

Fort Worth Independent School District
062 International Newcomer Academy
2021-2022 Campus Improvement Plan

Mission Statement

"To engage English Language Learners in rigorous learning experience that develop responsible, productive, and contributing citizens in a diverse society"

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Value Statement

We believe... that we have a responsibility to respect students' rights:

We believe... every student deserves a quality education without discrimination,
and to acknowledge each student views and experiences acknowledged, and
to learn in a safe and secure environment

We believe... that we have a responsibility to engage students in learning experiences based on the principles of: Academic Rigor, High Expectations and High Support, Quality Interactions, Language Focus, and Quality Curriculum.

We believe... that we have a responsibility to foster: Community Awareness, Parental Involvement, Volunteerism, and Community Partnerships.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Students served at INA Newcomer Academy are recent arrivals the United States who have attend INA for one to two years, and who are low beginning or low intermediate level of English proficiency upon entry. Most students are educated and literate in their native languages though some are identify as unschooled or interrupted education.

- Students-100% English Language Learners, 96% economically disadvantaged,20% of HS school population is over aged under credit. 16% Unschooled Refugee,Unschooled or Refugee
- 74% Hispanic,12% African,7% other 14%
- At -Risk students 100%
- Staff Experience -11-20 Years Experience -13%,
- Career & Technical Education 59%, and Total Mobile Students 69.5%, By Ethnicity: African American- 11.8% ,Hispanic 51.7%, White 3.5% American Indian 0.2%, Asian 2.3%
- Community Partners -14 Community partners
- Education Community Partners- Tarleton, TCU
- 2018-2019 Annual Dropout Rate (Gr 7-8) 3% Grade 9 6.2%
- 60.2% teachers have 11-20+ years of experience
- 26 Different countries and 11 different languages

Demographics Strengths

Our strength lies in the students are flexibility and they commitment to learn English. Most of our students struggle in the beginning when they arrive to just get acclimated to the campus, school, language, new culture and new language but after a few weeks attending INA,they start to make a lot of progress.

Our Latinx students tend to do really well in math compared to other groups however our refugee and unschooled population tend tend to develop language orally at a greater rate.

Student passing rates are increasing compared to 2019. This is due to the implementation of our after school program, advisory period, and Saturday schools that are offered.

Campus wide discipline rate has decreased from to

Families come with the commitment to education

Overall ADA rate is at 95% despite the the pandemic

Diversity in campus staff from other countries and speak different languages

18% program of Choice acceptance rate

70% Graduation rate 2019-2020

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): ADA increased from 91% in October to 94% in March 2021. However, 60% of excessive absences were Males, and 36% of our excessive absences were refugee, and 29% of the excessive absences were over age students in the 9th grade. **Root Cause:** Lack of opportunity for overage 9th graders to accelerate course credits. Non-Spanish speaking students may feel marginalized in the beginning of arrival due to struggles with transitioning into a new culture, language, and school system. Need for additional resources, and school support for families to teach families about the attendance policy.

Student Learning

Student Learning Summary

INA provides Newcomers a foundation for language learning and acquisition of content knowledge while orienting students to the U.S. culture, and school environment. Instruction is based on the QTEL pedagogy which focuses on building a strong knowledge base through an integrated, thematic approach to language and content learning

Data shows that winter 2020 we show an increased growth by .5% on Map Growth for math. Our TELPAS campus wide initiative also shows growth in Writing Telpas ratings from our BOY assessment to MOY assessment with 34% increase from Beginning rating to Intermediate rating.

As a campus students do not perform as well on benchmarks, but through campus wide reteach and spiraling the TEKS to address the gaps of learning we are able to see growth with classroom assessments. State assessments are as follows:

2019-2020 STAAR showed increases in Meets Grade level standards in 8th grade Reading, Social Studies, Math, Science, and Algebra 1

2019-2020 TELPAS Composite showed 59% of students moved from a beginning level to an intermediate level with 14% moved to an Advanced level.

2019 Accountability Rating- Overall scale score was a with a score of 69 for student achievement, and a score of 78 for student progress.

Student Learning Strengths

Student learning strengths this year is that students want to learn and are very adaptive.

Consistency with the lesson cycle and using data that drives instruction

Campus wide made assessments

Differentiated instruction and provide support through student and individualized learning plans, online resources, and

Stronger in Math and Science

Behavior issues have decreased

Increased students collaboration via google meets during their learning

Use of prior knowledge and life experience

Culturally Relevant Resources integrated into our curriculum

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): From 2018- 2019 all students increased performance on the STAAR Math grades 6-8, 8th grade Reading, Social Studies, Science, and Algebra 1 EOC. However, only 7% of our 9th grade students met the approaching standard on the STAAR English1 EOC, and nor progress was seen in Grades 6 and 7 in reading and writing. no other students met approaching grade level on the Grade 7 STAAR Writing. **Root Cause:** Lack of teacher materials professional development on building foundational literacy skills with Newcomer students. District curriculum and assessments do not address the language barriers, needs, gaps, and skills for Newcomers. Lack of campus data systems established to assess students reading level in their home language, access to resources that asses and monitors student progress.

School Processes & Programs

School Processes & Programs Summary

INA provides Newcomer students and parents an orientation to school environment and access to a wide range of support services such as, counseling services, home coordinator liaison services, community agency services, tutoring, parent meetings, health services, college and career coordinator with home schools. Our Newcomer Program of instruction is characterized by clear, deliberate, and consistent focus on English language development, grade level content and academic text and task, and academic vocabulary. Our basic principle guiding all instruction is the use of QTEL (Quality Teaching for English Language Learners) as a campus wide instructional strategy.

- Grade level teaming established for RTI (Response to Intervention), student development, culture building, and parent engagement
- Restructuring of department meetings and PLC's
- Advisory period focus on college and career readiness focus, and guidance lessons
- In house wrap around services provided to families- Recovery Resource Council, Girls INC, FWAS- Ft Worth After School Program, Teen Life, Crisis intervention and assessments.
- Campus Wide RTI(Response to Intervention)-Weekly SST campus meetings and student support plans, FRC
- Campus resource programs-Care Closet Food Bank
- Planning focus with 6 weeks planing allotted for teacher to collaborate, plan lessons, and review their data
- Campus leadership team and house leader team that collaborates with the administration.
- Teacher 6 week data dig and vertical and horizontal planning
- Student Support team meets weekly to address students social and emotional needs

School Processes & Programs Strengths

- Planning structure for 6 weeks planning- Data dig, collaboration and unified scope and sequence horizontally aligned
- Universal Screening for RTI SST reviews student progress and needs on a weekly basis. Grade level Teams collaborate to provide individualized learning PLC structure
- QTEL(Quality Teaching of English Langa Learners) coaches provide teachers instructional supports such as mentoring, co-teaching, and feedback.
- In House profesdevlement that tarhets the needs of teachers.
- New teacher support with content Qtel coach
- Differentiated curriculum
- Wrap around services pproved to familes
- Community partner support
- Highy quealified and highly trained teachers (ESL and QTELL methodology).
- Campus wide Communités of Practice model to foster teacher collaboration and planning

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In 2019 52% of INA student scored 49% of students remained at the beginning proficiency level on the TELPAS Reading domain. **Root Cause:** Lack of teacher materials, and professional development specific to building foundational literacy skills across content specifically for Newcomers. Lack of available student data points, consistent classroom data structures, and assessments that measure both content and fluency levels, and initial achievement gaps.

Perceptions

Perceptions Summary

Our Campus Vision is...” *A diverse community that engages all in pursuit of excellence*”

Our beliefs system:

- **We believe...** that we have a responsibility to respect students' rights:
- **We believe...** every student deserves a quality education without discrimination, and to acknowledge each student views and experiences acknowledged, and to learn in a safe and secure environment
- **We believe...** that we have a responsibility to engage students in learning experiences based on the principles of: Academic Rigor, High Expectations and High Support, Quality Interactions, Language Focus, and Quality Curriculum.
- **We believe...** that we have a responsibility to foster: Community Awareness, Parental Involvement, Volunteerism, and Community Partnership

INA works to build a positive and welcoming culture by:

- Building strong the social connection is between teachers and students within and beyond the classroom
- Supporting students feel through their relationships with friends, family, and adults at school
- Creating a diverse, integrated, and fair school for all students from different races, ethnicity's, or cultures
- Creating an safe and inviting work environment
- Supporting students in learning about, discussing, and confronting issues of race, ethnicity, and culture.

Perceptions Strengths

Houses system established in 2020 to create a positive climate and culture for students and staff. Using RCA's methods will help your school or district confidently implement processes that build character, relationships, and school spirit. Where we as a campus embrace our differences and where students can feel safe, free to be themselves without judgment.

- United campus, collaboration, friendly environment supportive administration, student centered culture. House system , campus wide essentials
Students have shown improvement in submitting homework and just general participation.
- Relationships between students parents, and all staff members are strong
- Students are becoming more helpful to each other in time of need in the classroom
- Welcoming environment with new students(student take the initiative to assist)
- Students invested in the culture of the school and our values.
- Discipline and failure rate has decreased by 3%

- 62% of students feel engaged in school (district was 30%) and felt like the belong
- 76% of students felt like they had supportive relationships
- Diversity amongst the staff that makes students feel comfortable,accountable, and welcome.
- Cultral Responsive Teaching

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 38% of INA students felt like s were not feel like they were valued members of the school community. **Root Cause:** Language barrier, lack of understanding of each others culture, lack of extracurricular activities, and avenues for students to socialize outside of academic content.

Problem Statement 2 (Prioritized): In 2020 less than 10% of INA parents attended virtual parental meetings and conferences, and were engaged with grade level team teachers. **Root Cause:** Perceived language barrier, lack of tools provided to parents on how the school system and supports that are provided to them.

Priority Problem Statements

Problem Statement 1: ADA increased from 91% in October to 94% in March 2021. However, 60% of excessive absences were Males, and 36% of our excessive absences were refugee, and 29% of the excessive absences were over age students in the 9th grade.

Root Cause 1: Lack of opportunity for overage 9th graders to accelerate course credits. Non-Spanish speaking students may feel marginalized in the beginning of arrival due to struggles with transitioning into a new culture, language, and school system. Need for additional resources, and school support for families to teach families about the attendance policy.

Problem Statement 1 Areas: Demographics

Problem Statement 2: From 2018-2019 all students increased performance on the STAAR Math grades 6-8, 8th grade Reading, Social Studies, Science, and Algebra 1 EOC. However, only 7% of our 9th grade students met the approaching standard on the STAAR English 1 EOC, and no progress was seen in Grades 6 and 7 in reading and writing. No other students met approaching grade level on the Grade 7 STAAR Writing.

Root Cause 2: Lack of teacher materials professional development on building foundational literacy skills with Newcomer students. District curriculum and assessments do not address the language barriers, needs, gaps, and skills for Newcomers. Lack of campus data systems established to assess students reading level in their home language, access to resources that assess and monitor student progress.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: In 2020 less than 10% of INA parents attended virtual parental meetings and conferences, and were engaged with grade level team teachers.

Root Cause 3: Perceived language barrier, lack of tools provided to parents on how the school system and supports that are provided to them.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: In 2019 52% of INA student scored 49% of students remained at the beginning proficiency level on the TELPAS Reading domain.

Root Cause 4: Lack of teacher materials, and professional development specific to building foundational literacy skills across content specifically for Newcomers. Lack of available student data points, consistent classroom data structures, and assessments that measure both content and fluency levels, and initial achievement gaps.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: 38% of INA students felt like they were not valued members of the school community.

Root Cause 5: Language barrier, lack of understanding of each other's culture, lack of extracurricular activities, and avenues for students to socialize outside of academic content.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Federal Report Card Data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data

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
- 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.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data

- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

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





Goals

Goal 1: Decrease the percentage of students who are chronically absent from 31% to 15% by May 2022.

Performance Objective 1: Advance student success and help close equity gaps by reducing chronic absence.

Targeted or ESF High Priority

Evaluation Data Sources: Excessive Attendance Report
ADA percentage

Strategy 1 Details	Reviews			
<p>Strategy 1: Student support team will identify and target at risk students with excessive absences to provide intervention and support. and</p> <p>Strategy's Expected Result/Impact: Decrease in excessive attendance Create and monitor student support plans for at risk students with excessive attendance issues Weekly student check-ins</p> <p>Staff Responsible for Monitoring: Assistant Principal, Attendance Clerk, Head Counselor, Stay- In -School Coordinator, Student Support Team</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Attendance committee will monitor campus wide attendance and provide regular recognition and rewards to students and families who have good and improved attendance.</p> <p>Strategy's Expected Result/Impact: Maintain ADA at 96% at each cycle reporting period</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Team Leaders, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Incentives - Title I (211) - 211-11-6499-04E-062-30-510-000000-22F10 - \$200</p>	Formative			Summative
	Nov	Jan	Mar	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>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: ADA increased from 91% in October to 94% in March 2021. However, 60% of excessive absences were Males, and 36% of our excessive absences were refugees, and 29% of the excessive absences were over age students in the 9th grade. **Root Cause:** Lack of opportunity for overage 9th graders to accelerate course credits. Non-Spanish speaking students may feel marginalized in the beginning of arrival due to struggles with transitioning into a new culture, language, and school system. Need for additional resources, and school support for families to teach families about the attendance policy.

Goal 1: Decrease the percentage of students who are chronically absent from 31% to 15% by May 2022.





Performance Objective 2: Create an inclusive and welcoming environment that engages all families and students in critical aspects of student learning, academics, social and emotional learning, and college and career preparedness.

Targeted or ESF High Priority

Evaluation Data Sources: District Panorama SEL Survey
Campus and District Student Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire a HS Home Coordinator to support parental and family involvement, parent and family engagement, and community outreach.</p> <p>Strategy's Expected Result/Impact: Increase parental and family attendance to parent conference and campus engagement activities.</p> <p>Staff Responsible for Monitoring: Principal, Home Coordinator</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p> <p>Funding Sources: Personnel - Title I (211) - 211-61-6119-04L-062-30-510-000000-22F10 - \$51,147</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish a Parent Advisory Committee where parents can participate in the decision making, and have a platform for advocacy.</p> <p>Strategy's Expected Result/Impact: Increased responses in parental survey's and increased parent participant at family events. Increase parent participation and input PAC agenda and Meeting minutes</p> <p>Staff Responsible for Monitoring: Principal, Home Coordinator</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase the number of parents enrolled into parent portal.</p> <p>Strategy's Expected Result/Impact: 50% increase of parents enrolled on parent portal.</p> <p>Staff Responsible for Monitoring: Home Coordinator, Data Clerk</p> <p>Title I Schoolwide Elements: 2.6, 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Develop a school culture that promotes a culture of social and emotional awareness (campus wide), and high levels of academic excellence through grade level teaming.</p> <p>Strategy's Expected Result/Impact: Academic and behavior skill and gaps addressed through RTI (response to Intervention) to identify selected students in need of appropriate intervention. Discipline referrals decrease Parental involvement and survey participation increase</p> <p>Staff Responsible for Monitoring: Grade Level Team Leaders, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-062-24-243-000000- - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Develop, utilize and conduct meaningful campus wide advisory lessons and house system that focuses on character educations, leadership ,relationships, and citizenship as well as growth mind set.</p> <p>Strategy's Expected Result/Impact: Rituals and public forums celebrate students who model expectations and demonstrate behaviors that reflect campus values</p> <p>Student House Leaders established and trained in leadership skills</p> <p>Weekly house meetings that address character develop, college and career readiness skills and Social and emotional learning</p> <p>Panorama Survey-Increase in supportive relationships and sense of belonging</p> <p>Staff Responsible for Monitoring: Principal, House Leaders, Student Support Team, College and Career Coach</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - Title I (211) - 211-11-6499-04E-062-30-510-000000-22F10 - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers and support staff will systematically contact parents/ guardians regarding students academic and social emotional growth</p> <p>Strategy's Expected Result/Impact: Phone log Parent conferences</p> <p>Staff Responsible for Monitoring: Teachers, Grade Level Teams, Home Coordinator</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Increase the number of parental and family engagement activities to address academics, college and career preparedness, and fine arts engagement events.</p> <p>Strategy's Expected Result/Impact: Increased parental/ family attendance from the previous year.</p> <p>Staff Responsible for Monitoring: Family Engagement Specialist</p> <p>Funding Sources: - Title I (211) - 211-61-6499-04L-062-30-510-000000-22F10 - \$933</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Adhere to SB279 and SUICIDE PREVENTION INFORMATION REQUIRED ON CERTAIN STUDENT IDENTIFICATION CARDS. Each student identification card issued by a public school to a student in grade seven or higher must have printed on the card the contact information for:</p> <ul style="list-style-type: none"> (1) the National Suicide Prevention Lifeline; (2) the Crisis Text Line; and (3) a local suicide prevention hotline, if available. <p>Strategy's Expected Result/Impact: Provide Social and emotional support for all students.</p> <p>Staff Responsible for Monitoring: Principal, Intervention Specialist</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Suicide Prevention Stickers - Title I (211) - 211-61-6399-04L-062-30-510-000000-22F10 - \$400</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: 38% of INA students felt like s were not feel like they were valued members of the school community. Root Cause: Language barrier, lack of understanding of each others culture, lack of extracurricular activities, and avenues for students to socialize outside of academic content.</p>
<p>Problem Statement 2: In 2020 less than 10% of INA parents attended virtual parental meetings and conferences, and were engaged with grade level team teachers. Root Cause : Perceived language barrier, lack of tools provided to parents on how the school system and supports that are provided to them.</p>

Goal 2: Increase the percentage of 9th grade students who score at approaches level on STAAR Algebra 1 from 24% to 34% and increase the percentage of 6th -8th students who score at approaches level on STAAA Mathematics from 0% to 15% by June 2022.

Performance Objective 1: Ensure that alignment among PLC's, tasks and assessments are in place so that language development and content mastery are demonstrated for all students. PLC's will determine department and individual targets for reasons of measuring student growth based on specific interventions used by individual teachers.

Targeted or ESF High Priority





Evaluation Data Sources: INA Assessment Matrix,
 District /Campus Benchmark,
 Task and assessment comparison within department PLC's.
 INA assessment data tracker every 6 weeks
 Lesson Plan Rubric

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will maximize instructional time through the implementation of consistent, efficient, campus wide strategies that focuses on instruction, assessment, and progress monitoring.</p> <p>Strategy's Expected Result/Impact: Content teachers will proactively implement designated Tier 2 and Tier 3 Interventions implemented for individualized and small group Demonstration of Learning and Math Growth used for Data driven Lesson Planning and Instruction Use of data to specifically look at student groups and design QTEL and learning activities to address ELL's Weekly Learning Plans Interactive teacher observation and student's checklist(friendly) updated every 3 weeks. RTI Process PLC' agendas Department meeting minutes INA assessment data tracking matrix</p> <p>Staff Responsible for Monitoring: Department Head , Principal ,Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Math department will use vertical alignment by TEKS and ELPS through weekly lesson planning and deconstructing the TEKS from 6th to 9th grades.</p> <p>Strategy's Expected Result/Impact: Meets approaches grade level scale score Increased RIT NWEA Map Growth</p> <p>Staff Responsible for Monitoring: Department head, Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional development needed for NWEA Math Growth (to better interpret and used data driven instruction) .</p> <p>Strategy's Expected Result/Impact: Use of MAP Growth data embedded in individualized student learning plans.</p> <p>Staff Responsible for Monitoring: Department Head, Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: - Title I (211) - 211-11-6112-OPD-062-30-510-000000-22F10 - \$400</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will use researched based practices and materials to address the needs of newcomer English Learners in content development, assessment, language acquisition, and in listening, reading, speaking, and writing.</p> <p>Strategy's Expected Result/Impact: Monitor student progress using TELPAS language proficiency descriptors in reading, writing, speaking, and listening every 6 weeks</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assessment Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Build teacher capacity through observation and feedback and coaching cycles.</p> <p>Strategy's Expected Result/Impact: Observation debrief conversations occur within 48 hours of observation and include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities to practice. Campus wide coaching protocol QTEL Coaching Logs</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Campus instructional leaders will review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.</p> <p>Strategy's Expected Result/Impact: Number of teachers scoring proficient to accomplished in dimension 1.1 (planning) on the TTESS evaluation rubric.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide substitutes for professional development for Fall and Spring campus-wide PD focusing on sustaining a language focus and engaging students in quality interactions through differentiated instruction.</p> <p>Strategy's Expected Result/Impact: Learning Walks INA student progress monitoring rubric</p> <p>Staff Responsible for Monitoring: Qtel Coaches, Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I (211) - 211-11-6112-0PD-062-30-510-000000-22F10 - \$495</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Attend approved professional development and conferences that focuses on social emotional informed practices, increase student engagement, content and language mastery for English Language Learners.</p> <p>Strategy's Expected Result/Impact: Attendees will submit a plan of action for implementing learned strategies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Reading Specialist, Department Head</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Title I (211) - 211-13-6499-04E-062-30-510-000000-22F10 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: From 2018- 2019 all students increased performance on the STAAR Math grades 6-8, 8th grade Reading, Social Studies, Science, and Algebra 1 EOC. However, only 7% of our 9th grade students met the approaching standard on the STAAR English1 EOC, and nor progress was seen in Grades 6 and 7 in reading and writing. no other students met approaching grade level on the Grade 7 STAAR Writing. Root Cause: Lack of teacher materials professional development on building foundational literacy skills with Newcomer students. District curriculum and assessments do not address the language barriers, needs, gaps, and skills for Newcomers. Lack of campus data systems established to assess students reading level in their home language, access to resources that asses and monitors student progress.</p>
School Processes & Programs
<p>Problem Statement 1: In 2019 52% of INA student scored 49% of students remained at the beginning proficiency level on the TELPAS Reading domain. Root Cause: Lack of teacher materials, and professional development specific to building foundational literacy skills across content specifically for Newcomers. Lack of available student data points, consistent classroom data structures, and assessments that measure both content and fluency levels, and initial achievement gaps.</p>

Goal 3: Increase the percentages of 6th- 8th,and 9th grade students who score at approaches level on STAAR Writing and Reading from 0% to 15% By June 2022.





Performance Objective 1: All content teachers will use researched based practices and materials to address the needs of newcomer English Language Learners in reading, writing, listening, and speaking development, assessment, and language acquisition.

Targeted or ESF High Priority

Evaluation Data Sources: INA Assessment Matrix
 District/Campus Benchmarks
 INA assessment 6 weeks data tracker
 Lesson Plan Rubric
 PLC Meetings minutes and agenda
 6 week writing assessment
 NWEA BOY,MOY,EOY Reading assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: QTEL Instructional Coaches will provide professional development during PLC's, conduct observations, co-teaching, and coaching sessions for identified teachers.</p> <p>Strategy's Expected Result/Impact: Increase language proficiency on TELPAS , LAS, and NWEA Map assessments Monitor student progress and develop a RTI plan every 6 weeks</p> <p>Staff Responsible for Monitoring: Assessment Coordinator , Department heads, Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - Title I (211) - 211-11-6116-0PD-062-30-510-000000-22F10 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish literacy coaches for each department to develop and implement a specific campus wide literacy focused on reading and writing strategies to increase literacy, and language development within each department.</p> <p>Strategy's Expected Result/Impact: Literacy strategy implemented across departments TELPAS Writing assessment every 6 weeks BOY,MOY,EOY NWEA MAP Reading assessment in Spanish and English</p> <p>Staff Responsible for Monitoring: Assessment Coordinator, Principal, Assistant Principal, Department head</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - Title I (211) - 211-11-6116-0PD-062-30-510-000000-22F10 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Staff will maximize instructional time through the implementation of consistent, efficient, campus wide strategies that focuses on instruction, assessment, and progress monitoring.</p> <p>Strategy's Expected Result/Impact: Content teachers will proactively implement designated Tier 2 and Tier 3 Interventions implemented for individualized and small group Demonstration of Learning and Math Growth used for Data driven Lesson Planning and Instruction Use of data to specifically look at student groups and design QTEL and learning activities to address ELL's Weekly Learning Plans Interactive teacher observation and student's checklist(friendly) updated every 3 weeks Student writing portfolios Student interviews. RTI Process PLC' agendas Department meeting minutes INA assessment data tracking matrix Complete teacher student observation and summative assessment every 6 weeks.</p> <p>Staff Responsible for Monitoring: Department Heads, Reading Specialist, Assistant Principal, Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: - Title I (211) - 211-13-6116-04E-062-30-510-000000-22F10 - \$1,700</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Campus wide professional development book study on "Assessing English Language Learners and Connecting Academic Language Proficiency to Student Achievement".</p> <p>Strategy's Expected Result/Impact: Teachers share data & instructional strategies in PLC meetings with administrators. Student Goal-setting and self-monitoring practices will be implemented in the classroom to help students build self-confidence, and to promote responsibility and ownership of their learning.</p> <p>Staff Responsible for Monitoring: Data Team, Principal Department Heads</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: - Title I (211) - 211-13-6399-04E-062-30-510-000000-22F10 - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide substitutes for professional development for Fall and Spring campus-wide PD focusing on sustaining a language focus and engaging students in quality interactions through differentiated instruction.</p> <p>Strategy's Expected Result/Impact: Learning Walks Campus Wide Instructional Strategies</p> <p>Staff Responsible for Monitoring: Qtel Coaches, Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Substitutes - Title I (211) - 211-11-6112-0PD-062-30-510-000000-22F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Attend approved professional development and conferences that focuses on social emotional informed practices, increase student engagement, content and language mastery for English Language Learners</p> <p>Strategy's Expected Result/Impact: Attendees will submit a plan of action for implementing learned strategies across the content.</p> <p>Staff Responsible for Monitoring: Principal, Reading Specialist, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: - Title I (211) - 211-13-6499-04E-062-30-510-000000-22F10 - \$400</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide contents with reading materials that support literacy across all contents</p> <p>Strategy's Expected Result/Impact: Increased number of students progressing from beginning language proficiency to intermediate levels(TELPAS Rubric) from the beginning of the year to the end of the year assessment.</p> <p>Staff Responsible for Monitoring: Literacy Coaches, Principal, Department Head</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6329-001-062-24-243-000000- - \$2,273</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: From 2018- 2019 all students increased performance on the STAAR Math grades 6-8, 8th grade Reading, Social Studies, Science, and Algebra 1 EOC. However, only 7% of our 9th grade students met the approaching standard on the STAAR English1 EOC, and nor progress was seen in Grades 6 and 7 in reading and writing. no other students met approaching grade level on the Grade 7 STAAR Writing. **Root Cause:** Lack of teacher materials professional development on building foundational literacy skills with Newcomer students. District curriculum and assessments do not address the language barriers, needs, gaps, and skills for Newcomers. Lack of campus data systems established to assess students reading level in their home language, access to resources that asses and monitors student progress.

School Processes & Programs





Problem Statement 1: In 2019 52% of INA student scored 49% of students remained at the beginning proficiency level on the TELPAS Reading domain. **Root Cause:** Lack of teacher materials, and professional development specific to building foundational literacy skills across content specifically for Newcomers. Lack of available student data points, consistent classroom data structures, and assessments that measure both content and fluency levels, and initial achievement gaps.

Goal 4: Increase the percentages of Middle and High School students who score at beginning language proficiency to Intermediate on TELPAS from 32% to 25%.

Performance Objective 1: Increase English language proficiency on TELPAS , LAS, and NWEA Map assessments.

Targeted or ESF High Priority





Evaluation Data Sources: TELPAS EOY MOY EOY progress monitoring
 TELPAS State Exam
 INA assessment data tracker
 Lesson Plan Rubric

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor student progress and develop a RTI(Response to Intervention Plan) plan every 6 weeks.</p> <p>Strategy's Expected Result/Impact: Weekly learning plans</p> <ul style="list-style-type: none"> RTI Process PLC' agendas Department meeting minutes INA assessment data tracking matrix Student writing portfolios Student interviews <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Assessment Coordinator, Reading Specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	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: Maintain a 96% positive working environment response rate using the Panorama district survey by recruiting, retaining an exceptional staff, and providing a positive school culture.

Performance Objective 1: Develop collective efficacy, and culture of unity through shared leadership.

Evaluation Data Sources: Panorama District Survey
Campus Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborate with staff to create clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals.</p> <p>Strategy's Expected Result/Impact: Campus hiring rubric created by staff</p> <p>Staff Responsible for Monitoring: Principal, Department Heads</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.</p> <p>Strategy's Expected Result/Impact: Grade level team Handbook Organizational Chart Campus Handbook</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Rituals and public forums celebrate teachers who model expectations and demonstrate behaviors that reflect campus values.</p> <p>Strategy's Expected Result/Impact: Monthly teacher recognition Weekly positive feedback Faculty meetings and PLC's</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Faiha Alatrash	Home Coordinator		

School Support Team

Committee Role	Name	Position
Administrator	Angelia Ross	Principal
Non-classroom Professional	Amy Shuler	HS Counselor
Non-classroom Professional	Chasity Garza	Attendance Clerk
Non-classroom Professional	Laura DelaPaz	Intervention Special List

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	2	Incentives	Snacks or incentives for students	211-11-6499-04E-062-30-510-000000-22F10	\$200.00
1	2	1	Personnel	Family and Community Outreach Specialist (HS Only)	211-61-6119-04L-062-30-510-000000-22F10	\$51,147.00
1	2	5		Snacks or incentives for students	211-11-6499-04E-062-30-510-000000-22F10	\$200.00
1	2	7		Snacks for parents to promote participation	211-61-6499-04L-062-30-510-000000-22F10	\$933.00
1	2	8	Suicide Prevention Stickers	Supplies and materials for parental involvement	211-61-6399-04L-062-30-510-000000-22F10	\$400.00
2	1	3		Subs for professional development	211-11-6112-0PD-062-30-510-000000-22F10	\$400.00
2	1	7		Subs for professional development	211-11-6112-0PD-062-30-510-000000-22F10	\$495.00
2	1	8		Virtual registration for Teachers and Data Analysts (PD)	211-13-6499-04E-062-30-510-000000-22F10	\$500.00
3	1	1		Extra duty pay for PD after hours	211-11-6116-0PD-062-30-510-000000-22F10	\$500.00
3	1	2		Extra duty pay for PD after hours	211-11-6116-0PD-062-30-510-000000-22F10	\$500.00
3	1	3		Extra duty for summer planning (off contract days)	211-13-6116-04E-062-30-510-000000-22F10	\$1,700.00
3	1	4		Supplies and materials for professional development	211-13-6399-04E-062-30-510-000000-22F10	\$200.00
3	1	5	Substitutes	Subs for professional development	211-11-6112-0PD-062-30-510-000000-22F10	\$3,000.00
3	1	6		Virtual registration for Teachers and Data Analysts (PD)	211-13-6499-04E-062-30-510-000000-22F10	\$400.00
Sub-Total						\$60,575.00

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount						\$60,575.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	2	4		Supplies and materials for instructional use	199-11-6399-001-062-24-243-000000-	\$300.00
3	1	7		Reading materials for classroom use	199-11-6329-001-062-24-243-000000-	\$2,273.00
Sub-Total						\$2,573.00
Budgeted Fund Source Amount						\$2,573.00
+/- Difference						\$0.00
Grand Total						\$63,148.00