

International Leadership of Texas
Grand Prairie Elementary
2022-2023 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.

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Vision

Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess trilingual competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community by putting others before self.

Our Educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are supportive community of lifelong learners.

Our Families and Community are actively engaged partners that are integral to the success of our students and school.

Core Beliefs

We believe in Honor to be the best you can be, Courage to take risks, and Commitment to never give up!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

School Population (2021 - 2022)

Student Total	947	100%
Kindergarten	159	16.79%
1st Grade	158	16.68%
2nd Grade	161	17.00%
3rd Grade	155	16.37%
4th Grade	159	16.79%
5th Grade	155	16.37%

Student Demographics

Gender

Female	496	52.38%
Male	451	47.62%

Ethnicity

Hispanic-Latino	512	54.07%
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Race

American Indian - Alaskan Native	3	0.32%
Asian	46	4.86%

Black - African American	304	32.10%
Native Hawaiian - Pacific Islander	1	0.11%
White	35	3.70%
Two-or-More	46	4.86%

Student by Program

Free Lunch Participation	4	0.42%
Reduced Lunch Participation	3	0.32%
Other Economically Disadvantaged	665	70.22%
Gifted and Talented	20	2.11%
Special Education (SPED)	38	4.01%
Title I Participation	947	100.00%

Homeless Statuses

Homeless Status Total	2	0.21%
Doubled Up	2	0.21%

Other Student Information

Economically Disadvantaged	672	70.96%
Limited English Proficient (LEP)	363	38.21%
Military Connected	29	3.05%
Foster Care	1	0.11%
Section 504	42	4.42%
Intervention Indicator	113	11.89%

We use a number of sources to find high caliber staff such as our campus website, the Teacher Job Network (TJN), college career fairs, and Region 10 and 11 job fairs. The

majority of core and LOTE teachers are at a highly qualified status in accordance with ESSA. Our interview process clearly outlines the mission, philosophy, and expectations for our school. We have recruited teachers from Spain and China to teach our trilingual model. ILT will continue to work with region 10 & 11 and the district to actively find qualified teacher candidates to fill positions within the school. Teachers have the 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.

Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. This year we have the recruitment of teachers from Spain and China. This year we have also increased the number of teachers that meet certified status. There have also been salary increases for teachers, making our salary a little more competitive with local ISDs.

Demographics Strengths

- Diverse population
- Increase in students enrolled compared to last year.
- Teachers are enrolling into the district Alternative Certification Program
- GPK8 has a very diverse teacher and staff environment

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): High percentage of economically disadvantaged students **Root Cause:** Parents of economically disadvantaged students seek out charter schools more often than others

Problem Statement 2 (Prioritized): Lack of Fully Certified teachers. **Root Cause:** Difficult recruiting & retaining certified teachers.

Problem Statement 3 (Prioritized): Efficient progress monitoring of students' data on computer programs **Root Cause:** PD needed on how to use and monitor students on such programs

Problem Statement 4 (Prioritized): Low number of certified teachers in K-5 **Root Cause:** Teachers could not pass TOEFL and Certification Exams

Student Learning

Student Learning Summary

May 2022 STAAR Reading, Grade 3

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ILTexas Grand Prairie Elem	135	19	1384	56.73%	61.48%	28.89%	13.33%	05/01/22
Economic Disadvantage	95	18	1366	54.01%	57.89%	21.05%	9.47%	05/01/22
Asian	9	20	1395	59.11%	66.67%	33.33%	22.22%	05/01/22
Black/African American	44	20	1386	57.45%	56.82%	36.36%	15.91%	05/01/22
Hispanic	71	19	1371	54.42%	59.15%	23.94%	11.27%	05/01/22
Two or More Races	5	20	1393	60.20%	80%	20%	0%	05/01/22
White	6	25	1488	72.17%	100%	33.33%	16.67%	05/01/22
Currently Emergent Bilingual	50	19	1375	54.54%	54%	26%	16%	05/01/22
Second Year of Monitoring	2	27	1521	78%	100%	50%	50%	05/01/22
Special Ed Indicator	12	15	1304	43.33%	41.67%	8.33%	0%	05/01/22

May 2022 STAAR Mathematics, Grade 3

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ILTexas Grand Prairie Elem	135	15	1347	47.99%	44.44%	16.30%	4.44%	05/01/22
Economic Disadvantage	95	15	1333	45.83%	40%	13.68%	4.21%	05/01/22
Asian	9	20	1442	61.56%	77.78%	22.22%	11.11%	05/01/22
Black/African American	44	16	1354	49.20%	43.18%	20.45%	4.55%	05/01/22
Hispanic	71	14	1323	44.27%	38.03%	11.27%	1.41%	05/01/22
Two or More Races	5	16	1370	50.60%	40%	20%	20%	05/01/22
White	6	19	1421	60.50%	83.33%	33.33%	16.67%	05/01/22
Currently Emergent Bilingual	50	14	1321	43.98%	38%	14%	2%	05/01/22
Second Year of Monitoring	2	22	1469	68.50%	100%	50%	0%	05/01/22
Special Ed Indicator	12	12	1274	36%	16.67%	0%	0%	05/01/22

May 2022 STAAR Mathematics, Grade 4

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ILTexas Grand Prairie Elem	128	17	1470	49.72%	49.22%	23.44%	7.81%	05/01/22
Economic Disadvantage	91	16	1459	47.67%	43.96%	20.88%	7.69%	05/01/22
American Indian/Alaskan Native	1	14	1422	41%	0%	0%	0%	05/01/22
Asian	2	20	1514	59%	100%	0%	0%	05/01/22
Black/African American	45	18	1498	54.04%	57.78%	31.11%	15.56%	05/01/22

May 2022 STAAR Reading, Grade 3

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Hispanic	71	16	1454	47.27%	43.66%	21.13%	2.82%	05/01/22
Two or More Races	6	14	1411	39.67%	33.33%	0%	0%	05/01/22
White	3	20	1541	59.67%	66.67%	33.33%	33.33%	05/01/22
Currently Emergent Bilingual	51	16	1452	46.92%	47.06%	19.61%	3.92%	05/01/22
First Year of Monitoring	2	24	1588	70.50%	100%	50%	0%	05/01/22
Special Ed Indicator	5	10	1359	30.60%	20%	0%	0%	05/01/22

May 2022 STAAR Reading, Grade 4

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ILTexas Grand Prairie Elem	129	23	1501	64.34%	66.67%	43.41%	20.93%	05/01/22
Economic Disadvantage	92	22	1483	61.60%	60.87%	36.96%	16.30%	05/01/22
American Indian/Alaskan Native	1	28	1569	78%	100%	100%	0%	05/01/22
Asian	2	29	1580	79.50%	100%	100%	0%	05/01/22
Black/African American	45	25	1533	68.80%	73.33%	53.33%	31.11%	05/01/22
Hispanic	72	22	1479	61.03%	61.11%	34.72%	16.67%	05/01/22
Two or More Races	6	20	1447	55.67%	50%	33.33%	0%	05/01/22
White	3	29	1590	79.67%	100%	66.67%	33.33%	05/01/22
Currently Emergent Bilingual	52	22	1472	60.04%	61.54%	30.77%	13.46%	05/01/22
First Year of Monitoring	2	30	1620	83.50%	100%	100%	50%	05/01/22
Special Ed Indicator	5	12	1317	33.20%	0%	0%	0%	05/01/22
Special Ed Indicator	6	13	1328	35.83%	0%	0%	0%	05/01/22

May 2022 STAAR Mathematics, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ILTexas Grand Prairie MS	133	19	1545	53.38%	57.14%	27.82%	10.53%	05/01/22
Economic Disadvantage	93	18	1530	50.71%	52.69%	21.51%	8.60%	05/01/22
Asian	4	26	1644	72.25%	100%	50%	25%	05/01/22
Black/African American	36	19	1534	51.64%	55.56%	19.44%	8.33%	05/01/22
Hispanic	82	19	1549	53.78%	58.54%	31.71%	10.98%	05/01/22
Native Hawaiian/Pacific Islander	1	13	1446	36%	0%	0%	0%	05/01/22
Two or More Races	6	15	1470	40.83%	16.67%	0%	0%	05/01/22
White	4	24	1615	65.25%	75%	50%	25%	05/01/22

May 2022 STAAR Reading, Grade 3

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Currently Emergent Bilingual	64	19	1549	53.86%	62.50%	26.56%	12.50%	05/01/22
First Year of Monitoring	1	36	2095	100%	100%	100%	100%	05/01/22
Special Ed Indicator	9	13	1444	36.78%	11.11%	11.11%	0%	05/01/22

May 2022 STAAR Reading, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ILTexas Grand Prairie MS	133	23	1517	61.65%	61.65%	36.09%	18.80%	05/01/22
Economic Disadvantage	93	22	1491	57.46%	52.69%	29.03%	16.13%	05/01/22
Asian	4	28	1572	73%	100%	50%	25%	05/01/22
Black/African American	36	24	1519	62.03%	61.11%	33.33%	13.89%	05/01/22
Hispanic	82	23	1516	61.63%	62.20%	36.59%	20.73%	05/01/22
Native Hawaiian/Pacific Islander	1	21	1470	55%	100%	0%	0%	05/01/22
Two or More Races	6	16	1390	40.67%	16.67%	16.67%	0%	05/01/22
White	4	31	1666	80.25%	75%	75%	50%	05/01/22
Currently Emergent Bilingual	64	23	1507	60.17%	57.81%	32.81%	17.19%	05/01/22
First Year of Monitoring	1	34	1705	89%	100%	100%	100%	05/01/22
Special Ed Indicator	9	13	1352	33.56%	0%	0%	0%	05/01/22

May 2022 STAAR Science, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ILTexas Grand Prairie MS	133	19	3518	53.70%	40.60%	22.56%	8.27%	05/01/22
Economic Disadvantage	93	18	3431	49.90%	33.33%	15.05%	7.53%	05/01/22
Asian	4	27	4001	73.50%	75%	50%	25%	05/01/22
Black/African American	36	19	3504	53.36%	38.89%	19.44%	5.56%	05/01/22
Hispanic	82	19	3512	53.34%	40.24%	23.17%	8.54%	05/01/22
Native Hawaiian/Pacific Islander	1	15	3251	42%	0%	0%	0%	05/01/22
Two or More Races	6	13	3123	36%	16.67%	0%	0%	05/01/22
White	4	27	3954	73.75%	75%	50%	25%	05/01/22
Currently Emergent Bilingual	64	19	3503	52.83%	37.50%	18.75%	6.25%	05/01/22
First Year of Monitoring	1	34	4722	94%	100%	100%	100%	05/01/22
Special Ed Indicator	9	12	3076	33.78%	0%	0%	0%	05/01/22

Student Learning Strengths

Scores were accurately reflected from previous assessments throughout the year (ECA, MAP, etc.)

We have accurate data on most students to begin targeted instruction to close gaps.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): High percentage of economically disadvantaged students **Root Cause:** Parents of economically disadvantaged students seek out charter schools more often than others

Problem Statement 2 (Prioritized): Lack of Fully Certified teachers. **Root Cause:** Difficult recruiting & retaining certified teachers.

Problem Statement 3 (Prioritized): Efficient progress monitoring of students' data on computer programs **Root Cause:** PD needed on how to use and monitor students on such programs

Problem Statement 4 (Prioritized): Low number of certified teachers in K-5 **Root Cause:** Teachers could not pass TOEFL and Certification Exams

Problem Statement 5 (Prioritized): Some stakeholders stated the front office personnel lack a positive and approachable attitude. **Root Cause:** Lack of training and support on how the climate of the school is impacted by how we treat our customers

School Processes & Programs

School Processes & Programs Summary

We use a number of sources to find high caliber staff such as our campus website, the Teacher Job Network (TJN), university career fairs, and Region 10 and 11 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 and China to teach our trilingual model. ILT will continue to work with Region 10 & 11 and the district to actively find qualified teacher candidates to fill positions within the school. Teachers have the 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.

Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. This year we have the recruitment of teachers from Spain and China. This year we have also increased the number of teachers that meet highly qualified status. There have also been significant salary increases for teachers, making our salary a little more competitive with local ISDs.

We will have a professional learning community and an atmosphere of collegiality. 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.

Our parents work in a partnership with teachers by engaging in open communication through a weekly newsletter, emails, and phone calls. Our PTO assists with events that will better connect parents to the school community.

The student council, the voice of the students, will engage in monthly meetings with the principal for an open discussion about the school. These conversations allow the students to highlight the positive as well as identify areas of improvement within the school.

A focus on modeling, monitoring and enforcing the 3 Bs.

Campus leadership 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. Teachers will follow the TEKS RS Scope and Sequence and curriculum for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. Teachers will meet with instructional coaches weekly to review the lesson plans for the following week. The focus will be on alignment and rigor.

3rd-grade students will take STAAR Reading and Mathematics tests, 4th graders will take STAAR Reading, Writing and Mathematics tests and 5th graders will take STAAR Reading, Mathematics and Science. Students will MAP in grades 2nd-5th. All students K-5th will take district progress measurement assessments. Critical thinking and problem-solving skills will be emphasized in all core subject areas. Students in 2nd-8th Grade will take math BOY and MOY assessment. Students in grades 3rd-8th Grade will take reading BOY and MOY. All students will complete the monthly IStation assessment.

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 provide the necessary support to students to bring about student success. ILTexas GP will provide student support services as outlined in IEPs, and 504 accommodations for qualifying students.

Organize and foster a positive, safe environment that is conducive to meeting the needs of all students, staff and parents.

All teachers have been trained on how to best use current technology students have to best support their learning.

All staff members have been provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, all students in grades k through 5 are provided their own Chromebooks.

School Processes & Programs Strengths

We will have a learning community and an atmosphere of collegiality. 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.

Our parents work in a partnership with teachers by engaging in open communication through a weekly newsletter, emails, and phone calls. Our PTO has been formed and assists with events that will better connect parents to the school community.

Teachers utilize technology daily in their instruction.

Students in grade K-5 have access to chrome books for class/home assignments.

Students can utilize technology for homework assignments and projects

Utilize media specialist to coach teachers in the effective use of technology as an instructional tool.

We are guided by the TEKS and follow TEKS RS. Teachers are required to use these resources to guide their planning, instruction and assessment. Teachers plan with their grade level teams. Teachers have dedicated Data analysis days every 6 weeks to review student levels and instructional needs. They also have extended time daily to meet with grade level team or partner teachers.

- 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 RS Training,
- Teachers have access to several on-line programs: Study Island, Reading A-Z, All-in-Learning, Measuring Up, etc.
- Teachers utilize Eduphoria
- Teachers have the support of the District Content Coordinators
- Campus instructional Coaches
- Additional instructional assistants

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of Fully Certified teachers. **Root Cause:** Difficult recruiting & retaining certified teachers.

Problem Statement 2 (Prioritized): Low participation in PTO/ performance nights. **Root Cause:** Parents/ families work

Problem Statement 3 (Prioritized): Low number of certified teachers in K-5 **Root Cause:** Teachers could not pass TOEFL and Certification Exams

Problem Statement 4 (Prioritized): High percentage of economically disadvantaged students **Root Cause:** Parents of economically disadvantaged students seek out charter schools more often than others

Problem Statement 5 (Prioritized): Efficient progress monitoring of students' data on computer programs **Root Cause:** PD needed on how to use and monitor students on such programs

Problem Statement 6 (Prioritized): Some stakeholders stated the front office personnel lack a positive and approachable attitude. **Root Cause:** Lack of training and support on how

the climate of the school is impacted by how we treat our customers

Perceptions

Perceptions Summary

We will have a learning community and an atmosphere of collegiality. 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.

Our parents work in a partnership with teachers by engaging in open communication through a weekly newsletter, emails, and phone calls. Our PTO has been formed and assists with events that will better connect parents to the school community.

The student council, the voice of the students, will engage in monthly meetings with the principal for an open discussion about the school. These conversations allow the students to highlight the positive as well as identify areas of improvement within the school.

According to our campus survey, the majority of responders feel supported by their campus teams, administrators and coaches.

According to the parent survey, a majority of the parents feel as though their child(ren) are receiving a quality education.

Perceptions Strengths

Majority of responders on surveys convey a feeling of support and quality education is being provided for all stakeholders.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Some stakeholders stated the front office personnel lack a positive and approachable attitude. **Root Cause:** Lack of training and support on how the climate of the school is impacted by how we treat our customers

Problem Statement 2 (Prioritized): High percentage of economically disadvantaged students **Root Cause:** Parents of economically disadvantaged students seek out charter schools more often than others

Problem Statement 3 (Prioritized): Lack of Fully Certified teachers. **Root Cause:** Difficult recruiting & retaining certified teachers.

Problem Statement 4 (Prioritized): Efficient progress monitoring of students' data on computer programs **Root Cause:** PD needed on how to use and monitor students on such programs

Problem Statement 5 (Prioritized): Low participation in PTO/ performance nights. **Root Cause:** Parents/ families work

Priority Problem Statements

Problem Statement 1: High percentage of economically disadvantaged students

Root Cause 1: Parents of economically disadvantaged students seek out charter schools more often than others

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

Problem Statement 3: Lack of Fully Certified teachers.

Root Cause 3: Difficult recruiting & retaining certified teachers.

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

Problem Statement 5: Some stakeholders stated the front office personnel lack a positive and approachable attitude.

Root Cause 5: Lack of training and support on how the climate of the school is impacted by how we treat our customers

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

Problem Statement 8: Low participation in PTO/ performance nights.

Root Cause 8: Parents/ families work

Problem Statement 8 Areas: School Processes & Programs - Perceptions

Problem Statement 4: Efficient progress monitoring of students' data on computer programs

Root Cause 4: PD needed on how to use and monitor students on such programs

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

Problem Statement 2: Low number of certified teachers in K-5

Root Cause 2: Teachers could not pass TOEFL and Certification Exams

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Effective Schools Framework data

Student Data: Assessments

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Discipline records

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: June 15, 2022

Goal 1: By the end of the 22-23 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.





Performance Objective 1: Increase the number of students attaining Mastery Learning for content specific tutoring to at least 80% of students assigned by June 2023

Evaluation Data Sources: Review daily attendance for Eagle Academy

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	May	June
<p>Strategy 1: Provide small group tutoring before school, after school, and on Saturdays. Provide opportunity for teachers to plan for small group tutoring before school, after school, and on Saturdays.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement on all measures of performance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, teachers, and instructional coaches.</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 4 - Perceptions 2, 3</p> <p>Funding Sources: - 211 - Title 1-A</p>				

Strategy 2 Details		Reviews			
Strategy 2: ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Reading assessment. Staff Responsible for Monitoring: IC,Dean,AP,Principal Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 4 - Perceptions 2, 3		Formative			Summative
		Nov	Jan	May	June
Strategy 3 Details		Reviews			
Strategy 3: ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students. Staff Responsible for Monitoring: IC,Dean,AP,Principal Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 2, 3 - Student Learning 2, 3 - School Processes & Programs 1, 5 - Perceptions 3, 4		Formative			Summative
		Nov	Jan	May	June
Strategy 4 Details		Reviews			
Strategy 4: ILTexas will purchase supplemental resources for Emergent Bilingual students such as instructional materials (bilingual dictionaries, leveled readers) and online platforms to increase access to language acquisition and differentiation. Staff Responsible for Monitoring: Teacher,IC,Dean,AP Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 4 - Perceptions 2		Formative			Summative
		Nov	Jan	May	June

Strategy 5 Details		Reviews			
Strategy 5: ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days. Staff Responsible for Monitoring: Teacher,IC,Dean Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 5 - Perceptions 4		Formative			Summative
		Nov	Jan	May	June
Strategy 6 Details		Reviews			
Strategy 6: ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments. Staff Responsible for Monitoring: Teacher,IC,Dean Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 3 - Student Learning 1, 3 - School Processes & Programs 4, 5 - Perceptions 2, 4		Formative			Summative
		Nov	Jan	May	June
Strategy 7 Details		Reviews			
Strategy 7: ILTexas will provide enrichment summer school to Emergent Bilingual students to develop and strengthen their knowledge base as well as their English language proficiency in all four domains. Staff Responsible for Monitoring: Teacher,IC,Dean Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 4 - Perceptions 2		Formative			Summative
		Nov	Jan	May	June

Strategy 8 Details		Reviews			
Strategy 8: ILTexas will provide parents of Emergent Bilingual students learning opportunities to support their children at home, understand the importance of state assessments, and receive college and career information. Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide online access to CNA/CIP. Staff Responsible for Monitoring: IC,Dean Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 - Perceptions 5		Formative			Summative
		Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: High percentage of economically disadvantaged students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others Problem Statement 2: Lack of Fully Certified teachers. Root Cause: Difficult recruiting & retaining certified teachers. Problem Statement 3: Efficient progress monitoring of students' data on computer programs Root Cause: PD needed on how to use and monitor students on such programs
Student Learning
Problem Statement 1: High percentage of economically disadvantaged students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others Problem Statement 2: Lack of Fully Certified teachers. Root Cause: Difficult recruiting & retaining certified teachers. Problem Statement 3: Efficient progress monitoring of students' data on computer programs Root Cause: PD needed on how to use and monitor students on such programs
School Processes & Programs
Problem Statement 1: Lack of Fully Certified teachers. Root Cause: Difficult recruiting & retaining certified teachers. Problem Statement 2: Low participation in PTO/ performance nights. Root Cause: Parents/ families work Problem Statement 4: High percentage of economically disadvantaged students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others Problem Statement 5: Efficient progress monitoring of students' data on computer programs Root Cause: PD needed on how to use and monitor students on such programs

Perceptions

Problem Statement 2: High percentage of economically disadvantaged students **Root Cause:** Parents of economically disadvantaged students seek out charter schools more often than others

Problem Statement 3: Lack of Fully Certified teachers. **Root Cause:** Difficult recruiting & retaining certified teachers.

Problem Statement 4: Efficient progress monitoring of students' data on computer programs **Root Cause:** PD needed on how to use and monitor students on such programs

Problem Statement 5: Low participation in PTO/ performance nights. **Root Cause:** Parents/ families work





Goal 1: By the end of the 22-23 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 2: Improve performance on state, district, and campus testing by increasing student attendance to at least 97%, language acquisition, benchmark and district/campus assessment taken by 100% of students.

Evaluation Data Sources: State STAAR report
Attendance report
District and Campus Assessment Tools

Strategy 1 Details	Reviews			
Strategy 1: Provide instructional materials for teachers and students for use in Reading/LA, Social Studies, Math and Science to include technology, consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessments (including Computers, Computer monitors, computer equipment, Study Island, All in Learning, STAAR Master, Brain Pop, Measuring Up, Whetstone, MAP, etc.) Strategy's Expected Result/Impact: Increased student academic achievement Staff Responsible for Monitoring: Principal, Assistant Principal, Dean, Instructional Coach, Grade Level Administrator, and Teachers, and Instructional Aides. Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Student Achievement 3 - Student Learning 1 - School Processes & Programs 4 - Perceptions 2	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
Strategy 2: Provide online programs to include RAZ kids, Study Island, Brain Pop, MAP, Measuring Up, and other online resources to enhance instruction and increase student academic achievement. Strategy's Expected Result/Impact: Increased student academic achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, Dean, Instructional Coach, Grade Level Administrator, and Teachers, and Instructional Aides. Title I: 2.5 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 4 - Perceptions 2 Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
Strategy 3: Academic interventionist to help support teachers and students to improve academic progress. Strategy's Expected Result/Impact: Increase student on all performance measures in achievement in math and reading Staff Responsible for Monitoring: Principal, Assistant Principals Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 4 - Perceptions 2	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details		Reviews			
Strategy 4: Provide incentives for students that are showing growth in attendance & usage in academic online programs such as I-Station & Imagine Math. Strategy's Expected Result/Impact: Increase student on all performance measures in achievement in math and reading Staff Responsible for Monitoring: Administration, IC, GLA Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1, 4 - Student Learning 1, 4 - School Processes & Programs 3, 4 - Perceptions 2 Funding Sources: - 211 - Title 1-A		Formative			Summative
		Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					





Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: High percentage of economically disadvantaged students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others Problem Statement 4: Low number of certified teachers in K-5 Root Cause: Teachers could not pass TOEFL and Certification Exams
Student Learning
Problem Statement 1: High percentage of economically disadvantaged students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others Problem Statement 4: Low number of certified teachers in K-5 Root Cause: Teachers could not pass TOEFL and Certification Exams
School Processes & Programs
Problem Statement 3: Low number of certified teachers in K-5 Root Cause: Teachers could not pass TOEFL and Certification Exams Problem Statement 4: High percentage of economically disadvantaged students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others
Perceptions
Problem Statement 2: High percentage of economically disadvantaged students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others

Goal 1: By the end of the 22-23 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 3: Provide all students the opportunity to attend off campus field trips to enhance classroom instruction for the 2022-23 School Year

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
Strategy 1: Assistant Principals and Grade Level Administrators will identify field trips for all grade levels that are aligned to the classroom instruction and impact to student achievement Strategy's Expected Result/Impact: Increase in student achievement/ success as evidenced on formal and informal assessments. Provide off-campus hands-on learning opportunities for economically disadvantage students Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Grade Level administrators, Teachers Title I: 2.5 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 4 - Perceptions 2 Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:





Demographics
Problem Statement 1: High percentage of economically disadvantaged students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others
Student Learning
Problem Statement 1: High percentage of economically disadvantaged students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others
School Processes & Programs
Problem Statement 4: High percentage of economically disadvantaged students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others

Perceptions
Problem Statement 2: High percentage of economically disadvantaged students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others

Goal 1: By the end of the 22-23 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 4: 100% of the ILTexas Grand Prairie ES will receive opportunities for professional development growth, coaching, and feedback to help improve and implement best instructional strategies by June 2023

Evaluation Data Sources: Walkthroughs, agendas for PD days, increased student achievement, teacher feedback forms

Strategy 1 Details	Reviews			
Strategy 1: All faculty and staff members will be provided the opportunity to attend professional development that directly aligns to our mission Strategy's Expected Result/Impact: Increase in job satisfaction and performance for all faculty and staff Staff Responsible for Monitoring: Principal, Assistant Principals, Deans, Instructional Coach, Grade Level administrators Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 4 - Perceptions 2, 3	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:





Demographics
Problem Statement 1: High percentage of economically disadvantaged students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others
Problem Statement 2: Lack of Fully Certified teachers. Root Cause: Difficult recruiting & retaining certified teachers.
Student Learning
Problem Statement 1: High percentage of economically disadvantaged students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others
Problem Statement 2: Lack of Fully Certified teachers. Root Cause: Difficult recruiting & retaining certified teachers.
School Processes & Programs
Problem Statement 1: Lack of Fully Certified teachers. Root Cause: Difficult recruiting & retaining certified teachers.

School Processes & Programs
Problem Statement 4: High percentage of economically disadvantaged students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others
Perceptions
Problem Statement 2: High percentage of economically disadvantaged students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others
Problem Statement 3: Lack of Fully Certified teachers. Root Cause: Difficult recruiting & retaining certified teachers.

Goal 1: By the end of the 22-23 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 5: All students will participate in before, during, and after school tutoring and Saturday tutorials/intervention camps and enrichment (includes academic clubs and organizations with a focus on ELAR, Math, and Science) by the end of 2022-23 School Year. Provide opportunity for teachers to plan for small group tutoring before school, after school, and on Saturdays.

Evaluation Data Sources: Teacher creates assignments/assessments, district benchmarks, and STAAR test results

Strategy 1 Details	Reviews			
Strategy 1: Utilize the weekly failure reports to identify students that are not meeting mastery. Providing Before, After, and Saturday School to meet needs. Strategy's Expected Result/Impact: Increase the percentage of students meeting mastery in all content areas by 10% Staff Responsible for Monitoring: Principal, Assistant Principals, Dean, Instructional Coach, Grade Level Administrators, Teachers Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - Student Achievement 3 - Student Learning 1 - School Processes & Programs 4 - Perceptions 2 Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Problem Statements:





Demographics
Problem Statement 1: High percentage of economically disadvantaged students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others
Student Learning
Problem Statement 1: High percentage of economically disadvantaged students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others

School Processes & Programs	
Problem Statement 4: High percentage of economically disadvantaged students	Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others
Perceptions	
Problem Statement 2: High percentage of economically disadvantaged students	Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others

Goal 1: By the end of the 22-23 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 6: By the end of the 22-23 school year, students' learning readiness indicator as measured by Rhithm, will increase 10% 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.

Evaluation Data Sources: Rhithm Insight reports and assessments compared to 2021-2022 data.

Strategy 1 Details	Reviews			
Strategy 1: Bring in subject matter experts (such as but not limited to Youth Equipped to Succeed) and purchase resources (such as but not limit to SEL and mental health curriculum for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students) to improve students' readiness to learn. Strategy's Expected Result/Impact: Improve learning readiness measured by Rhithm. Staff Responsible for Monitoring: Principal, APs, Counselors Title I: 2.4, 2.5 Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 1 - Perceptions 3	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: Lack of Fully Certified teachers. Root Cause: Difficult recruiting & retaining certified teachers.
Student Learning
Problem Statement 2: Lack of Fully Certified teachers. Root Cause: Difficult recruiting & retaining certified teachers.
School Processes & Programs
Problem Statement 1: Lack of Fully Certified teachers. Root Cause: Difficult recruiting & retaining certified teachers.
Perceptions
Problem Statement 3: Lack of Fully Certified teachers. Root Cause: Difficult recruiting & retaining certified teachers.

Goal 2: By the end of the 22-23 school year, at least 75% of students graduate meeting language (students enrolled at ILTexas 7 years or more are at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

Performance Objective 1: Improve performance on campus AAPPL and ACTFL testing by increasing student performance at least one language level per academic year by June 2023

Evaluation Data Sources: Attendance report
District and Campus Assessment Tools

Strategy 1 Details	Reviews			
Strategy 1: Improve performance on district, and campus testing by increasing student attendance, language acquisition, benchmark and district/campus assessment. Strategy's Expected Result/Impact: Increase in the number of students that have growth performance on languages test Staff Responsible for Monitoring: Instructional Coach, GLAs, Lote and language teachers Title I: 2.4, 2.5 Problem Statements: Demographics 3 - Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 4, 5 - Perceptions 2, 3, 4 Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Bring in subject matter expert, Spanish or Bilingual Instructional coach and consultants to help ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, DLI and other programs that will increase student achievement, with particular attention to ELLs. Strategy's Expected Result/Impact: Increased teacher retention and overall effectiveness in the classroom. Staff Responsible for Monitoring: Administration, Instructional Coach, GLA, Counselor, Teachers Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 5 - Perceptions 4 Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: High percentage of economically disadvantaged students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others
Problem Statement 2: Lack of Fully Certified teachers. Root Cause: Difficult recruiting & retaining certified teachers.
Problem Statement 3: Efficient progress monitoring of students' data on computer programs Root Cause: PD needed on how to use and monitor students on such programs
Student Learning
Problem Statement 1: High percentage of economically disadvantaged students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others
Problem Statement 2: Lack of Fully Certified teachers. Root Cause: Difficult recruiting & retaining certified teachers.
Problem Statement 3: Efficient progress monitoring of students' data on computer programs Root Cause: PD needed on how to use and monitor students on such programs
School Processes & Programs
Problem Statement 1: Lack of Fully Certified teachers. Root Cause: Difficult recruiting & retaining certified teachers.
Problem Statement 4: High percentage of economically disadvantaged students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others
Problem Statement 5: Efficient progress monitoring of students' data on computer programs Root Cause: PD needed on how to use and monitor students on such programs
Perceptions
Problem Statement 2: High percentage of economically disadvantaged students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others
Problem Statement 3: Lack of Fully Certified teachers. Root Cause: Difficult recruiting & retaining certified teachers.
Problem Statement 4: Efficient progress monitoring of students' data on computer programs Root Cause: PD needed on how to use and monitor students on such programs

Goal 3: By the end of the 22-23 school year ILTexas will retain 75% of teachers, an increase from 74% achieved in the 2021-22 school year.

Performance Objective 1: Provide 100% of struggling teachers with a targeted success plan after the first 6 weeks.

Evaluation Data Sources: Monitor the Teacher Success Plan through walk-throughs; Provide feedback

Strategy 1 Details	Reviews			
Strategy 1: Instructional coach to support all teachers in planning and delivery of effective instruction. Strategy's Expected Result/Impact: Improved classroom instruction and increased student performance. Staff Responsible for Monitoring: Principal, AP, Dean Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 1 - Perceptions 3 Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Provide substitute teachers to instruct classes to allow for teachers to observe master teachers on campus as well as off campus locations Strategy's Expected Result/Impact: Increased teacher effectiveness and student achievement Staff Responsible for Monitoring: Principal, Assistant Principals, Dean, Instructional Coach, Grade Level administrators, Teachers Title I: 2.5 Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 4, 5 - Staff Quality, Recruitment, and Retention 2 - Perceptions 2, 3, 4 Funding Sources: - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 1: High percentage of economically disadvantaged students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others

Demographics
Problem Statement 2: Lack of Fully Certified teachers. Root Cause: Difficult recruiting & retaining certified teachers.
Problem Statement 3: Efficient progress monitoring of students' data on computer programs Root Cause: PD needed on how to use and monitor students on such programs
Student Learning
Problem Statement 1: High percentage of economically disadvantaged students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others
Problem Statement 2: Lack of Fully Certified teachers. Root Cause: Difficult recruiting & retaining certified teachers.
Problem Statement 3: Efficient progress monitoring of students' data on computer programs Root Cause: PD needed on how to use and monitor students on such programs
School Processes & Programs
Problem Statement 1: Lack of Fully Certified teachers. Root Cause: Difficult recruiting & retaining certified teachers.
Problem Statement 4: High percentage of economically disadvantaged students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others
Problem Statement 5: Efficient progress monitoring of students' data on computer programs Root Cause: PD needed on how to use and monitor students on such programs
Perceptions
Problem Statement 2: High percentage of economically disadvantaged students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others
Problem Statement 3: Lack of Fully Certified teachers. Root Cause: Difficult recruiting & retaining certified teachers.
Problem Statement 4: Efficient progress monitoring of students' data on computer programs Root Cause: PD needed on how to use and monitor students on such programs

Goal 3: By the end of the 22-23 school year ILTexas will retain 75% of teachers, an increase from 74% achieved in the 2021-22 school year.

Performance Objective 2: Provide 100% of New/Struggling teachers with a teacher mentor

Evaluation Data Sources: Weekly meetings to discuss areas of improvement and best practices

Strategy 1 Details	Reviews			
Strategy 1: Bring in subject matter expert, Spanish or Bilingual Instructional coach and consultants to help ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, DLI and other programs that will increase student achievement, with particular attention to ELLs. Strategy's Expected Result/Impact: Increased teacher retention and overall effectiveness in the classroom. Staff Responsible for Monitoring: Administration, Instructional Coach, GLA, Counselor, Teachers Title I: 2.5, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 4 - Perceptions 2, 3	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: High percentage of economically disadvantaged students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others
Problem Statement 2: Lack of Fully Certified teachers. Root Cause: Difficult recruiting & retaining certified teachers.
Student Learning
Problem Statement 1: High percentage of economically disadvantaged students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others
Problem Statement 2: Lack of Fully Certified teachers. Root Cause: Difficult recruiting & retaining certified teachers.
School Processes & Programs
Problem Statement 1: Lack of Fully Certified teachers. Root Cause: Difficult recruiting & retaining certified teachers.
Problem Statement 4: High percentage of economically disadvantaged students Root Cause: Parents of economically disadvantaged students seek out charter schools more often than others

Perceptions

Problem Statement 2: High percentage of economically disadvantaged students **Root Cause:** Parents of economically disadvantaged students seek out charter schools more often than others

Problem Statement 3: Lack of Fully Certified teachers. **Root Cause:** Difficult recruiting & retaining certified teachers.

2022-2023 Campus Advisory Council

Committee Role	Name	Position
Administrator	Adrian Apodaca	Prinipal
Administrator	Melissa Rodgers	3-5 Assistant Principal
Classroom Teacher	Stephanie Green	Sped Coordinator
Classroom Teacher	Marisol Vazquez	3-5 Teacher
Administrator	Charvelia Lewis	6-8 Assistant Principal
Non-classroom Professional	Noemi Richardson	Admin Assistant
Classroom Teacher	Ariel Peaks	K-2 Teacher
Classroom Teacher	Phyllis Pinckney	Kindergarten Teacher
District-level Professional	Ana Perea	District IC
Campus Instructional Coach	Shadaria Wallace	Dean
Community Representative	Amber Peoples	
Business Representative	Esmeralda Nava	
Parent	Joshua Moseley	Parent

Campus Funding Summary

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	2			\$0.00
1	2	4			\$0.00
1	3	1			\$0.00
1	5	1			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
Sub-Total					\$0.00