

International Leadership of Texas
Windmill Lakes Middle
2021-2022 Campus Improvement Plan

Mission Statement

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

La misión de ILTexas es preparar a nuestros alumnos para roles de liderazgo excepcionales en la comunidad internacional, haciendo hincapié en el liderazgo de servicio, el dominio de los idiomas inglés, español y chino, y el fortalecimiento de mente, cuerpo y carácter.

Vision

Others Before Self Otros Antes De Uno Mismo

Texas is a strong economic force in the world and its top three countries of export are Mexico, Canada, and China. China has become the second largest economy, and now, more than ever, it is critical that future generations are prepared for today's internationally connected world. At ILTexas, education is taught from a global perspective, where all students are given the opportunity to learn the English, Spanish, Chinese.

Character and Leadership Development:

At ILTexas, leadership and culture is incorporated in the classroom for all students. Students are given leadership roles teaching the concept of others before self. Each year, students put their dedication into action in a community service project and spend time learning about 12 important character traits that foster a good leader. These traits empower students to overcome challenges and create a better, and more productive society in which to live and work.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We use a number of sources to find high caliber staff such as our campus website, the Teacher Job Network (TJN), Region 10, 11, and 13 job fairs. We also actively recruit new teachers at College and virtual job fairs. The majority of core and LOTE teachers are at a highly qualified status in accordance with NCLB. Our interview process clearly outlines the mission, philosophy and expectations for our school. We have recruited teachers from Spain, Central America and China to teach our trilingual model. ILTexas will continue to work with region 4,10,11, and 13 and the district to actively find qualified teacher candidates to fill positions within the school. Teachers have professional freedom to be innovative and creative. They have opportunities to have input into decision making on campus.

We will have wonderful ethnic diversity in our faculty/staff population, we are truly international. We have faculty/staff from Mexico, Puerto Rico, Spain, China, and more.

Professional Development on an ongoing basis is key to the success of our school programs. District and campus professional development and trainings have/will be provided in the following areas:

- Dual Language Program
- Two Way SIOP
- Strategies for meeting needs of Limited English Proficient Student
- Implementation of best practices to increase the use of the spanish and english languages by both the teacher and the students.
- Data Disaggregation and Test Analysis
- Best strategies on Teach like a Champion, Champs, Get Better Faster, Big Rocks
- TEKS RS Scope and Sequence
- District Data Management System
- Differentiated Instruction
- Physical Fitness/Character Development Program
- Curriculum Programs in ELA/Reading & Math
- Federal & State Mandated Trainings

The Campus. Leadership will provide PLC time for teachers to plan lessons, analyze data and to receive ongoing professional development/trainings. At the end of every six weeks grading cycle teachers will have a Data/PD Day to review student progress and create groups for remediation.

We have wonderful ethnic diversity in our faculty/staff population, we are truly international. We have faculty/staff from Puerto Rico, Spain, China and Peru. Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. This year we have recruitment of teachers from Spain, Puerto Rico and China.

Teachers have professional freedom to be innovative, creative and take risks. Professional development is provided for teachers both through the district and through Region 10, Region 4. Teachers are also encouraged to take online trainings.

Teachers will be provided with timely feedback as requested on the climate survey.

School Population (2020 - 2021 Preliminary Fall PEIMS file loaded 01/11/2021)

Student Total

6th Grade

7th Grade

8th Grade

Student Demographics (2020 - 2021 Preliminary Fall PEIMS file loaded 01/11/2021)

Gender

	Count	Percent
Female	243	53.06%
Male	215	46.94%

Ethnicity

Hispanic-Latino	385	84.06%
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Race

American Indian - Alaskan Native	0	0.00%
Asian	5	1.09%
Black - African American	63	13.76%
Native Hawaiian - Pacific Islander	0	0.00%
White	2	0.44%
Two-or-More	3	0.66%

Student by Program (2020 - 2021 Preliminary Fall PEIMS file loaded 01/11/2021)

Limited English Proficient (LEP)	241	52.62%
Bilingual	0	0.00%
English as a Second Language (ESL)	83	18.12%
Alternative Bilingual Language Program	2	0.44%
Alternative ESL Language Program	158	34.50%
Gifted and Talented	25	5.46%
Special Education (SPED)	27	5.90%
Title I Participation	458	100.00%
Dyslexia	16	3.49%
Economic Disadvantage		
Economic Disadvantage Total	385	84.06%
Free Meals	2	0.44%
Reduced-Price Meals	0	0.00%
Other Economic Disadvantage	383	83.62%
Homeless Statuses		
Homeless Status Total	3	0.66%
Shelter	0	0.00%
Doubled Up	3	0.66%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

Other Student Information (2020 - 2021 Preliminary Fall PEIMS file loaded

01/11/2021)

	Count	Percent
At-Risk	405	88.43%

Title I Homeless	0	0.00%
Immigrant	13	2.84%
Migrant	0	0.00%
Military Connected	5	1.09%
Foster Care	0	0.00%
Section 504	18	3.93%
Intervention Indicator	0	0.00%
IEP Continuer	0	0.00%
Transfer In Students	0	0%

ATTENDANCE 2020-2021

	1 - First six weeks	2 - Second six weeks	3 - Third six weeks
Grade 06	95.2%	94.1%	97.4%
Grade 07	94.9%	93.1%	94.8%
Grade 08	95.5%	93.8%	96.1%
Total	95.2%	93.7%	96.1%

4 - Fourth six weeks	5 - Fifth six weeks	6 - Sixth six weeks	Total
98.3%	96.4%	96.2%	96.3%
96.5%	93.0%	93.1%	94.2%
97.7%	95.6%	94.1%	95.5%
97.5%	95.0%	94.5%	95.3%

Teacher FTE Percentage by Years of

 Print/Downlo

Experience for 2020 - 2021

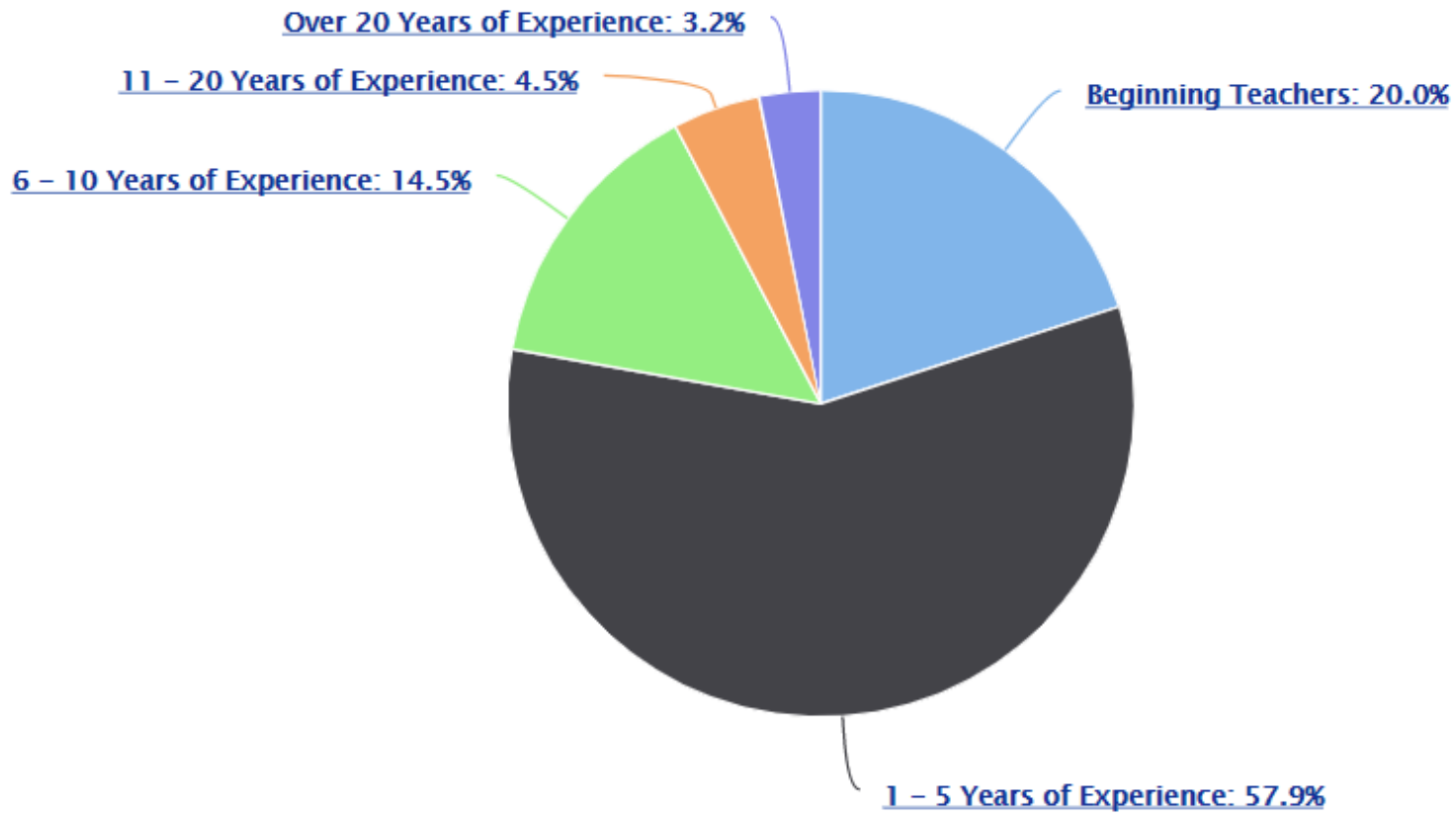
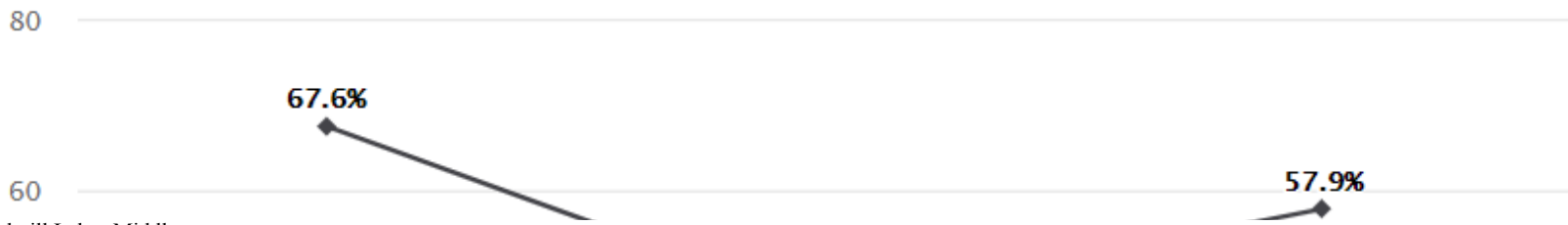
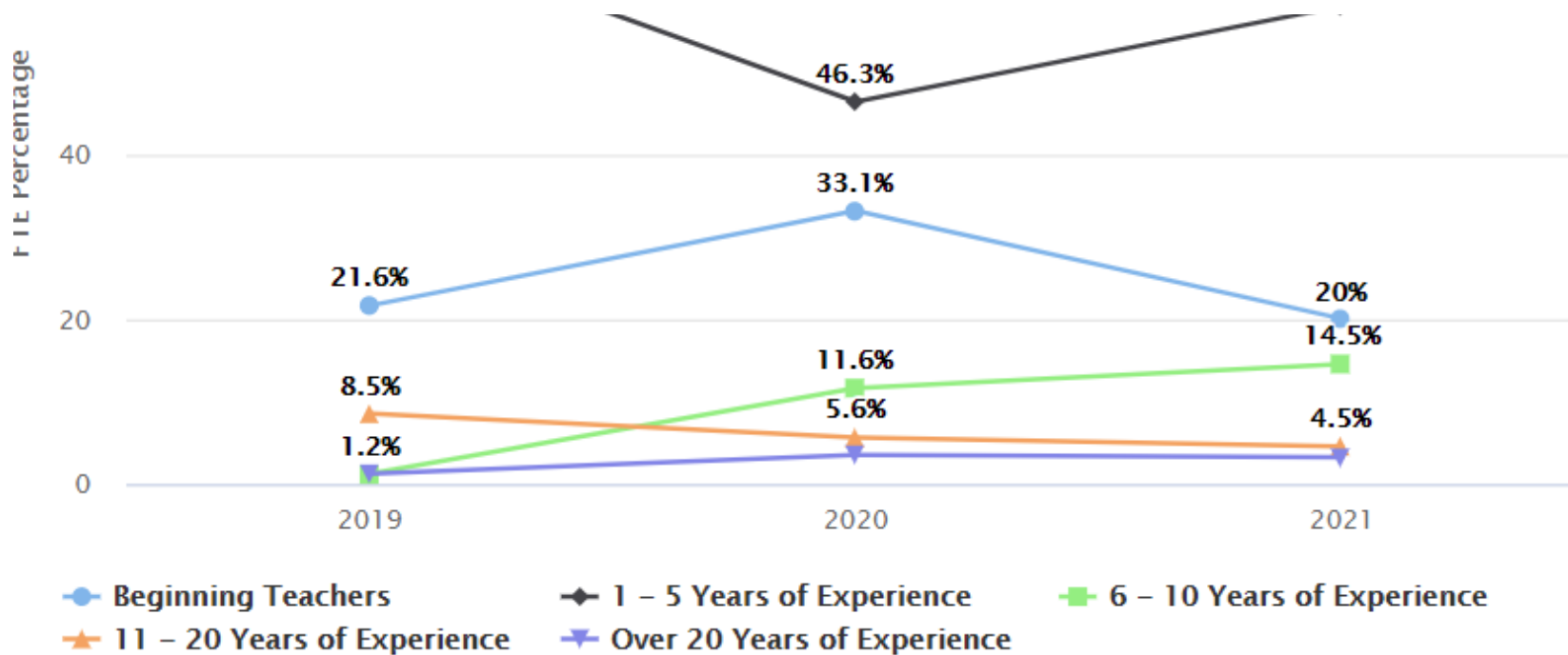


Chart Year

Teacher FTE by Years of Experience

Print/Download





Demographics Strengths

Diversity amongst our students and staff directly impacts their performance. Our campus's diversity enables our students to concentrate and push themselves further when there are people of other backgrounds working alongside them. This promotes creativity, as well as better education, as those with differing viewpoints are able to collaborate to create solutions. There is a better understanding and displaying of empathy towards one another in the face of the changing society around them.

We have a variety of different cultures on our campus and we work to develop an appreciation and respect for all differences. Our faculty and staff is as diverse as our student body. This allows us to prepare students for roles in both their local and international communities. At Windmill Lakes we have strong cultures within our grade levels. There is unity and one goal set that reflects student achievement. We have turned around and improved our retention from the first year. Teachers have a strong growth mindset and eager to attend professional development being offered at ILTexas.

Summary of Strengths based on Effective School Framework:

Leadership Structure is solid with clear roles and responsibilities

- Coaching and mentoring of new and existing staff is a focus area
- Daily PLC in place with structures to support instructional planning and leaders present and prepared for each meeting
- Data discussions and dives are in place during PLC and a focus area for driving instruction during PLC
- The teacher interview process is firmly in place with targeted questions and modeling of a lesson part of the interview

- The 3 B's are firmly in place in every aspect of campus life for students and staff - Be on Time, Be Respectful, Be Responsible as well as the Motto of "Others before Self"
- Champs is in place, in and out of the classrooms as well of the implementation of Teach Like A Champion strategies and Big Rocks
- Curriculum is developed by the district and followed by the campus along with strong curriculum resources such as Lead4Ward and state approved computer programs for differentiated learning and assessment

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Communication between administration and parents is positive, continuous work, lack of communication between parents and teachers is work in progress. **Root Cause:** Our K3 use class dojo which has been helpful to keep communication, 4-8th grade teachers use Skyward to communicate but a lack of one on one phone calls with parents due to time restraints, lack of sending emails from Skyward since information is not updated. Upper grades have a higher number of scholars, during Covid upper grades implemented class dojo to assist with frequent communication.

Problem Statement 2 (Prioritized): ELL and at risk students struggle academically and often score low on our state and district assessment. **Root Cause:** Last year we focused on Seidlitz strategies that equipped our teachers with effective ESL strategies that were implemented in the classroom. Trainings were provided at the BOY and MOY. We need to follow up with implementation and provide feedback to our teachers in order to continue growing in the delivery of the instruction.

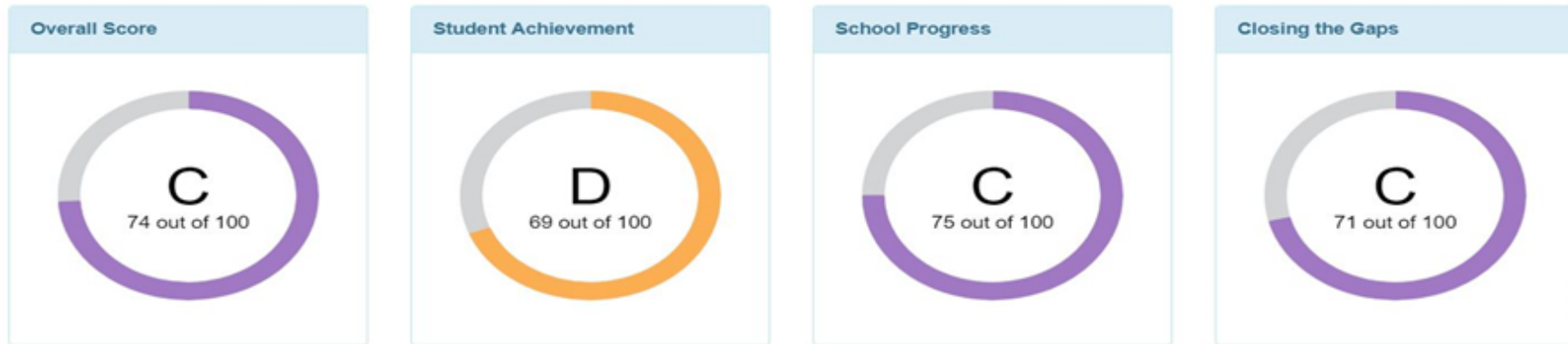
Problem Statement 3 (Prioritized): The number of new teachers versus experience has decreased through out the years but it continues to be disproportionate, results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs. ILTexas in Houston has become more known and it is helping us

Problem Statement 4 (Prioritized): Attendance percentage has not reached 97% overall. Covid led to an increase in absences for students and teachers. **Root Cause:** Lack of parent involvement, information on Skyward is not accurate or updated by parents. Covid cause fear in our families, preferred for their child to be at home regardless of child's success.

Student Learning

Student Learning Summary

ILTexas Windmill Lakes MS Summary Report



Performance Domain Summary

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Domain 1 - Student Achievement	69	75	75	70%	52.5
Domain 2A - Academic Growth	59				
Domain 2B - Relative Performance	75				
Domain 3 - Closing the Gaps	71			30%	21.3
Overall Score					74
Projected Rating					C

Spring 2020-2021 NWEA Growth: Reading 6+ TX 2017, Grade 6

	Total Students	RIT Score	Percentile	STAAR Projected Proficiency			
				Did Not Meet	Approaches	Meets	Masters
				ILTexas Windmill Lakes Elem	153	201.55	30.18
Economic Disadvantage	129	200.71	29.32	58.14%	27.91%	8.53%	5.43%
Asian	1	215	49	0%	100%	0%	0%
Black/African American	15	201.53	28.93	66.67%	13.33%	13.33%	6.67%
Hispanic	135	201.32	30.02	57.04%	28.89%	7.41%	6.67%
Two or More Races	2	210.5	40.5	50%	0%	50%	0%
First Year of Monitoring	3	210.67	40	33.33%	33.33%	33.33%	0%
LEP	84	195.67	22.6	66.67%	27.38%	3.57%	2.38%
Second Year of Monitoring	3	218.67	56.67	0%	66.67%	0%	33.33%
Special Ed Indicator	6	175	7	100%	0%	0%	0%

Spring 2020-2021 NWEA Growth: Math 6+ TX 2012, Grade 6

	Total Students	RIT Score	Percentile	STAAR Projected Proficiency			
				Did Not Meet	Approaches	Meets	Masters
				ILTexas Windmill Lakes Elem	154	210.22	29.94
Economic Disadvantage	130	210.44	30.45	56.92%	28.46%	10%	4.62%
Asian	1	220	43	0%	100%	0%	0%
Black/African American	15	210.47	33.87	46.67%	40%	0%	13.33%
Hispanic	136	210.09	29.44	59.56%	25.74%	11.03%	3.68%
Two or More Races	2	212.5	28	50%	50%	0%	0%
First Year of Monitoring	3	220	43.33	66.67%	0%	0%	33.33%
LEP	85	206.2	23.26	64.71%	29.41%	5.88%	0%
Second Year of Monitoring	3	228	60.67	33.33%	0%	66.67%	0%
Special Ed Indicator	6	188.17	6.17	100%	0%	0%	0%

Spring 2020-2021 NWEA Growth: Reading 6+ TX 2017, Grade 7

	Total Students	RIT Score	Percentile	STAAR Projected Proficiency			
				Did Not Meet	Approaches	Meets	Masters
				ILTexas Windmill Lakes Elem	148	201.68	27.49
Economic Disadvantage	115	203.41	30.17	53.04%	26.09%	15.65%	5.22%
Asian	2	211.5	34	0%	100%	0%	0%
Black/African American	24	202.42	27.13	58.33%	29.17%	8.33%	4.17%
Hispanic	121	201.39	27.57	57.85%	23.97%	14.05%	4.13%
Two or More Races	1	200	13	100%	0%	0%	0%
First Year of Monitoring	4	218.5	53.5	25%	25%	25%	25%

Spring 2020-2021 NWEA Growth: Reading 6+ TX 2017, Grade 6

	Total Students	RIT Score	Percentile	STAAR Projected Proficiency			
				Did Not Meet	Approaches	Meets	Masters
LEP	83	197.7	22.67	66.27%	20.48%	12.05%	1.20%
Second Year of Monitoring	1	237	87	0%	0%	0%	100%
Special Ed Indicator	10	186.7	6.5	90%	10%	0%	0%

Spring 2020-2021 NWEA Growth: Math 6+ TX 2012, Grade 7

	Total Students	RIT Score	Percentile	STAAR Projected Proficiency			
				Did Not Meet	Approaches	Meets	Masters
ILTexas Windmill Lakes Elem	137	212.55	29.53	59.12%	27.01%	9.49%	4.38%
Economic Disadvantage	107	214.41	31.97	53.27%	31.78%	10.28%	4.67%
Asian	2	219.5	35	50%	50%	0%	0%
Black/African American	21	211.14	28.67	57.14%	28.57%	9.52%	4.76%
Hispanic	112	212.96	29.96	58.93%	26.79%	9.82%	4.46%
Two or More Races	1	209	17	100%	0%	0%	0%
White	1	186	1	100%	0%	0%	0%
First Year of Monitoring	4	233.5	62.25	0%	75%	0%	25%
LEP	79	209.68	25.39	65.82%	24.05%	8.86%	1.27%
Second Year of Monitoring	1	252	91	0%	0%	0%	100%
Special Ed Indicator	9	192.67	4.67	100%	0%	0%	0%

Spring 2020-2021 NWEA Growth: Reading 6+ TX 2017, Grade 8

	Total Students	RIT Score	Percentile	STAAR Projected Proficiency			
				Did Not Meet	Approaches	Meets	Masters
ILTexas Windmill Lakes Elem	110	205	27.54	50.91%	27.27%	16.36%	5.45%
Economic Disadvantage	94	204.37	26.59	53.19%	26.60%	15.96%	4.26%
Asian	2	227	62.5	0%	0%	100%	0%
Black/African American	15	202.07	26.27	46.67%	33.33%	13.33%	6.67%
Hispanic	91	204.78	26.82	53.85%	25.27%	15.38%	5.49%
Two or More Races	2	215	34.5	0%	100%	0%	0%
First Year of Monitoring	2	226	60	0%	0%	100%	0%
LEP	62	204.1	24.35	58.06%	27.42%	8.06%	6.45%
Special Ed Indicator	2	191	5	100%	0%	0%	0%

Spring 2020-2021 NWEA Growth: Math 6+ TX 2012, Grade 8

	Total Students	RIT Score	Percentile	STAAR Projected Proficiency			
				Did Not Meet	Approaches	Meets	Masters
ILTexas Windmill Lakes Elem	123	216.51	30.81	49.59%	35.77%	12.20%	2.44%

Spring 2020-2021 NWEA Growth: Reading 6+ TX 2017, Grade 6

	Total Students	RIT Score	Percentile	STAAR Projected Proficiency			
				Did Not Meet	Approaches	Meets	Masters
Economic Disadvantage	105	216.49	30.47	48.57%	39.05%	10.48%	1.90%
Black/African American	17	208	24.06	47.06%	47.06%	5.88%	0%
Hispanic	103	217.71	31.72	50.49%	33.98%	12.62%	2.91%
Two or More Races	2	216	23.5	50%	50%	0%	0%
White	1	239	67	0%	0%	100%	0%
First Year of Monitoring	3	228.67	49.33	33.33%	0%	66.67%	0%
LEP	66	215.12	27.36	56.06%	36.36%	6.06%	1.52%
Second Year of Monitoring	1	248	81	0%	0%	100%	0%
Special Ed Indicator	4	192.75	5.25	100%	0%	0%	0%

Spring 2020-2021 NWEA Growth: Science 6+ TX 2017, Grade 8

	Total Students	RIT Score	Percentile	STAAR Projected Proficiency			
				Did Not Meet	Approaches	Meets	Masters
ILTexas Windmill Lakes Elem	139	208.66	41.55	38.85%	35.25%	13.67%	12.23%
Economic Disadvantage	114	208.31	40.85	39.47%	35.09%	14.04%	11.40%
Asian	2	238.5	96.5	0%	0%	0%	100%
Black/African American	20	202.7	32.4	45%	40%	5%	10%
Hispanic	115	209.26	42.37	38.26%	34.78%	15.65%	11.30%
Two or More Races	2	204	31	50%	50%	0%	0%
First Year of Monitoring	2	215	55	0%	100%	0%	0%
LEP	71	204.89	33.31	47.89%	38.03%	9.86%	4.23%
Second Year of Monitoring	1	232	91	0%	0%	0%	100%
Special Ed Indicator	3	189.67	8.67	100%	0%	0%	0%

Student Learning Strengths

Campus Strengths: 7th Reading and writing

PLCs have become more data-centered, and there is more collaboration among team members identifying student needs and strengths.

Student growth was achieved on all contents, approaches increased. Closing the gap between our hispanic and african american, LEP, Special Education was minimized. Domain 2A and Domian 3 were our biggest gains in scores.

Campus Strength - Strong culture, multiple campus interventions, stong leaders in GLA positions, ICs and APs, remediation, Physical

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The number of new teachers versus experience has decreased through out the years but it continues to be disportion, results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs. ILTexas in Houston has become more known and it is helping us

Problem Statement 2 (Prioritized): ELL and at risk students struggle academically and often score low on our state and district assessment. **Root Cause:** Last year we focused on Seidlitz strategies that equipped our teachers with effective ESL strategies that were implemented in the classroom. Trainings were provided at the BOY and MOY. We need to follow up with implementation and provide feedback to our teachers in order to continue growing in the delivery of the instruction.

Problem Statement 3 (Prioritized): Lack of knowledge in our Dual Language/trilingual program from our parents, students and faculty. **Root Cause:** High percentage of first and second year teachers not aware of effective implementation of DLI model. Parents also lack the understanding of how the model looks during the delivery of the lesson. School will need to work on inviting parents to inform them on the model and help them understand that it takes time for students to mastery the content and language.

Problem Statement 4 (Prioritized): Eagle Academy causes confusion with families and students. **Root Cause:** Eagle Academy is an after school program designed to assist our students when they fail to master content, homework, assignments or tests. Parents are not aware that Eagle Academy is mandatory and the purpose behind it. Parents also do not understand the process and teachers fail to update the current information on a daily basis. Campus is improving Eagle Academy process for this upcoming school

Problem Statement 5 (Prioritized): Concern on the effectiveness of our Chinese adn Spanish language implementation. Families are concern on the level and rigor are not up to par for our students. They want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents not aware of the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor and student participation.

Problem Statement 6 (Prioritized): Attendance percentage has not reached 97% overall. Covid led to an increase in absences for students and teachers. **Root Cause:** Lack of parent involvement, information on Skyward is not accurate or updated by parents. Covid cause fear in our families, preferred for their child to be at home regardless of child's success.

School Processes & Programs

School Processes & Programs Summary

International Leadership of Texas Windmill Lakes K-8 is focused on building exceptional leadership in scholars using a trilingual model and building the mind, body, and character. The school is structured in a way that ensures that each scholar receives curriculum instruction to enhance each area of the aforementioned and provides adequate support to teachers, scholars, parents, and the community.

The school is organized in a structure that will provide support for teachers, scholars, and the community. The school is led by a principal, 1 associate principal, 2 assistant principals, 9 grade level administrators, 3 counselors, two instructional coach, as well as instructional aides for each grade level. New teachers are provided with mentors to assist them throughout the year in various areas. The school has a trilingual -model including English, Spanish and Chinese for all scholars. Teachers have conference periods as well as PLC periods built into their day. Physical Fitness is a part of daily instruction for scholars and allows for an additional remediation to take place for our scholars that are in need. ILTexas has an extended school day helps in the implementation of the school's curriculum. ILTexas has added math and reading remediation teachers to assist our students during the Covid loss of learning. They have also approved remediation instructional aides to support our scholars this upcoming year.

The Campus Leadership, Grade Level Administrators and District Coordinators will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade level academic performance gains and STAAR performance gains. Our curriculum, instruction, and assessment supports and challenges all students with all of our teachers following the state standards (TEKS) guidelines. Our planning of instruction and assessments are always based with TEKS in mind. The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Teachers will teach the TEKS following the TEKS RS Scope and Sequence and curriculum programs for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. All classroom instruction will be data driven. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. When differentiating teachers are able to reach a diverse group of students and able to target instruction more effectively.

Our 3rd grade students will take STAAR Reading and Math Tests, 4th graders will take STAAR Reading, Math and Writing Tests, and 5th Graders will take STAAR Reading, Math, and Science Tests. Our 5th grade will be provide two administrations of Reading and Math if students are not successful the first time around. Students will take the Istation Kinder-2nd grades and MAP testing in 2nd-5th Grades. iStation will be utilized in K-5th grades. In addition, all 2nd-5th grade students will take district ECAs and MAP. Critical thinking and problem solving skills will be emphasized in all core subject areas. Service learning is also an important component of our K-5 curriculum and culminates into an End of Year service learning project "Others Before Self" for each grade level.

6th Grade students will take STAAR Reading and Math Test, 7th grade students will take STAAR Reading, Math, and Writing Test, 8th Grade Students will take STAAR Reading, Math, Science, and Social Studies with 2 administrations of Reading and Math if students are not successful the first time around.

Economically disadvantaged, LEP, and at risk student population groups who have established a pattern of non-mastery will be targeted for remediation. Small group instruction, tutorials, parent-teacher conferences and consistent written and oral communication between home and school will ensure that home and school work together to provide the necessary support to students to bring about student success. ILTexas-Windmill Lakes will provide student

support services as outlined in IEPs and 504 accommodations for qualifying students.

In order for students to be successful and maximize academic achievement, they must attend school on a regular basis. Student absences will be closely monitored by homeroom teachers, school registrar and school counselors. Parents will be contacted by their teacher if they are absent more than 2 consecutive days. Students with perfect attendance for the year will be recognized for every six weeks and at the end of the year during our awards program to encourage daily attendance. Continuous monitoring and recognition of high achievement is a high priority supported in every area.

All staff members have been provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, students in grades 4 through 5 have been provided their own Chromebooks. Likewise, students in K-3 classrooms have been provided chromebooks during our Virtual 2.0. Lastly, we have a media lab with 30 laptop computers. We utilize the following academic resources to assist us in our daily learning and communication, Dojo, Study Island, Reading A-Z, Stemsopes, MAP, STAAR-AR; and finally, technology pieces that also encourage and engage parents through the use of programs such as Istation, Study Island, and Parent Skyward Portal. With the use of this kind of technology we have increased our parent communication, improved behavior, while continuing to make teaching and the delivery more engaging, attainable, and fun.

Teachers are issued lap top computers and students are issued Chromebooks. Teachers have access to a variety of instructional software and websites including Google Classroom, Skyward, Imagine Math, Study Island, Brainpop, TEKS Resource Service and PLATO. In addition each classroom is equipped with a projector and an interactive whiteboard. Document cameras and laptop carts are available.

School Processes & Programs Strengths

Our curriculum, instruction, and assessment supports and challenges all students with all of our teachers following the state standards (TEKS) guidelines. Our planning of instruction and assessments are always based with TEKS in mind.

We are guided by the TEKS and follow TEKS Resource System. Teachers are required to use these resources to guide their planning, instruction and assessment. Teachers plan with their grade level teams, instructional coaches and content areas. Teachers have dedicated DATA days every 3 or 6 weeks to review student levels and instructional needs. They also have extended time daily to meet with grade level team or partner teachers during Professional Learning Community.

- Teachers have the support of partners and team members,
- Teachers plan lessons, activities and assessments together as a team,
- Several GLAs/teachers have attended TEKS Resource System Training,
- Teachers have access to several on-line programs: Istation, Imagine Math, Study Island, Reading A-Z, Accelerated Reader, Brain Pop, Measuring Up, etc.

- Teachers utilize Eduphoria
- Teachers have the support of the District Content Coordinators
- Students receive intervention during school and after school/Saturdays

Items used for curriculum:

- TEKS Resource System
- Selected programs for core subject areas
- Trilingual Programs (English, Spanish and Chinese)

Assessment:

- iStation in Kinder-2nd grades
- DRA/EDL
- MAP Assessments (2nd-5th Grades)
- STAAR
- ECA's
- Teachers utilize technology daily in their instruction.
- All students in 6th - 8th have chromebooks

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The number of new teachers versus experience has decreased through out the years but it continues to be disportion, results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs. ILTexas in Houston has become more known and it is helping us

Problem Statement 2 (Prioritized): Communication between administration and parents is positive, continous work, lack of communication between parents and teachers is work in progress. **Root Cause:** Our K3 use class dojo which has been helpful to keep communication, 4-8th grade teachers use Skyward to communicate but a lack of one on one phone calls with parents due to time restraints, lack of sending emails from Skyward since information is not updated. Upper grades have a higher number of scholars, during Covid upper grades implemented class dojo to assist with frequent communication.

Problem Statement 3 (Prioritized): Lack of knowledge in our Dual Language/trilingual program from our parents, students and faculty. **Root Cause:** High percentage of first

and second year teachers not aware of effective implementation of DLI model. Parents also lack the understanding of how the model looks during the delivery of the lesson. School will need to work on inviting parents to inform them on the model and help them understand that it takes time for students to mastery the content and language.

Problem Statement 4 (Prioritized): Eagle Academy causes confusion with families and students. **Root Cause:** Eagle Academy is an after school program designed to assist our students when they fail to master content, homework, assignments or tests. Parents are not aware that Eagle Academy is mandatory and the purpose behind it. Parents also do not understand the process and teachers fail to update the current information on a daily basis. Campus is improving Eagle Academy process for this upcoming school

Perceptions

Perceptions Summary

Our school's mission embodies the ideal relationship between parents and school.

Communication is vital to the success of parent involvement. Through the use of internal and external electronic communication resources stakeholders receive timely notification. Windmill Lakes K-8 provides communication via the following electronic means: school website, Facebook, emails, phone calls and school messenger. Our campus provides communication through weekly newsletters, weekly callouts, facebook post, website. Parents are encouraged to join PTO and volunteer, chaperone, or observe classroom/classroom activities.

ILTexas, Windmill Lakes K-8 seeks to provide many activities at the campus level to promote services to support families: counseling services, guidance lessons in the classrooms, family nights at community partnership businesses, Cultural Awareness nights, Reading/Science/Math nights, Fall carnivals, Health Awareness and ESL/Spanish/Chinese parenting classes.

We leverage our Professional Learning Communities, who meet daily, to build a collaborative culture. Our grade level teams plan together work towards common goals. Our staff members are able to rely on each other for support, suggestions and assistance. In addition, we are able to bounce ideas off of each other and use colleagues as resources.

Improvement on communication by having weekly newsletters, GLA meetings, PLC meetings, faculty meetings

Perceptions Strengths

International Leadership of Texas, Windmill Lakes K-8 will have in place several vehicles to facilitate parent communication to include:

- GLA Newsletter
- Monthly calendar
- PTO monthly meetings
- Skyward Parent Portal
- Parent-Teacher Conferences
- School website
- School Messenger
- School Newsletter

- Weekly callouts and emails

The PTO at Windmill Lakes is very active but doing Covid participation declined. We are committed to bridging parents to our school, and creating avenues of support that parents can access to be involved in campus day-to-day operations and campus based decision making.

Our strong events include monthly Coffee with the Principal, Hispanic Heritage Month, Black History Program, Lunar Year, and the International Festival.

We strive to strengthen our school culture through daily announcement of the mission and key actions items of the day. We celebrate staff and students by recognizing the "Faculty of the Month" and "Student of the Month" in our weekly newsletter and announcements. We build capacity in our teachers by developing their leadership potential, and offering voluntary Professional Development opportunities through district initiatives and training. We encourage consistency with discipline utilizing Restorative Discipline, guidance lessons and follow student handbook. We will develop an effective feedback and coaching plan that supports instruction and classroom management. An increase of recognition and engagement in all of our languages, Spanish, Chinese, and English.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The number of new teachers versus experience has decreased through out the years but it continues to be disportion, results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs. ILTexas in Houston has become more known and it is helping us

Problem Statement 2 (Prioritized): Communication between administration and parents is positive, continous work, lack of communication between parents and teachers is work in progress. **Root Cause:** Our K3 use class dojo which has been helpful to keep communication, 4-8th grade teachers use Skyward to communicate but a lack of one on one phone calls with parents due to time restraints, lack of sending emails from Skyward since information is not updated. Upper grades have a higher number of scholars, during Covid upper grades implemented class dojo to assist with frequent communication.

Problem Statement 3 (Prioritized): Lack of knowledge in our Dual Language/trilingual program from our parents, students and faculty. **Root Cause:** High percentage of first and second year teachers not aware of effective implementation of DLI model. Parents also lack the understanding of how the model looks during the delivery of the lesson. School will need to work on inviting parents to inform them on the model and help them understand that it takes time for students to mastery the content and language.

Problem Statement 4 (Prioritized): Eagle Academy causes confusion with families and students. **Root Cause:** Eagle Academy is an after school program designed to assist our students when they fail to master content, homework, assignments or tests. Parents are not aware that Eagle Academy is mandatory and the purpose behind it. Parents also do not understand the process and teachers fail to update the current information on a daily basis. Campus is improving Eagle Academy process for this upcoming school

Priority Problem Statements

Problem Statement 1: Communication between administration and parents is positive, continuous work, lack of communication between parents and teachers is work in progress.

Root Cause 1: Our K3 use class dojo which has been helpful to keep communication, 4-8th grade teachers use Skyward to communicate but a lack of one on one phone calls with parents due to time restraints, lack of sending emails from Skyward since information is not updated. Upper grades have a higher number of scholars, during Covid upper grades implemented class dojo to assist with frequent communication.

Problem Statement 1 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 2: ELL and at risk students struggle academically and often score low on our state and district assessment.

Root Cause 2: Last year we focused on Seidlitz strategies that equipped our teachers with effective ESL strategies that were implemented in the classroom. Trainings were provided at the BOY and MOY. We need to follow up with implementation and provide feedback to our teachers in order to continue growing in the delivery of the instruction.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: The number of new teachers versus experience has decreased through out the years but it continues to be disproportion, results in a shortage of peer guidance and mentorship opportunity.

Root Cause 3: For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs. ILTexas in Houston has become more known and it is helping us

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

Problem Statement 4: Attendance percentage has not reached 97% overall. Covid led to an increase in absences for students and teachers.

Root Cause 4: Lack of parent involvement, information on Skyward is not accurate or updated by parents. Covid cause fear in our families, preferred for their child to be at home regardless of child's success.

Problem Statement 4 Areas: Demographics - Student Learning

Problem Statement 5: Lack of knowledge in our Dual Language/trilingual program from our parents, students and faculty.

Root Cause 5: High percentage of first and second year teachers not aware of effective implementation of DLI model. Parents also lack the understanding of how the model looks during the delivery of the lesson. School will need to work on inviting parents to inform them on the model and help them understand that it takes time for students to mastery the content and language.

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

Problem Statement 6: Eagle Academy causes confusion with families and students.

Root Cause 6: Eagle Academy is an after school program designed to assist our students when they fail to master content, homework, assignments or tests. Parents are not aware that Eagle Academy is mandatory and the purpose behind it. Parents also do not understand the process and teachers fail to update the current information on a daily basis. Campus is improving Eagle Academy process for this upcoming school

Problem Statement 6 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 7: Concern on the effectiveness of our Chinese and Spanish language implementation. Families are concerned on the level and rigor are not up to par for our students. They want to see an increase in levels on the ACTFL assessments.

Root Cause 7: Parents not aware of the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor and student participation.

Problem Statement 7 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: By the end of the 21-22 school year, all students, but in particular our students of Special Populations (to include SPED, Bilingual, CTE and ESL students) will increase their performance at the Approaches Performance Level on State Assessments by at least 25%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR and EOC Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Expectations PLC - Data days, enrichment, tutorials, small group instruction, Eagle Academy, professional development, 2) Early intervention with an hourly lecture during the day, enrichment/remediation, Physical Fitness and Saturday tutorials. 3) Read 180 4) Vida PD to our teachers to help increase ESL strategies and implementation of DLI model. 5) Golding Touch to help and develop our year one to three year teachers</p> <p>Strategy's Expected Result/Impact: All our special populations and ELLs scholars will be served in the classroom and teachers will be knowledgeable of all accommodations. Parents are informed of their child's plan and progress. Ongoing collaboration of our scholars progress and growth. Increase student achievement in our local and state assessments.</p> <p>Staff Responsible for Monitoring: Special Education Teachers and Lead, Administration, Counselors, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 3 - Perceptions 1, 3</p> <p>Funding Sources: Training provided by VIDA, Read 180, parent trainings, literacy books, student books, Golding Touch 211 - Title 1-A \$50,000 - 211 - Title 1-A - \$50,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: In order to increase student performance we will utilize technology to reach all levels of our students. Some software that will be purchased is Brainpop, Measuring UP, Study Island, MAP, Imagine Math. Study Island and Imagine Math provided for our students to increase levels in MAP and STAAR. Map will be provided to use to track student growth and differentiate students needs in reading and math. Provide instructional materials for teachers and students for use in Reading/LA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessment (including Study Island, All in Learning, STAAR, Master, Brain Pop, Measuring Up, etc) Provide leveled readers in our classroom in Chinese, Spanish and English in order to increase student progress in comprehension and reading levels.</p> <p>Strategy's Expected Result/Impact: Analyze the data provided by usage of technology in order to meet student needs, help guide classroom instruction and intervention. Due to the increase of technology and instructional materials there will be an increase in student achievement.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, GLAs, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Chromebooks, Measuring Up, Imagine Math, Study Island, MAP , level readers - 211 - Title 1-A - \$50,000</p>	Formative			Summative
	Nov	Jan	May	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: ELL and at risk students struggle academically and often score low on our state and district assessment. Root Cause: Last year we focused on Seidlitz strategies that equipped our teachers with effective ESL strategies that were implemented in the classroom. Trainings were provided at the BOY and MOY. We need to follow up with implementation and provide feedback to our teachers in order to continue growing in the delivery of the instruction.</p>
<p>Problem Statement 3: The number of new teachers versus experience has decreased through out the years but it continues to be disportion, results in a shortage of peer guidance and mentorship opportunity. Root Cause: For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs. ILTexas in Houston has become more known and it is helping us</p>

Student Learning

Problem Statement 1: The number of new teachers versus experience has decreased through out the years but it continues to be disportion, results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs. ILTexas in Houston has become more known and it is helping us

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Problem Statement 3: Lack of knowledge in our Dual Language/trilingual program from our parents, students and faculty. **Root Cause:** High percentage of first and second year teachers not aware of effective implementation of DLI model. Parents also lack the understanding of how the model looks during the delivery of the lesson. School will need to work on inviting parents to inform them on the model and help them understand that it takes time for students to mastery the content and language.

School Processes & Programs

Problem Statement 1: The number of new teachers versus experience has decreased through out the years but it continues to be disportion, results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs. ILTexas in Houston has become more known and it is helping us

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Perceptions





Problem Statement 1: The number of new teachers versus experience has decreased through out the years but it continues to be disportion, results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs. ILTexas in Houston has become more known and it is helping us

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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: Research has proven that by increasing parental involvement and engagement, we also see an increase in student achievement. Thus, we hope to make some staffing decisions that will help us make significant gains in this area by increasing the number of parent programs and community activities at each campus from their previous year's number. The percentage of parent involvement will increase from 40% to 60 % by the end of 21-22 school year.

Evaluation Data Sources: Parent and Faculty survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Material for our parents to attend and ESL, Spanish and Chinese course. Coffee with the Principal, continue to provide PD on resources at our campus. Expand to technology and zoom sessions to provide. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents. availability to view at different times of the day. GT, SPED, 504 and SST, sessions needed to keep parents informed on how we support each special population</p> <p>Strategy's Expected Result/Impact: Research has proven that by increasing parental involvement and engagement, we also see an increase in student achievement. Measurable: Parent participation increasing at each event. Evidence - sign in sheets. Achievable: Create a Master Bilingual/English calendar Provide parents a Hard and electronic distribution of the Master Calendar Provide Professional Development for parents. Give parents the opportunity to further their education Through GED and English, Spanish, Chinese classes.</p> <p>Staff Responsible for Monitoring: Administration, teachers, staff and faculty</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Demographics 1, 4 - Student Learning 3, 4, 6 - School Processes & Programs 2, 3, 4 - Perceptions 2, 3, 4</p> <p>Funding Sources: Professional Development for parents and resources - 211 - Title 1-A - \$10,000</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>			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Communication between administration and parents is positive, continuous work, lack of communication between parents and teachers is work in progress. Root Cause: Our K3 use class dojo which has been helpful to keep communication, 4-8th grade teachers use Skyward to communicate but a lack of one on one phone calls with parents due to time restraints, lack of sending emails from Skyward since information is not updated. Upper grades have a higher number of scholars, during Covid upper grades implemented class dojo to assist with frequent communication.</p>

Demographics

Problem Statement 4: Attendance percentage has not reached 97% overall. Covid led to an increase in absences for students and teachers. **Root Cause:** Lack of parent involvement, information on Skyward is not accurate or updated by parents. Covid cause fear in our families, preferred for their child to be at home regardless of child's success.

Student Learning

Problem Statement 3: Lack of knowledge in our Dual Language/trilingual program from our parents, students and faculty. **Root Cause:** High percentage of first and second year teachers not aware of effective implementation of DLI model. Parents also lack the understanding of how the model looks during the delivery of the lesson. School will need to work on inviting parents to inform them on the model and help them understand that it takes time for students to mastery the content and language.

Problem Statement 4: Eagle Academy causes confusion with families and students. **Root Cause:** Eagle Academy is an after school program designed to assist our students when they fail to master content, homework, assignments or tests. Parents are not aware that Eagle Academy is mandatory and the purpose behind it. Parents also do not understand the process and teachers fail to update the current information on a daily basis. Campus is improving Eagle Academy process for this upcoming school

Problem Statement 6: Attendance percentage has not reached 97% overall. Covid led to an increase in absences for students and teachers. **Root Cause:** Lack of parent involvement, information on Skyward is not accurate or updated by parents. Covid cause fear in our families, preferred for their child to be at home regardless of child's success.

School Processes & Programs

Problem Statement 2: Communication between administration and parents is positive, continous work, lack of communication between parents and teachers is work in progress. **Root Cause:** Our K3 use class dojo which has been helpful to keep communication, 4-8th grade teachers use Skyward to communicate but a lack of one on one phone calls with parents due to time restraints, lack of sending emails from Skyward since information is not updated. Upper grades have a higher number of scholars, during Covid upper grades implemented class dojo to assist with frequent communication.

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Perceptions

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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: By the end of the 21-22 school year, all students, but in particular our students of Special Populations (to include SPED, Bilingual, CTE and ESL students) will increase their performance at the Approaches Performance Level on State Assessments by at least 25%.

Evaluation Data Sources: STAAR and EOC Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Expectations PLC - Data days, enrichment, tutorials, small group instruction, Eagle Academy, professional development, 2) Early intervention with an hourly lecture during the day, enrichment/remediation, Physical Fitness and Saturday tutorials. 3) Math interventionist to help close the gap within our special populations and also increase our "Meets" percentage.</p> <p>Strategy's Expected Result/Impact: All our special populations and ELLs scholars will be served in the classroom and teachers will be knowledgeable of all accommodations. Parents are informed of their child's plan and progress. Ongoing collaboration of our scholars progress and growth. Increase student achievement in our local and state assessments.</p> <p>Staff Responsible for Monitoring: Special Education Teachers and Lead, Administration, Counselors, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Training, math interventionist, parent trainings, literacy books, student books - 211 - Title 1-A - \$50,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: In order to increase student performance we will utilize technology to reach all levels of our students. Some software that will be purchased is Brainpop, Measuring UP, Study Island, MAP, Imagine Math, Flocabulary, Nearpod. Study Island and Imagine Math provided for our students to increase levels in MAP and STAAR. All in Learning will be purchased in order to increase data analysis at our campus.</p> <p>Map will be provided to use to track student growth and differentiate students needs in reading and math. Measuring Up will be provided to increase student achievement. Other consumables for reading materials and math manipulatives, and dictionaries will be bought. Provide leveled readers in our classroom in Chinese, Spanish and English in order to increase student progress in comprehension and reading levels.</p> <p>Strategy's Expected Result/Impact: Analyze the data provided by usage of technology in order to meet student needs, help guide classroom instruction and intervention. Due to the increase of technology there will be an increase in student achievement.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, GLAs, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1, 2</p> <p>Funding Sources: Measuring Up, Study Island, MAP, Imagine Math, level readers - 211 - Title 1-A - \$60,000</p>	Formative			Summative
	Nov	Jan	May	June

No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Communication between administration and parents is positive, continuous work, lack of communication between parents and teachers is work in progress. Root Cause: Our K3 use class dojo which has been helpful to keep communication, 4-8th grade teachers use Skyward to communicate but a lack of one on one phone calls with parents due to time restraints, lack of sending emails from Skyward since information is not updated. Upper grades have a higher number of scholars, during Covid upper grades implemented class dojo to assist with frequent communication.</p> <p>Problem Statement 2: ELL and at risk students struggle academically and often score low on our state and district assessment. Root Cause: Last year we focused on Seidlitz strategies that equipped our teachers with effective ESL strategies that were implemented in the classroom. Trainings were provided at the BOY and MOY. We need to follow up with implementation and provide feedback to our teachers in order to continue growing in the delivery of the instruction.</p>

Demographics

Problem Statement 3: The number of new teachers versus experience has decreased through out the years but it continues to be disportion, results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs. ILTexas in Houston has become more known and it is helping us

Student Learning

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School Processes & Programs

Problem Statement 1: The number of new teachers versus experience has decreased through out the years but it continues to be disportion, results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs. ILTexas in Houston has become more known and it is helping us

Problem Statement 2: Communication between administration and parents is positive, continous work, lack of communication between parents and teachers is work in progress. **Root Cause:** Our K3 use class dojo which has been helpful to keep communication, 4-8th grade teachers use Skyward to communicate but a lack of one on one phone calls with parents due to time restraints, lack of sending emails from Skyward since information is not updated. Upper grades have a higher number of scholars, during Covid upper grades implemented class dojo to assist with frequent communication.

Perceptions





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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: Research has proven that by increasing parental involvement and engagement, we also see an increase in student achievement. Thus, we hope to make some staffing decisions that will help us make significant gains in this area by increasing the number of parent programs and community activities at each campus from their previous year's number. The percentage of parent involvement will increase from 40% to 60 % by the end of 21.-22 school year.

Evaluation Data Sources: Parent and faculty survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy 1 Material for our parents to attend and ESL, Spanish and Chinese course. Coffee with the Principal, continue to provide PD on resources at our campus. Expand to technology and zoom sessions to provide availability to view at different times of the day. GT, SPED, 504 and SST, sessions needed to keep parents informed on how we support each special population</p> <p>Strategy's Expected Result/Impact: All our special populations and ELLs scholars will be served in the classroom and teachers will be knowledgeable of all accommodations. Parents are informed of their child's plan and progress. Ongoing collaboration of our scholars progress and growth. Increase student achievement in our local and state assessments.</p> <p>Staff Responsible for Monitoring: Administration, teachers, staff and faculty</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Demographics 1, 4 - Student Learning 4, 6 - School Processes & Programs 2, 4 - Perceptions 2, 4</p> <p>Funding Sources: Professional Development for parents and resources - 211 - Title 1-A - \$10,000</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>			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Communication between administration and parents is positive, continuous work, lack of communication between parents and teachers is work in progress. Root Cause: Our K3 use class dojo which has been helpful to keep communication, 4-8th grade teachers use Skyward to communicate but a lack of one on one phone calls with parents due to time restraints, lack of sending emails from Skyward since information is not updated. Upper grades have a higher number of scholars, during Covid upper grades implemented class dojo to assist with frequent communication.</p> <p>Problem Statement 4: Attendance percentage has not reached 97% overall. Covid led to an increase in absences for students and teachers. Root Cause: Lack of parent involvement, information on Skyward is not accurate or updated by parents. Covid cause fear in our families, preferred for their child to be at home regardless of child's success.</p>

Student Learning

Problem Statement 4: Eagle Academy causes confusion with families and students. **Root Cause:** Eagle Academy is an after school program designed to assist our students when they fail to master content, homework, assignments or tests. Parents are not aware that Eagle Academy is mandatory and the purpose behind it. Parents also do not understand the process and teachers fail to update the current information on a daily basis. Campus is improving Eagle Academy process for this upcoming school

Problem Statement 6: Attendance percentage has not reached 97% overall. Covid led to an increase in absences for students and teachers. **Root Cause:** Lack of parent involvement, information on Skyward is not accurate or updated by parents. Covid cause fear in our families, preferred for their child to be at home regardless of child's success.

School Processes & Programs

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Perceptions





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

Performance Objective 1: By the end of 21-22 school year, students will demonstrate an increase of a minimum sub-level, based on the ACTFL proficiency levels. Overall 50% of our students will increase by one sub-level.

Evaluation Data Sources: ACTFL and AAPL

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Monthly writing samples to create student portfolio. Weekly language objectives, daily and practical use of foreign language, model and support sentence starters to initiate solid and comprehensive response. Materials and resources to improve our Spanish and Chinese program.</p> <p>2) Teacher data binders, to use in tracking students, dictionaries. Will increase parent involvement in our Spanish and Chinese classrooms so they are able to be informed of the daily instructional practices.</p> <p>3) Material for our parents to attend and ESL, Spanish, and Chinese course.</p> <p>4) Provide Vida consultant to help prepare our teachers in implementing our Spanish - Dual Language Program</p> <p>5) Provide mentorship to our Chinese teachers, instructional rounds and planning sessions.</p> <p>Strategy's Expected Result/Impact: A higher percentage of students showing mastery on the APPL assessment for 3rd, 5th and 8th. Every six weeks students and parents will receive feedback on the learning. Teachers will track the languages. Implementation 50/50% will be followed with fidelity to increase our students acquired languages. Teachers will be prepared to differentiate within the levels to increase vocabulary and comprehension in both languages</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, District Coaches, and Chinese and Spanish Teachers</p> <p>Title I Schoolwide Elements: 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 3 - Perceptions 1, 3</p> <p>Funding Sources: Chinese and Spanish resources, Vida, instructional materials for teachers, dictionaries - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: ELL and at risk students struggle academically and often score low on our state and district assessment. **Root Cause:** Last year we focused on Seidlitz strategies that equipped our teachers with effective ESL strategies that were implemented in the classroom. Trainings were provided at the BOY and MOY. We need to follow up with implementation and provide feedback to our teachers in order to continue growing in the delivery of the instruction.

Problem Statement 3: The number of new teachers versus experience has decreased through out the years but it continues to be disportion, results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs. ILTexas in Houston has become more known and it is helping us

Student Learning

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Problem Statement 3: Lack of knowledge in our Dual Language/trilingual program from our parents, students and faculty. **Root Cause:** High percentage of first and second year teachers not aware of effective implementation of DLI model. Parents also lack the understanding of how the model looks during the delivery of the lesson. School will need to work on inviting parents to inform them on the model and help them understand that it takes time for students to mastery the content and language.

School Processes & Programs

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Perceptions

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

Performance Objective 2: All Instructional coaches will monitor fidelity of the DLI model by June 2022.

Evaluation Data Sources: ACTFL

Strategy 1 Details	Reviews			
<p>Strategy 1: 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: ACTFL increase</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2 - Student Learning 2</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

Performance Objective 1: There is a need to develop a stronger teacher recruitment process, with the assistance of the district, in order to compete and retain quality teachers. Develop by 50% our mentor program for first year teachers and peer to peer mentorships for leadership development by June 2022.

Evaluation Data Sources: Increased retention rate and staff feedback on survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Specific: Attend District Trainings Attend on-going PD provided from staff and recommended PD from best practices. Provide subs in order to implement lesson planning day and professional development. Develop a collaborative plan for instruction and assessment. Provide opportunity for shadowing master teacher and increase instructional rounds with Wheatstone. Observe implementation of instruction. Provide time for meetings to analyze data collaboratively. Observe and give feedback on the informed teams action plan. Keep building on our culture, grade level and campus.</p> <p>Strategy's Expected Result/Impact: Increased collaboration with staff, teachers, faculty and students. Consistent implementation of highly effective instruction in the classrooms. Shared best practices across our campus. The percentage of student achievement in the meets category will increase on STAAR. An increase in our ISTATON and MAP scores.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, GLAs, Teachers, Counselors Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 1, 3 - School Processes & Programs 1, 3 - Perceptions 1, 3 Funding Sources: Professional development, books on coaching and best practices, Wheatstone - 211 - Title 1-A - \$50,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Bring in subject matter experts in Reading, Math and DLI to support staff to strengthen their ability to support our ESL, DLI and high risk students. Contract educational experts will help focus on developing our teachers in the curriculum and best practices.</p> <p>Houston At+ Challenge - proven results on Math strategies and coaching. Golding Touch coach and guide our year one to three teachers on the new ELA TEKS and best comprehension strategies. Coaching ideas to focus on Lesson Planning, Instructional Coaching, Curriculum backward design, Guided Reading, Math small group instruction to name a few topics. Send campus to the Cosecha to strengthen the ability to support our DLI program to increase student achievement</p> <p>Strategy's Expected Result/Impact: Increased knowledge of explicit instruction through modeling and PD. An increase in lesson planning in providing multiple for students to practice and respond to skills and concepts. Better knowledge of curriculum and TEKS to help increase student performance. Student achievement will increase as teachers confidence and knowledge increases in effective delivery of lessons. Increase student achievement for all our special populations and demographic.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, GLAs, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 5 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Golding Touch, A+ Challenge, Cosecha, VIDA - 211 - Title 1-A - \$50,000</p>	Formative			Summative
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 No Progress
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  Discontinue

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Problem Statement 5: Concern on the effectiveness of our Chinese adn Spanish language implementation. Families are concern on the level and rigor are not up to par for our students. They want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents not aware of the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor and student participation.

School Processes & Programs

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Goal 5: To improve the culture and climate of our campuses by the end of the 2021-2022 school year.

Performance Objective 1: The culture and climate of our campuses will improve with the help of subject matter experts and specialized programs/resources aimed at improving the social emotional health of our students with a focus on safety and security from 50% to 75% by the end of the 2021-2022 school year.

Strategy 1 Details	Reviews			
Strategy 1: Bring in subject matter experts (such as but not limited to AIM for Success) and purchase resources (such as but not limited to purchasing kits for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students).	Formative			Summative
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<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>				

Campus Funding Summary

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Training provided by VIDA, Read 180, parent trainings, literacy books, student books, Golding Touch 211 - Title 1-A \$50,000		\$50,000.00
1	1	2	Chromebooks, Measuring Up, Imagine Math, Study Island, MAP , level readers		\$50,000.00
1	2	1	Professional Development for parents and resources		\$10,000.00
2	1	1	Training, math interventionist, parent trainings, literacy books, student books		\$50,000.00
2	1	2	Measuring Up, Study Island, MAP , Imagine Math, level readers		\$60,000.00
2	2	1	Professional Development for parents and resources		\$10,000.00
3	1	1	Chinese and Spanish resources, Vida, instructional materials for teachers, dictionaries		\$10,000.00
4	1	1	Professional development, books on coaching and best practices, Wheatstone		\$50,000.00
4	1	2	Golding Touch, A+ Challenge, Cosecha, VIDA		\$50,000.00
Sub-Total					\$340,000.00
Grand Total					\$340,000.00

Addendums