

International Leadership of Texas

District Improvement Plan

2021-2022 Goals/Performance Objectives/Strategies



Mission Statement

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

Vision

ILTexas will fulfill the promises of the ILTexas mission, as increasingly evidenced by each graduating class.

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Goal 4: 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.	28
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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: Based on HB3 Board Goal requirement ... The percent of 3rd grade students that score on grade level or above in Reading will increase from 42% to 47% by June 2022 using iStation Indicator Progress Monitor tool - ISIP. The percent of 3rd grade students that grow one grade level in Spanish Reading (Spanish ISIP) will increase from 30% to 48% by June 2022.

Evaluation Data Sources: ISIP English and Spanish

Strategy 1 Details	Reviews			
<p>Strategy 1: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners and with focus on increasing the Meets Target goal on the STAAR Reading assessment.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, campus instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 3, 6 - District Processes & Programs 4, 7</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Send campus (teachers/coaches/principals/assistant principals) and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Director of EL K-12, Deputy Superintendent of Academics & Student Services, Academic Directors, Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 3 - District Processes & Programs 7</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase supplemental technology (such as Chromebooks), instructional materials and evaluation/assessment/data analysis resources (and subsequent related PD). This includes hardcopies as well as online tools/software to scaffold instruction (i.e., Peoples Education-Measuring Up, Lead4ward data modules, Sped Evaluation kits, bilingual dictionaries, leveled readers etc).</p> <p>Purchase professional books for staff to increase their knowledge of DLI/ESL programs.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement.</p> <p>Build a foundation in reading and math.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Academic Directors, Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 420 - State, - 211 - Title 1-A, - 263 - Title III, - 244 - Carl Perkins, - 461 - Campus Activity</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide enrichment summer school to English learners to develop and strengthen their knowledge base as well as their English language proficiency in all four domains.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: CAO, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - District Processes & Programs 4</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: The five campus-based DLI/EL Instructional Coaches (one ESL and two DLI Instructional Coaches for the DFW area and one ESL coach and one DLI coach for the Houston area) to support district and campus staff with the implementation of sheltered instruction strategies by following the instructional coaching cycle and by providing professional learning opportunities to staff as it pertains to English learners.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of EL K-12, Academic Directors, Campus Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 6 - Student Learning 7 - District Processes & Programs 1, 4</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Campuses that have newcomer ESL students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extending learning time for students, and parental engagement.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> <p>Problem Statements: Demographics 1 - District Processes & Programs 4</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Supplement students identified as homeless with identified needs to ensure they have an opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. The Families in Transition Coordinator will provide each ILTexas campus with necessary supports to increase the likelihood that students living in homelessness attend school consistently with little interruption.</p> <p>Remove internet barriers that prevent students identified as homeless to continue their ILTexas virtual education.</p> <p>Strategy's Expected Result/Impact: Increase achievement and participation of homeless, unaccompanied students</p> <p>Staff Responsible for Monitoring: Community/Homeless Liaison, At-Risk Coordinators, Federal Programs Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Uniforms, temporary medication, fees, etc - 211 - Title 1-A</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide professional development and professional growth opportunities via conferences, workshops, through subject matter experts and via book studies.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principals, District Executive director of PD</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1</p> <p>Funding Sources: Conferences/Workshops - 211 - Title 1-A - 6411 - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Develop curriculum resources and lesson plans (including targeted plans to meet the needs of our special populations) during the school year and during the summer (for summer, fall and spring semesters).</p> <p>Strategy's Expected Result/Impact: Increased student achievement, increased rigor, more closely aligned instruction.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Academic and EL Director.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - District Processes & Programs 4</p> <p>Funding Sources: - 263 - Title III, - 420 - State, - 211 - Title 1-A, - 244 - Carl Perkins, - 255 - Title II</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Hire Reading Interventionists to provide Reading interventions during the day.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, DCAO, Academic and EL Director.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> <p>Funding Sources: - 211 - Title 1-A</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Reading Academies - with the passing of HB3 all kindergarten through third-grade teachers and principals must complete the Texas Reading Academies training before June 2024.</p> <p>Strategy's Expected Result/Impact: To increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy achievement.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of RLA, Reading Academy Facilitator, Area RLA Coaches, and Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: ELL students are one of our lowest performing target group in state exams (6th & 9th). Root Cause: Limited resources and strategies in ELL instruction.</p> <p>Problem Statement 2: Our high poverty schools have the largest achievement gaps and are the lowest performing campuses. Root Cause: Insufficient differentiation (specifically addressing students of poverty).</p> <p>Problem Statement 3: 43% of students were performing at the Meets grade level standard or above in ELA/Reading which falls below the federal target by 1%-pt. and 10%-pts. below the State average of 48%. Root Cause: Gaps exist in early literacy, exacerbated by the pandemic.</p>

Demographics

Problem Statement 6: There is a lack of fidelity to the ILTexas curriculum model and framework, thereby preventing our students from reaping the benefits of our model, exacerbated by the pandemic. **Root Cause:** Insufficient time by campus administrators, faculty, and staff is dedicated to planning from the ILTexas curriculum and assessment plan, exacerbated by the pandemic.

Student Learning

Problem Statement 3: 43% of students were performing at the Meets grade level standard or above in ELA/Reading which falls below the federal target by 1%-pt. and 10%-pts. below the State average of 48%. **Root Cause:** Gaps exist in early literacy, exacerbated by the pandemic.

Problem Statement 6: Our high poverty schools have the largest achievement gaps and are the lowest performing campuses. **Root Cause:** Insufficient differentiation (specifically addressing students of poverty).

Problem Statement 7: There is a lack of fidelity to the ILTexas curriculum model and framework, thereby preventing our students from reaping the benefits of our model, exacerbated by the pandemic. **Root Cause:** Insufficient time by campus administrators, faculty, and staff is dedicated to planning from the ILTexas curriculum and assessment plan, exacerbated by the pandemic.

District Processes & Programs

Problem Statement 1: There is a lack of fidelity to the ILTexas curriculum model and framework, thereby preventing our students from reaping the benefits of our model, exacerbated by the pandemic. **Root Cause:** Insufficient time by campus administrators, faculty, and staff is dedicated to planning from the ILTexas curriculum and assessment plan, exacerbated by the pandemic.

Problem Statement 4: ELL students are one of our lowest performing target group in state exams (6th & 9th). **Root Cause:** Limited resources and strategies in ELL instruction.





Problem Statement 7: 43% of students were performing at the Meets grade level standard or above in ELA/Reading which falls below the federal target by 1%-pt. and 10%-pts. below the State average of 48%. **Root Cause:** Gaps exist in early literacy, exacerbated by the pandemic.

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: The percent of 2nd grade students that score on grade level or above in Reading will increase from 41% to 47% by June 2021 using iStation Indicator Progress Monitor tool - ISIP. The percent of 2nd grade students that grow one grade level in Spanish Reading (Spanish ISIP) will increase from 30% to 48% by June 2022.

Evaluation Data Sources: ISIP (English and Spanish)





Strategy 1 Details	Reviews			
<p>Strategy 1: Support effective inclusion support to providing PD opportunities to inclusion support teachers as well as their partner content teachers.</p> <p>Strategy's Expected Result/Impact: Lesson Plans Student performance on unit assessments Effective classroom practices Classroom Observations</p> <p>Staff Responsible for Monitoring: Special Education Director, Principals, Deputy Superintendent of Academics & Student Services, SPED Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 224 - IDEA B - \$50,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Attend Professional Development conferences that focus on Special Education through ESPED, development of budgets, student instruction, RTI behavior management, behavior analysis, and/or transition programs.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Decrease in the number of revision ARDs that take place due to errors. Increase in observation of instructional practices. Decrease in the number of MDRs held.</p> <p>Staff Responsible for Monitoring: Special Education direct, Principals, Deputy Superintendent of Academics & Student Services, SPED Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 224 - IDEA B - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Support and provide Special Education students with supplies, services, and equipment as identified in their IEP.</p> <p>Strategy's Expected Result/Impact: Engaged and increased student achievement</p> <p>Staff Responsible for Monitoring: Special Education Director, SPED Coordinator, SPED Instructional Coaches, LSSP</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 224 - IDEA B - \$500,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
Strategy 4: Bring in a tool to more effectively track language proficiency, to include artifacts of learning and progress Strategy's Expected Result/Impact: Student achievement in language acquisition Staff Responsible for Monitoring: LOTE Directors Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
Strategy 5: Provide PD and instructional resources to help language teachers deliver instruction in the target language Strategy's Expected Result/Impact: Increased student achievement in Spanish and Chinese language Staff Responsible for Monitoring: LOTE Directors Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
Strategy 6: Teachers will learn how to differentiate activities for academics and language using SeeSaw. Strategy's Expected Result/Impact: Improved student achievement in both English and Spanish. Staff Responsible for Monitoring: Dir. of RLA and Early Literacy Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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: The percent of 1st grade students that score on grade level or above in Reading will increase from 36% to 48% by June 2022 using iStation Indicator Progress Monitor tool - ISIP. The percent of 1st grade students that grow one grade level in Spanish Reading (Spanish ISIP) will increase from 30% to 48% by June 2022.





Evaluation Data Sources: ISIP

Strategy 1 Details	Reviews			
<p>Strategy 1: By the end of the 2020-2021 school year, special education students will be enrolled into targeted intervention programs in reading and in math, as determined by the ARDC.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Change in schedule of service for students enrolled.</p> <p>Staff Responsible for Monitoring: Principal ARDC Instructional Coaches (special education)</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 224 - IDEA B</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Special education teachers will be provided targeted professional development (initial and ongoing) to successfully carry out intervention plans.</p> <p>Strategy's Expected Result/Impact: Data driven lesson plans. Classroom observations. Curriculum intervention, coaching and feedback for teachers.</p> <p>Staff Responsible for Monitoring: Special Education director, campus administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 224 - IDEA B</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 4: The percent of Kindergarten students that score on grade level or above in Reading will increase from 29% to 45% by June 2022 using iStation Indicator Progress Monitor tool - ISIP. The percent of Kindergarten students that grow one grade level in Spanish Reading (Spanish ISIP) will increase from 30% to 48% by June 2022.

Evaluation Data Sources: ISIP (English & Spanish)

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire a community liaison</p> <p>Strategy's Expected Result/Impact: Increased parental involvement, increased community engagement, increased student achievement.</p> <p>Staff Responsible for Monitoring: Exec. Dir of Student Services & Area Superintendents</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2</p> <p>Funding Sources: - 211 - Title 1-A</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Community Liaisons to attend professional development conferences to gain knowledge and skills to continuously improve parental involvement, increased student achievement, educating homeless families, and parent participation in all campus activities.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement, increased parent material on campus, and engaged parents at all campus events.</p> <p>Staff Responsible for Monitoring: Area Superintendents,</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2</p> <p>Funding Sources: Conferences - 211 - Title 1-A</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 5: The percent of English learners that score "Meets Grade Level" on STAAR Reading will increase from 34% (2019) to 39% by June 2022 considering also the COVID gap.

Evaluation Data Sources: STAAR Reading, English EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our English learners, DLI, and other programs that will increase student achievement with particular attention to English learners and with focus on increasing the Meets Target goal on the STAAR Reading assessment.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on the STAAR/EOC Meets level.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Demographics 1 - District Processes & Programs 4</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Send campus teachers, instructional coaches, principals, assistant principals, and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district staff strengthen their ability to support our students, including and in particular our English learners, DLI and other programs that will increase achievement of all students, particularly our special populations.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on the STAAR/EOC Meets level.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 3, 6 - Student Learning 3, 7 - District Processes & Programs 1, 4, 7</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase supplemental technology (such as Chromebooks), instructional materials, and evaluation/assessment/data analysis resources (and subsequent related PD. This includes hard copies as well as online tools/software to scaffold instruction (i.e., Peoples Education - Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Build a foundation in reading and math.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of EL, Academic Directors, Instructional Technologist, Campus principal, Campus textbook coordinators, Campus instructional coaches, Campus media specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide enrichment summer school to English learners to develop and strengthen their knowledge base as well as their English language proficiency in all four domains and to overcome the COVID gap.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 6 - District Processes & Programs 4</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: The five campus-based DLI/EL Instructional Coaches (one ESL and two DLI Instructional Coaches for the DFW area and one ESL coach and one DLI coach for the Houston area) will provide ongoing and focused support to HQ, area, and campus staff with the implementation of sheltered instruction strategies by following the instructional coaching cycle and by providing professional learning opportunities to staff as it pertains to English learners.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of EL K-12, Academic Directors, Campus Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 6 - District Processes & Programs 4</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Campuses that have newcomer ESL students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extended learning time for students, and parental engagement.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - District Processes & Programs 4</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Develop curriculum resources and lesson plans (including targeted plans to meet the needs of our special populations) during the school year and during the summer (for summer, fall and spring semesters).</p> <p>Strategy's Expected Result/Impact: Increased student achievement, increased rigor, more closely aligned instruction.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Academic and EL Director.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 3, 6 - District Processes & Programs 4, 7</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 8 Details	Reviews			
<p>Strategy 8: By June 2022, ILTexas will provide parents of English learners learning opportunities to support their children at home via webinars and face to face meetings. This will increase reading and math performance for EL students at least 10%.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Director of EL, EL Coordinators, campus principals, LPAC administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 6 - District Processes & Programs 4, 5, 6</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 9 Details	Reviews			
<p>Strategy 9: ILTexas will provide supplemental tutoring sessions to English learners to accelerate their performance on both formative and state assessments .</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Director of EL, EL Coordinators, campus principals, LPAC administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 3, 6 - District Processes & Programs 4, 7</p> <p>Funding Sources: Title III - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: ELL students are one of our lowest performing target group in state exams (6th & 9th). Root Cause: Limited resources and strategies in ELL instruction.</p> <p>Problem Statement 2: Our high poverty schools have the largest achievement gaps and are the lowest performing campuses. Root Cause: Insufficient differentiation (specifically addressing students of poverty).</p> <p>Problem Statement 3: 43% of students were performing at the Meets grade level standard or above in ELA/Reading which falls below the federal target by 1%-pt. and 10%-pts. below the State average of 48%. Root Cause: Gaps exist in early literacy, exacerbated by the pandemic.</p> <p>Problem Statement 6: There is a lack of fidelity to the ILTexas curriculum model and framework, thereby preventing our students from reaping the benefits of our model, exacerbated by the pandemic. Root Cause: Insufficient time by campus administrators, faculty, and staff is dedicated to planning from the ILTexas curriculum and assessment plan, exacerbated by the pandemic.</p>
Student Learning
<p>Problem Statement 1: 40% of all students were performing at the Meets grade level standard or above on all assessments which is an equivalent of a scaled score of a 70% or "C" and 10%-pts. below the State average. Root Cause: There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.</p> <p>Problem Statement 2: 38% of students were performing at the Meets grade level standard or above in Mathematics which falls below the federal target by 8%-pts. and 14%-pts. below the State average of 52%. Root Cause: There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.</p> <p>Problem Statement 3: 43% of students were performing at the Meets grade level standard or above in ELA/Reading which falls below the federal target by 1%-pt. and 10%-pts. below the State average of 48%. Root Cause: Gaps exist in early literacy, exacerbated by the pandemic.</p> <p>Problem Statement 6: Our high poverty schools have the largest achievement gaps and are the lowest performing campuses. Root Cause: Insufficient differentiation (specifically addressing students of poverty).</p> <p>Problem Statement 7: There is a lack of fidelity to the ILTexas curriculum model and framework, thereby preventing our students from reaping the benefits of our model, exacerbated by the pandemic. Root Cause: Insufficient time by campus administrators, faculty, and staff is dedicated to planning from the ILTexas curriculum and assessment plan, exacerbated by the pandemic.</p>

District Processes & Programs

Problem Statement 1: There is a lack of fidelity to the ILTexas curriculum model and framework, thereby preventing our students from reaping the benefits of our model, exacerbated by the pandemic. **Root Cause:** Insufficient time by campus administrators, faculty, and staff is dedicated to planning from the ILTexas curriculum and assessment plan, exacerbated by the pandemic.

Problem Statement 4: ELL students are one of our lowest performing target group in state exams (6th & 9th). **Root Cause:** Limited resources and strategies in ELL instruction.

Problem Statement 5: 40% of all students were performing at the Meets grade level standard or above on all assessments which is an equivalent of a scaled score of a 70% or "C" and 10%-pts. below the State average. **Root Cause:** There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.





Problem Statement 6: 38% of students were performing at the Meets grade level standard or above in Mathematics which falls below the federal target by 8%-pts. and 14%-pts. below the State average of 52%. **Root Cause:** There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.

Problem Statement 7: 43% of students were performing at the Meets grade level standard or above in ELA/Reading which falls below the federal target by 1%-pt. and 10%-pts. below the State average of 48%. **Root Cause:** Gaps exist in early literacy, exacerbated by the pandemic.

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 6: By June 2022, EL students at ILTexas will increase the TELPAS performance level from 31% (2019) to, at least, 36% in 2022.

Evaluation Data Sources: 2021 TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers of ELs know their students' English language proficiency as reflected in TELPAS and are using linguistic accommodations routinely to increase their students' English language proficiency.</p> <p>Strategy's Expected Result/Impact: Increase in EL students' English proficiency level as measured on TELPAS.</p> <p>Staff Responsible for Monitoring: Campus principals, APs over LPAC, ICs, coaches, Dir. of EL K-12</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 6 - District Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 6 Problem Statements:





Demographics
<p>Problem Statement 1: ELL students are one of our lowest performing target group in state exams (6th & 9th). Root Cause: Limited resources and strategies in ELL instruction.</p>
<p>Problem Statement 2: Our high poverty schools have the largest achievement gaps and are the lowest performing campuses. Root Cause: Insufficient differentiation (specifically addressing students of poverty).</p>
Student Learning
<p>Problem Statement 6: Our high poverty schools have the largest achievement gaps and are the lowest performing campuses. Root Cause: Insufficient differentiation (specifically addressing students of poverty).</p>
District Processes & Programs
<p>Problem Statement 4: ELL students are one of our lowest performing target group in state exams (6th & 9th). Root Cause: Limited resources and strategies in ELL instruction.</p>

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: The percent of 3rd grade students that score on grade level or above in math will increase from 12% to 30% by June 2022 using the MAP tool.

HB3 Goal





Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: The math director or area math coaches will review MAP scores and responses after the BOY and MOY MAP test with Dean of Instruction and Campus Instructional Coach and will review the teacher responses to the data.</p> <p>Strategy's Expected Result/Impact: Teachers will understand the data from the MAP test and know how to respond to it instructionally.</p> <p>Staff Responsible for Monitoring: area math coaches, math director, and campus instructional coaches and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 3rd grade students will complete and pass 15 lessons / semester on Imagine Math.</p> <p>Strategy's Expected Result/Impact: Students will show growth based on their quantile measures in the Imagine Math program.</p> <p>Staff Responsible for Monitoring: the math director and campus administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 2nd grade students that score on grade level or above in math will increase from 9% to 30% by June 2022 using the MAP tool.





Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: The curriculum department will provide recorded curriculum previews every cycle. Strategy's Expected Result/Impact: Teachers content knowledge and pedagogy will improve. Staff Responsible for Monitoring: area math coaches, math director, and campus instructional coaches and administrators Title I Schoolwide Elements: 2.4, 2.5, 3.2</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The curriculum department will record the bi-annual professional development sessions for all teachers to access. Strategy's Expected Result/Impact: Teachers content knowledge and pedagogy will improve. Staff Responsible for Monitoring: area math coaches, math director, and campus instructional coaches and administrators Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The math director or area math coaches will review MAP scores and responses after the BOY and MOY MAP test with the teachers and campus administrators and will review the teacher responses to the data. Strategy's Expected Result/Impact: Teachers will understand the data from the MAP test and know how to respond to it instructionally. Staff Responsible for Monitoring: area math coaches, math director, and campus instructional coaches and administrators Title I Schoolwide Elements: 2.4, 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 2nd grade students will complete and pass 15 lessons / semester on Imagine Math Strategy's Expected Result/Impact: Students will show growth based on their quantile measures in the Imagine Math Program. Staff Responsible for Monitoring: Math director and campus administrators. Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 1st grade students that score on grade level or above in math will increase from 6% to 30% by June 2022 using the Imagine Math tool.





Evaluation Data Sources: Imagine Math

Strategy 1 Details	Reviews			
<p>Strategy 1: The curriculum department will provide recorded curriculum previews every cycle. Strategy's Expected Result/Impact: Teachers' content knowledge will improve. Staff Responsible for Monitoring: area math coaches, math director, and campus instructional coaches and administrators Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The curriculum department will record the bi-annual professional development sessions for all teachers to access. Strategy's Expected Result/Impact: Teachers' content knowledge and pedagogy will improve. Staff Responsible for Monitoring: area math coaches, math director, and campus instructional coaches and administrators Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 1st grade students will complete and pass 15 lessons / semester on Imagine Math. Strategy's Expected Result/Impact: Students will show growth based on their quantile measures in the Imagine Math Program. Staff Responsible for Monitoring: Math director and campus administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 K students that score on grade level or above in math will increase from 4% to 30% by June 2022 using the Imagine Math tool.

Evaluation Data Sources: Imagine Math





Strategy 1 Details	Reviews			
<p>Strategy 1: The curriculum department will provide recorded curriculum previews every cycle. Strategy's Expected Result/Impact: Teachers content knowledge and pedagogy will improve. Staff Responsible for Monitoring: campus instructional coaches, area math coaches, math director, and campus administrators Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The curriculum department will record the bi-annual professional development sessions for all teachers to access. Strategy's Expected Result/Impact: Teachers content knowledge and pedagogy will improve. Staff Responsible for Monitoring: campus instructional coaches, area math coaches, math director, and campus administrators Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Kindergarten students will complete and pass 15 lessons / semester on Imagine Math Strategy's Expected Result/Impact: Students will show growth based on their quantile measures in the Imagine Math program. Staff Responsible for Monitoring: Math director and campus administrators. Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 5: The percent of English learners that score "Meets Grade Level" on STAAR Math will increase from 35% (2019) to 40% by June 2022 taking also into consideration the COVID gaps that need to be addressed.

Evaluation Data Sources: STAAR Math

Strategy 1 Details	Reviews			
<p>Strategy 1: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our English learners, DLI, and other programs that will increase student achievement with particular attention to English learners and with focus on increasing the Meets Target goal on the STAAR Math assessment.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Demographics 2 - Student Learning 2, 6 - District Processes & Programs 6</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Send campus teachers, instructional coaches, principals, assistant principals, and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district staff strengthen their ability to support our students, including and in particular our English learners, DLI and other programs that will increase achievement of all students, particularly our special populations.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Demographics 2 - Student Learning 2, 6 - District Processes & Programs 6</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase supplemental technology (such as Chromebooks), instructional materials, and evaluation/assessment/data analysis resources (and subsequent related PD. This includes hard copies as well as online tools/software to scaffold instruction (i.e., Peoples Education - Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of EL, Director of Math, EL Coordinators, campus principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The five campus-based DLI/EL Instructional Coaches (one ESL and two DLI Instructional Coach for the DFW area and one ESL coach and one DLI coach for the Houston area) to support district and campus staff with the implementation of sheltered instruction strategies by following the instructional coaching cycle and by providing professional learning opportunities to staff as it pertains to English learners.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of EL, Director of Math, EL Coordinators, campus principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Student Learning 2 - District Processes & Programs 6</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 2: Our high poverty schools have the largest achievement gaps and are the lowest performing campuses. Root Cause: Insufficient differentiation (specifically addressing students of poverty).</p>
Student Learning
<p>Problem Statement 2: 38% of students were performing at the Meets grade level standard or above in Mathematics which falls below the federal target by 8%-pts. and 14%-pts. below the State average of 52%. Root Cause: There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.</p> <p>Problem Statement 6: Our high poverty schools have the largest achievement gaps and are the lowest performing campuses. Root Cause: Insufficient differentiation (specifically addressing students of poverty).</p>





District Processes & Programs

Problem Statement 6: 38% of students were performing at the Meets grade level standard or above in Mathematics which falls below the federal target by 8%-pts. and 14%-pts. below the State average of 52%. **Root Cause:** There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.

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 6: By the end of the school year, ILTexas campuses identified as in need of comprehensive support will score a at least 60% on their Domain III from the current average of 30% for these campuses.

Evaluation Data Sources: MAP, STAAR, Imagine Math





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide targeted professional development by bringing in subject matter experts (ie, Lead4ward, BRES) to support the campus Targeted Improvement plans.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of EL, Director of Math, EL Coordinators, campus principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2022.

Performance Objective 1: The percent of CCMR students that meet the requirement for Career or Military Ready will increase from 10% to 11% in 2022.

Evaluation Data Sources: SAT, TSIA2, AP, DUAL- CREDIT, ASVAB

Strategy 1 Details	Reviews			
<p>Strategy 1: All 10th graders will be administered the ASVAB Test. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of EL, Director of Math, EL Coordinators, campus principals Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All Juniors will be administered SAT in March. Strategy's Expected Result/Impact: Student's will receive CCMR point through SAT indicator. Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Advanced Academics Coordinator, Campus Principals</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All Juniors will receive SAT Prep Support before March administration. Strategy's Expected Result/Impact: Individual Campus and Charter performance will increase. Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Advanced Academics Coordinator, Campus Principals Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Monitoring of Advanced Placement Enrollment and Exams. Strategy's Expected Result/Impact: Enrollment and Registration will increase providing students more opportunities to earn CCMR point. Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Advanced Academics Coordinator, Campus Principals, Counselors</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: All sophomores will be administered TSIA2 in February. Strategy's Expected Result/Impact: Students will receive CCMR point and opportunity to earn Dual-Credit CCMR point. Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Advanced Academics Coordinator, Campus Principals, Counselors</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 6 Details	Reviews			
Strategy 6: Monitoring of Dual Credit Enrollment and credits earned. Strategy's Expected Result/Impact: Students will receive CCMR point and opportunity to earn Dual-Credit CCMR point. Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Advanced Academics Coordinator, Campus Principals, Counselors	Formative			Summative
	Nov	Jan	May	June
Strategy 7 Details	Reviews			
Strategy 7: Seniors not earning a CCMR point will be enrolled in Texas College Bridge Courseware. Strategy's Expected Result/Impact: Students will receive CCMR point. Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Advanced Academics Coordinator, Campus Principals, Counselors	Formative			Summative
	Nov	Jan	May	June
Strategy 8 Details	Reviews			
Strategy 8: English learner will receive additional SAT prep. Strategy's Expected Result/Impact: Higher scores on the SAT Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Advanced Academics Coordinator, Campus Principals, Counselors, Dir. of EL K-12 Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Demographics 2 - Student Learning 6 Funding Sources: - 263 - Title III	Formative			Summative
	Nov	Jan	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Our high poverty schools have the largest achievement gaps and are the lowest performing campuses. Root Cause: Insufficient differentiation (specifically addressing students of poverty).
Student Learning
Problem Statement 6: Our high poverty schools have the largest achievement gaps and are the lowest performing campuses. Root Cause: Insufficient differentiation (specifically addressing students of poverty).

Goal 4: 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: Elementary DLI and Elementary FLES students will complete language performance assessments to demonstrate language proficiency as documented in their Seesaw language portfolio by the end of June 2022.





Evaluation Data Sources: ACTFL

Strategy 1 Details	Reviews			
<p>Strategy 1: Deliver professional development to teachers on ACTFL guidelines and Can Do Statements as well as Seesaw.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of DLI/Spanish, Director of Math, campus principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: 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 2: Secondary LOTE classes students will complete language performance assessments to demonstrate language proficiency as documented in their Seesaw language portfolio by the end of June 2022.





Evaluation Data Sources: AAPPL

Strategy 1 Details	Reviews			
<p>Strategy 1: Engage in professional development to continuously improve the area of language learning.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of DLI/Spanish, Director of Math, campus principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: The percent of teachers retained annually will increase from 76% to 80% by June 2022.





Performance Objective 1: By June 2022, ILTexas will coordinate a frequent and robust professional development plan for mentor teachers and APs over mentor teachers with a 25% greater time for training than previous year.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: ILTexas will explore hiring a coordinator for new teacher induction who will work directly with campus APs over mentor teachers and mentor teachers to better support novice teachers while also increasing the overall support of ILTexas faculty.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Exec Dir of PD</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: PD Department will coordinate and lead on-going charter wide Professional Development at least twice a month. Key ESF topics for the Fall Semsester will be Culturally Responsive Teaching and for Spring will be Growth Mind Set teaching and learning.</p> <p>Strategy's Expected Result/Impact: New to the Professions teachers will be trained and equipped to implements key foundational teaching strategies based on ESF research and practice.</p> <p>Staff Responsible for Monitoring: Irene Aguilar, Executive Director of Professional Development</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 5: The percent of teachers retained annually will increase from 76% to 80% by June 2022.

Performance Objective 2: Human Resources department will develop and maintain robust onboarding procedures to ensure a supportive school environment(May 2022). The onboarding plan of action will discuss in depth; policies, procedures, and protocols to support teachers and staff.

Strategy 1 Details	Reviews			
<p>Strategy 1: Human Resources will provide ongoing onboarding sessions for new employees as well as assign a mentor/mentee (2 weeks). These informative sessions will enhance employee's knowledge of ILTexas policies and procedures.</p> <p>Strategy's Expected Result/Impact: Increase teacher retention and employee satisfaction.</p> <p>Staff Responsible for Monitoring: Ex. Director HR</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: The percent of teachers retained annually will increase from 76% to 80% by June 2022.

Performance Objective 3: ILTexas comprehensive salary analysis to be completed by March 2022 will incentivize teacher and staff retention.

Strategy 1 Details	Reviews			
Strategy 1: Human Resources department will utilize new compensation analysis to recruit, attract, and retain teachers and staff. Strategy's Expected Result/Impact: Recruit, support, retain teachers and staff. Staff Responsible for Monitoring: Ex. Director of HR	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				