** Student Learning 3 - School Processes & Programs 2 | | | | | |
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue | | |

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 7**: Two-thirds of the school population learned remotely throughout the 2020-2021 school year resulting in gaps in learning. **Root Cause**: The pandemic |

| Student Learning |
|---|
| **Problem Statement 2**: Behavior often impedes learning of students **Root Cause**: Teachers and GLAs need more training in proactive classroom management. |
| **Problem Statement 3**: Teachers are often confused due to the broad curriculum expectations. **Root Cause**: There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments. |
| **Problem Statement 10**: Two-thirds of the school population learned remotely throughout the 2020-2021 school year resulting in gaps in learning. **Root Cause**: The pandemic |
| **Problem Statement 11**: Many students are academically behind who struggled during the pandemic. **Root Cause**: COVID Gap in learning |

| School Processes & Programs |
|---|
| **Problem Statement 2**: Teachers are often confused due to the broad curriculum expectations. **Root Cause**: There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments. |
| **Problem Statement 5**: Behavior often impedes learning of students **Root Cause**: Teachers and GLAs need more training in proactive classroom management. |

**Goal 4:** The percent of teacher retained annually will increase from 76% to 80% by June 2022.

**Performance Objective 1:** By the end of the 2021-2022 school year ILTexas Katy K-8 will increase teacher retention by 10 percentage points. from 80% to 90%.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** PEIMS

| Strategy 1 Details | | Reviews | | |
|---|---|---|---|---|
| **Strategy 1:** Publicly recognize accomplishments of all staff. | | **Formative** | | **Summative** |
| **Strategy's Expected Result/Impact:** Teachers who are appreciated want to stay. | | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Administrators | | | | | |
| **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | | | | | |
| **Problem Statements:** Student Learning 4 - School Processes & Programs 4 - Perceptions 2 | | | | | |

| Strategy 2 Details | | Reviews | | |
|---|---|---|---|---|
| **Strategy 2:** 100% of new to ILT and New to the profession teachers will be assigned a mentor teacher. | | **Formative** | | **Summative** |
| **Strategy's Expected Result/Impact:** Better understanding of the culture of ILT and support in greatest area of need. | | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Administration | | | | | |
| **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy** | | | | | |
| **Problem Statements:** Student Learning 4 - School Processes & Programs 4 - Perceptions 2 | | | | | |

| Strategy 3 Details | | Reviews | | |
|---|---|---|---|---|
| **Strategy 3:** Provide 1:1 instructional coaching to all teachers who are struggling. | | **Formative** | | **Summative** |
| **Strategy's Expected Result/Impact:** Improved teacher performance | | **Nov** | **Jan** | **May** | **June** |
| **Staff Responsible for Monitoring:** Administration, IC | | | | | |
| **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy** | | | | | |
| **Problem Statements:** Demographics 1 - Student Learning 3, 4, 5 - School Processes & Programs 1, 2, 4 - Perceptions 2 | | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Provide specific differentiated teacher training to support teachers in their areas of need. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Improved teacher performance<br>**Staff Responsible for Monitoring:** Administration, IC<br><br>**Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy**<br><br>**Problem Statements:** Demographics 1 - Student Learning 4, 5 - School Processes & Programs 1, 4 - Perceptions 2 | **Nov** | **Jan** | **May** | **June** |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Provide opportunities for teachers to observe peers. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Improved teacher performance<br>**Staff Responsible for Monitoring:** Administration<br><br>**Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy**<br><br>**Problem Statements:** Student Learning 4 - School Processes & Programs 4 - Perceptions 2 | **Nov** | **Jan** | **May** | **June** |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** Include teachers in Instructional Rounds to help in supporting the over all campus problem of practice. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Improved teacher understanding and performance<br>**Staff Responsible for Monitoring:** Administration, IC<br><br>**Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy**<br><br>**Problem Statements:** Student Learning 4 - School Processes & Programs 4 - Perceptions 2 | **Nov** | **Jan** | **May** | **June** |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 7:** Create a group for new to IL Texas Teachers and NTP teachers and meet bi-monthly to create teams, build trust and culture. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **May** | **June** |
| **Strategy's Expected Result/Impact:** More effective and efficient teachers who enjoy their job at ILTexas Katy K-8. **Staff Responsible for Monitoring:** Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** Student Learning 3, 4 - School Processes & Programs 2, 3, 4 - Perceptions 1, 2 | | | | |

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

**Performance Objective 1 Problem Statements:**

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

| Student Learning |
|---|
| **Problem Statement 3**: Teachers are often confused due to the broad curriculum expectations. **Root Cause**: There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments. |
| **Problem Statement 4**: Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. **Root Cause**: The teacher salary scale is significantly lower than surrounding Independent School Districts. |
| **Problem Statement 5**: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom. |

| School Processes & Programs |
|---|
| **Problem Statement 1**: Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) **Root Cause**: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom. |
| **Problem Statement 2**: Teachers are often confused due to the broad curriculum expectations. **Root Cause**: There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments. |
| **Problem Statement 3**: Parents are requesting aligned communication between teachers and campus; grade levels are using different communication avenues for parents which creates problems for parents with multiple students at the campus. **Root Cause**: Teachers are using multiple avenues for communication with parents. |
| **Problem Statement 4**: Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. **Root Cause**: The teacher salary scale is significantly lower than surrounding Independent School Districts. |

## Perceptions

**Problem Statement 1**: Parents are requesting aligned communication between teachers and campus; grade levels are using different communication avenues for parents which creates problems for parents with multiple students at the campus. **Root Cause**: Teachers are using multiple avenues for communication with parents.

**Problem Statement 2**: Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. **Root Cause**: The teacher salary scale is significantly lower than surrounding Independent School Districts.

# Comprehensive Support Strategies

| Goal | Objective | Strategy | Description |
|---|---|---|---|
| 1 | 1 | 2 | Provide teachers instruction on how to differentiate lesson planning and lesson presentation. |
| 1 | 1 | 3 | Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation. |
| 1 | 1 | 5 | Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. |
| 1 | 2 | 1 | Students will be provided differentiated instruction in small groups during regular classroom time. |
| 1 | 2 | 2 | Provide teachers instruction on how to differentiate lesson planning and lesson presentation. |
| 1 | 2 | 3 | Provide specific training to teachers in supporting struggling and advanced readers. |
| 1 | 2 | 4 | Provide special assemblies and programs to support the social and emotional health and academic health of students. (Aim for Success, Red Ribbon Week speakers, motivational speakers, etc.) |
| 1 | 2 | 5 | Provide before school, during school, after school tutorials, and Saturday tutorials for students for enrichment and remediation. |
| 1 | 2 | 7 | Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. |
| 1 | 2 | 9 | Purchase supplemental technology (such as Chromebooks, headsets, etc.), 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., Peoples Education-Measuring Up, Study Island, All in Learning, Lead4ward data modules, Sped Evaluation kits, bilingual dictionaries, leveled readers, etc.) Purchase professional books for staff to increase their knowledge of DLI/ESL programs. |
| 1 | 3 | 2 | Provide training for teachers and staff in understanding and implementing the IEPs for special education students. |
| 1 | 3 | 3 | Provide training to teachers and staff in working with Language Learners through book studies, presenters, and conferences. |
| 1 | 3 | 4 | Provide special assemblies and programs to support the social and emotional health and academic health of students. |
| 1 | 3 | 6 | Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. |
| 2 | 1 | 2 | Provide teachers instruction on how to differentiate lesson planning and lesson presentation for student engagement. |
| 2 | 1 | 3 | Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation. |
| 2 | 1 | 4 | Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. |
| 2 | 2 | 2 | Provide teachers instruction on how to differentiate lesson planning and lesson presentation. |
| 2 | 2 | 3 | Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation. |
| 2 | 2 | 4 | Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. |
| 2 | 2 | 6 | Provide Training for teachers in DLI through guest presenters and coaches. |
| 2 | 3 | 2 | Provide teachers instruction on how to differentiate lesson planning and lesson presentation. |
| 2 | 3 | 3 | Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation. |

| Goal | Objective | Strategy | Description |
|:---:|:---:|:---:|:---|
| 2 | 3 | 4 | Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. |
| 2 | 3 | 6 | Provide training for teachers in reading MAP data and creating data driven differentiated lessons. |
| 2 | 4 | 2 | Provide teachers instruction on how to differentiate lesson planning and lesson presentation. |
| 2 | 4 | 3 | Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation. |
| 2 | 4 | 4 | Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. |
| 3 | 1 | 1 | Provide before school, during school, after school, and Saturday tutorials. |
| 3 | 1 | 2 | Provide classroom management training for language teachers. |
| 3 | 1 | 3 | Provide support for language teachers in implementing the curriculum and lesson planning. |
| 4 | 1 | 2 | 100% of new to ILT and New to the profession teachers will be assigned a mentor teacher. |
| 4 | 1 | 3 | Provide 1:1 instructional coaching to all teachers who are struggling. |
| 4 | 1 | 4 | Provide specific differentiated teacher training to support teachers in their areas of need. |
| 4 | 1 | 5 | Provide opportunities for teachers to observe peers. |
| 4 | 1 | 6 | Include teachers in Instructional Rounds to help in supporting the over all campus problem of practice. |

# RDA Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 1 | 1 | Students will be provided differentiated instruction in small groups during regular classroom time. |
| 2 | 1 | 1 | Students will be provided differentiated instruction in small groups during regular classroom time. |
| 2 | 2 | 1 | Students will be provided differentiated instruction in small groups during regular classroom time. |
| 2 | 3 | 1 | Students will be provided differentiated instruction in small groups during regular classroom time. |
| 2 | 4 | 1 | Students will be provided differentiated instruction in small groups during regular classroom time. |

# Targeted Support Strategies

| Goal | Objective | Strategy | Description |
|---|---|---|---|
| 1 | 1 | 1 | Students will be provided differentiated instruction in small groups during regular classroom time. |
| 1 | 1 | 2 | Provide teachers instruction on how to differentiate lesson planning and lesson presentation. |
| 1 | 1 | 3 | Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation. |
| 1 | 1 | 4 | Provide parent education classes in supporting students academically and emotionally at home. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents. |
| 1 | 1 | 5 | Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. |
| 1 | 1 | 7 | Hire a remediation teacher in each triad and an IA to support remediation in math and reading to help close the COVID gap. |
| 1 | 2 | 1 | Students will be provided differentiated instruction in small groups during regular classroom time. |
| 1 | 2 | 2 | Provide teachers instruction on how to differentiate lesson planning and lesson presentation. |
| 1 | 2 | 3 | Provide specific training to teachers in supporting struggling and advanced readers. |
| 1 | 2 | 4 | Provide special assemblies and programs to support the social and emotional health and academic health of students. (Aim for Success, Red Ribbon Week speakers, motivational speakers, etc.) |
| 1 | 2 | 5 | Provide before school, during school, after school tutorials, and Saturday tutorials for students for enrichment and remediation. |
| 1 | 2 | 6 | Provide parent education classes in supporting students academically and emotionally at home. |
| 1 | 2 | 7 | Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. |
| 1 | 2 | 9 | Purchase supplemental technology (such as Chromebooks, headsets, etc.), 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., Peoples Education-Measuring Up, Study Island, All in Learning, Lead4ward data modules, Sped Evaluation kits, bilingual dictionaries, leveled readers, etc.) Purchase professional books for staff to increase their knowledge of DLI/ESL programs. |
| 1 | 3 | 2 | Provide training for teachers and staff in understanding and implementing the IEPs for special education students. |
| 1 | 3 | 3 | Provide training to teachers and staff in working with Language Learners through book studies, presenters, and conferences. |
| 1 | 3 | 4 | Provide special assemblies and programs to support the social and emotional health and academic health of students. |
| 1 | 3 | 5 | Provide parent education classes in supporting students academically and emotionally at home. |
| 1 | 3 | 6 | Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. |
| 1 | 3 | 8 | Hire remediation teacher/IA to support in closing the COVID gap. |
| 2 | 1 | 1 | Students will be provided differentiated instruction in small groups during regular classroom time. |

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 2 | 1 | 2 | Provide teachers instruction on how to differentiate lesson planning and lesson presentation for student engagement. |
| 2 | 1 | 3 | Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation. |
| 2 | 1 | 4 | Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. |
| 2 | 2 | 1 | Students will be provided differentiated instruction in small groups during regular classroom time. |
| 2 | 2 | 2 | Provide teachers instruction on how to differentiate lesson planning and lesson presentation. |
| 2 | 2 | 3 | Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation. |
| 2 | 2 | 4 | Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. |
| 2 | 2 | 6 | Provide Training for teachers in DLI through guest presenters and coaches. |
| 2 | 3 | 1 | Students will be provided differentiated instruction in small groups during regular classroom time. |
| 2 | 3 | 2 | Provide teachers instruction on how to differentiate lesson planning and lesson presentation. |
| 2 | 3 | 3 | Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation. |
| 2 | 3 | 4 | Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. |
| 2 | 3 | 6 | Provide training for teachers in reading MAP data and creating data driven differentiated lessons. |
| 2 | 4 | 1 | Students will be provided differentiated instruction in small groups during regular classroom time. |
| 2 | 4 | 2 | Provide teachers instruction on how to differentiate lesson planning and lesson presentation. |
| 2 | 4 | 3 | Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation. |
| 2 | 4 | 4 | Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. |
| 4 | 1 | 2 | 100% of new to ILT and New to the profession teachers will be assigned a mentor teacher. |
| 4 | 1 | 3 | Provide 1:1 instructional coaching to all teachers who are struggling. |
| 4 | 1 | 4 | Provide specific differentiated teacher training to support teachers in their areas of need. |

# Additional Targeted Support Strategies

| Goal | Objective | Strategy | Description |
|---|---|---|---|
| 1 | 1 | 1 | Students will be provided differentiated instruction in small groups during regular classroom time. |
| 1 | 1 | 2 | Provide teachers instruction on how to differentiate lesson planning and lesson presentation. |
| 1 | 1 | 3 | Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation. |
| 1 | 1 | 4 | Provide parent education classes in supporting students academically and emotionally at home. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents. |
| 1 | 1 | 5 | Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. |
| 1 | 2 | 1 | Students will be provided differentiated instruction in small groups during regular classroom time. |
| 1 | 2 | 2 | Provide teachers instruction on how to differentiate lesson planning and lesson presentation. |
| 1 | 2 | 3 | Provide specific training to teachers in supporting struggling and advanced readers. |
| 1 | 2 | 4 | Provide special assemblies and programs to support the social and emotional health and academic health of students. (Aim for Success, Red Ribbon Week speakers, motivational speakers, etc.) |
| 1 | 2 | 5 | Provide before school, during school, after school tutorials, and Saturday tutorials for students for enrichment and remediation. |
| 1 | 2 | 6 | Provide parent education classes in supporting students academically and emotionally at home. |
| 1 | 2 | 7 | Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. |
| 1 | 2 | 9 | Purchase supplemental technology (such as Chromebooks, headsets, etc.), 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., Peoples Education-Measuring Up, Study Island, All in Learning, Lead4ward data modules, Sped Evaluation kits, bilingual dictionaries, leveled readers, etc.) Purchase professional books for staff to increase their knowledge of DLI/ESL programs. |
| 1 | 3 | 2 | Provide training for teachers and staff in understanding and implementing the IEPs for special education students. |
| 1 | 3 | 3 | Provide training to teachers and staff in working with Language Learners through book studies, presenters, and conferences. |
| 1 | 3 | 4 | Provide special assemblies and programs to support the social and emotional health and academic health of students. |
| 1 | 3 | 5 | Provide parent education classes in supporting students academically and emotionally at home. |
| 1 | 3 | 6 | Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. |
| 2 | 1 | 1 | Students will be provided differentiated instruction in small groups during regular classroom time. |
| 2 | 1 | 2 | Provide teachers instruction on how to differentiate lesson planning and lesson presentation for student engagement. |
| 2 | 1 | 3 | Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation. |
| 2 | 1 | 4 | Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. |

| Goal | Objective | Strategy | Description |
|---|---|---|---|
| 2 | 2 | 1 | Students will be provided differentiated instruction in small groups during regular classroom time. |
| 2 | 2 | 2 | Provide teachers instruction on how to differentiate lesson planning and lesson presentation. |
| 2 | 2 | 3 | Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation. |
| 2 | 2 | 4 | Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. |
| 2 | 2 | 6 | Provide Training for teachers in DLI through guest presenters and coaches. |
| 2 | 3 | 1 | Students will be provided differentiated instruction in small groups during regular classroom time. |
| 2 | 3 | 2 | Provide teachers instruction on how to differentiate lesson planning and lesson presentation. |
| 2 | 3 | 3 | Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation. |
| 2 | 3 | 4 | Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. |
| 2 | 3 | 6 | Provide training for teachers in reading MAP data and creating data driven differentiated lessons. |
| 2 | 4 | 1 | Students will be provided differentiated instruction in small groups during regular classroom time. |
| 2 | 4 | 2 | Provide teachers instruction on how to differentiate lesson planning and lesson presentation. |
| 2 | 4 | 3 | Provide before school, during school, after school, and Saturday tutorials for students for enrichment and remediation. |
| 2 | 4 | 4 | Provide training for teachers in working with students of poverty with diverse backgrounds and cultural differences. |

# Title I Personnel

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| New Hire | Math Interventionist | Math | 50,000 |
| New Hire | Reading Interventionist | Reading | 50,000 |

# Campus Funding Summary

| | | | 211 - Title 1-A | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | leveled readers | | $4,000.00 |
| 1 | 1 | 3 | Teachers for tutorials | | $5,000.00 |
| 1 | 1 | 4 | building, instructors | | $4,000.00 |
| 1 | 1 | 5 | instructors, materials | | $2,000.00 |
| 2 | 1 | 3 | Teachers | | $5,000.00 |
| | | | | **Sub-Total** | $20,000.00 |
| | | | 263 - Title III | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 3 | 7 | | | $74,300.00 |
| | | | | **Sub-Total** | $74,300.00 |
| | | | | **Grand Total** | $94,300.00 |

# Addendums