

**International Leadership of Texas**  
**Grand Prairie Middle**  
**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	466	100%
6th Grade	155	33.26%
7th Grade	156	33.48%
8th Grade	155	33.26%

### Student Demographics

#### Gender

Female	245	52.58%
Male	221	47.42%

#### Ethnicity

Hispanic-Latino	303	65.02%
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#### Race

American Indian - Alaskan Native	2	0.43%
Asian	21	4.51%
Black - African American	119	25.54%
White	10	2.15%
Two-or-More	11	2.36%

Free Lunch Participation	2	0.43%
Reduced Lunch Participation	2	0.43%
Other Economically Disadvantaged	342	73.39%
Gifted and Talented	48	10.30%
Special Education (SPED)	27	5.79%
Title I Participation	466	100.00%
Economically Disadvantaged	346	74.25%
Limited English Proficient (LEP)	206	43.55%
Foster Care	0	0.00%
Section 504	23	4.86%
Intervention Indicator	24	5.07%

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 highly qualified status. There have also been salary increases for teachers, making our salary a little more competitive with local ISDs.

### Demographics Strengths

A diverse population of students and educators that work collaboratively to create an accepting and culturally intelligent community.

Diverse population of students

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):** 75% Economically Disadvantaged **Root Cause:** Community

**Problem Statement 2 (Prioritized):** Low number of certified teachers **Root Cause:** Teachers struggling with passing state certification exams

**Problem Statement 3 (Prioritized):** Gaps in learning for all students in 6th-8th **Root Cause:** Gaps in learning due to pandemic

**Problem Statement 4 (Prioritized):** Staff recruitment and retention **Root Cause:** Pay

**Problem Statement 5:** Staff recruitment and retention **Root Cause:** Pay

# Student Learning

## Student Learning Summary

### May 2022 STAAR Mathematics, Grade 6

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ILTexas Grand Prairie MS	121	15	1542	38.72%	47.93%	11.57%	4.13%	05/01/22
Economic Disadvantage	91	15	1541	38.58%	48.35%	10.99%	4.40%	05/01/22
Asian	11	18	1595	48.18%	72.73%	36.36%	9.09%	05/01/22
Black/African American	29	13	1514	34.03%	34.48%	6.90%	3.45%	05/01/22
Hispanic	77	15	1543	38.82%	48.05%	10.39%	3.90%	05/01/22
Two or More Races	3	15	1551	40.33%	66.67%	0%	0%	05/01/22
White	1	22	1642	58%	100%	0%	0%	05/01/22
Currently Emergent Bilingual	64	16	1556	41.02%	56.25%	14.06%	4.69%	05/01/22
Second Year of Monitoring	2	19	1595	49%	100%	50%	0%	05/01/22
Special Ed Indicator	10	12	1500	31.50%	30%	0%	0%	05/01/22

### May 2022 STAAR Reading, Grade 6

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ILTexas Grand Prairie MS	121	23	1537	56.61%	53.72%	21.49%	9.92%	05/01/22
Economic Disadvantage	91	22	1534	56.13%	53.85%	20.88%	9.89%	05/01/22
Asian	11	24	1553	59.64%	63.64%	18.18%	9.09%	05/01/22
Black/African American	29	23	1548	58.76%	58.62%	27.59%	10.34%	05/01/22
Hispanic	77	22	1534	55.96%	50.65%	19.48%	10.39%	05/01/22
Two or More Races	3	14	1409	35.33%	33.33%	0%	0%	05/01/22
White	1	30	1629	75%	100%	100%	0%	05/01/22
Currently Emergent Bilingual	64	23	1540	57.08%	56.25%	20.31%	7.81%	05/01/22
Second Year of Monitoring	2	28	1613	69%	50%	50%	50%	05/01/22
Special Ed Indicator	10	15	1425	37.30%	20%	0%	0%	05/01/22

### May 2022 STAAR Mathematics, Grade 7

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ILTexas Grand Prairie MS	139	20	1633	49.72%	64.03%	26.62%	11.51%	05/01/22
Economic Disadvantage	94	19	1623	48.40%	63.83%	23.40%	7.45%	05/01/22

# May 2022 STAAR Mathematics, Grade 6

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Asian	7	27	1732	66.71%	100%	57.14%	42.86%	05/01/22
Black/African American	34	19	1633	48.97%	64.71%	23.53%	14.71%	05/01/22
Hispanic	93	19	1623	48.31%	60.22%	24.73%	7.53%	05/01/22
Two or More Races	3	25	1728	63.67%	100%	33.33%	33.33%	05/01/22
White	2	19	1613	47.50%	50%	50%	0%	05/01/22
Currently Emergent Bilingual	80	19	1619	48.08%	61.25%	23.75%	7.50%	05/01/22
First Year of Monitoring	3	36	1971	90%	100%	100%	100%	05/01/22
Second Year of Monitoring	2	32	1791	79%	100%	100%	50%	05/01/22
Special Ed Indicator	6	11	1511	28.67%	0%	0%	0%	05/01/22

## May 2022 STAAR Reading, Grade 7

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ILTexas Grand Prairie MS	139	30	1688	70.62%	79.14%	54.68%	38.13%	05/01/22
Economic Disadvantage	94	29	1674	69.48%	81.91%	50%	34.04%	05/01/22
Asian	7	36	1807	86.14%	100%	85.71%	71.43%	05/01/22
Black/African American	34	32	1719	75.68%	82.35%	67.65%	47.06%	05/01/22
Hispanic	93	28	1666	67.43%	76.34%	46.24%	32.26%	05/01/22
Two or More Races	3	36	1785	85%	100%	100%	33.33%	05/01/22
White	2	24	1608	57%	50%	50%	50%	05/01/22
Currently Emergent Bilingual	80	28	1659	66.46%	73.75%	43.75%	30%	05/01/22
First Year of Monitoring	3	40	1907	94.67%	100%	100%	100%	05/01/22
Second Year of Monitoring	2	38	1875	90.50%	100%	100%	100%	05/01/22
Special Ed Indicator	6	14	1464	34.33%	0%	0%	0%	05/01/22

## May 2022 STAAR Mathematics, Grade 8

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ILTexas Arlington-Grand Prairie HS	159	20	1601	47.14%	52.83%	16.98%	1.89%	05/01/22
Economic Disadvantage	124	20	1602	47.58%	56.45%	16.13%	1.61%	05/01/22
American Indian/Alaskan Native	1	23	1640	55%	100%	0%	0%	05/01/22
Asian	2	33	1801	78.50%	100%	100%	50%	05/01/22
Black/African American	29	17	1561	40.69%	41.38%	10.34%	0%	05/01/22
Hispanic	118	20	1603	47.47%	52.54%	16.95%	1.69%	05/01/22
Two or More Races	6	25	1664	59%	83.33%	16.67%	0%	05/01/22



# May 2022 STAAR Mathematics, Grade 6

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
White	3	21	1615	49.67%	66.67%	33.33%	0%	05/01/22
Currently Emergent Bilingual	77	18	1581	43.47%	42.86%	11.69%	1.30%	05/01/22
First Year of Monitoring	2	22	1621	51%	100%	0%	0%	05/01/22
Second Year of Monitoring	4	27	1698	64.75%	100%	50%	0%	05/01/22
Special Ed Indicator	10	12	1501	29.20%	0%	0%	0%	05/01/22
Special Ed Indicator	12	12	1502	29.50%	8.33%	0%	0%	05/01/22

## May 2022 STAAR Reading, Grade 8

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ILTexas Arlington-Grand Prairie HS	152	29	1679	66.74%	73.68%	47.37%	26.97%	05/01/22
Economic Disadvantage	118	30	1681	67.25%	75.42%	47.46%	27.97%	05/01/22
Asian	3	36	1754	81.33%	100%	100%	33.33%	05/01/22
Black/African American	31	30	1677	67.65%	74.19%	54.84%	29.03%	05/01/22
Hispanic	109	29	1665	64.92%	71.56%	43.12%	23.85%	05/01/22
Two or More Races	6	39	1905	89%	100%	83.33%	83.33%	05/01/22
White	3	28	1648	64.67%	66.67%	0%	0%	05/01/22
Currently Emergent Bilingual	73	26	1627	59.36%	64.38%	27.40%	12.33%	05/01/22
First Year of Monitoring	2	35	1751	79.50%	100%	50%	50%	05/01/22
Second Year of Monitoring	4	37	1807	83.50%	100%	100%	50%	05/01/22
Special Ed Indicator	10	17	1498	37.50%	20%	10%	0%	05/01/22

## May 2022 STAAR Science, Grade 8

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ILTexas Arlington-Grand Prairie HS	183	26	3846	61.66%	68.31%	40.44%	13.11%	05/01/22
Economic Disadvantage	141	26	3841	61.96%	70.21%	41.84%	11.35%	05/01/22
American Indian/Alaskan Native	1	31	4101	74%	100%	100%	0%	05/01/22
Asian	5	36	4676	85.80%	100%	100%	60%	05/01/22
Black/African American	36	25	3852	60.11%	66.67%	33.33%	13.89%	05/01/22
Hispanic	129	25	3778	59.97%	65.89%	37.21%	8.53%	05/01/22
Two or More Races	8	33	4379	79%	87.50%	75%	62.50%	05/01/22
White	4	26	3811	62%	75%	50%	0%	05/01/22

## May 2022 STAAR Mathematics, Grade 6

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Currently Emergent Bilingual	84	23	3649	55.44%	58.33%	28.57%	7.14%	05/01/22
First Year of Monitoring	2	24	3646	56%	50%	0%	0%	05/01/22
Second Year of Monitoring	4	33	4285	79.25%	100%	100%	25%	05/01/22
Special Ed Indicator	10	17	3245	39.50%	30%	0%	0%	05/01/22

## May 2022 STAAR Social Studies, Grade 8

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ILTexas Arlington-Grand Prairie HS	183	21	3508	47.22%	44.26%	9.29%	3.28%	05/01/22
Economic Disadvantage	141	21	3509	47.35%	45.39%	8.51%	2.84%	05/01/22
American Indian/Alaskan Native	1	36	4354	82%	100%	100%	100%	05/01/22
Asian	5	30	4075	68.20%	100%	40%	20%	05/01/22
Black/African American	36	21	3556	48.78%	41.67%	11.11%	5.56%	05/01/22
Hispanic	129	20	3438	44.39%	37.98%	5.43%	0.78%	05/01/22
Two or More Races	8	28	3852	63%	100%	25%	0%	05/01/22
White	4	26	3752	58.25%	75%	25%	25%	05/01/22
Currently Emergent Bilingual	84	18	3366	41.30%	30.95%	3.57%	1.19%	05/01/22
First Year of Monitoring	2	17	3314	39%	0%	0%	0%	05/01/22
Second Year of Monitoring	4	25	3724	57.50%	75%	0%	0%	05/01/22
Special Ed Indicator	10	14	3168	32.40%	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):** 75% Economically Disadvantaged **Root Cause:** Community

**Problem Statement 2 (Prioritized):** Gaps in learning for all students in 6th-8th **Root Cause:** Gaps in learning due to pandemic

# 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), 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 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.

ILTexas Grand Prairie Middle School needs assessment will identify strengths and weaknesses in the instructional program that may affect student performance. The data collected in the Needs Assessment will be used to review the overall effectiveness of the instructional program at ILTexas GPMS.

The Campus Improvement Plan Committee will meet approximately two times annually, and a summary of the minutes will be distributed to all faculty and committee members.

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.

6th-grade students will take STAAR Reading and Mathematics tests, 7<sup>th</sup> graders will take STAAR Reading, Writing and Mathematics tests and 8<sup>th</sup> graders will take STAAR Reading, Mathematics, Science, and Social Studies. All students 6-8<sup>th</sup> will take district CSAs. Critical thinking and problem-solving skills will be emphasized in all core subject areas. Students in 6th-8th Grade will take math BOY, MOY, and EOY MAP assessment. 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.

In order for students to be successful, they must attend school on a regular basis. Student absences will be closely monitored by homeroom teachers, school attendance clerk, and school counselor. The attendance committee will develop an incentive plan to encourage regular attendance for the first semester and EOY. Parents will be contacted if a student is absent for more than two days. Students with perfect attendance for the year will be recognized at the end of the school year during our awards program.

Increase teacher efficacy in utilizing technology programs to promote a more 21st-century learning environment that appeals to our current scholars by setting expectations and providing more intensive support.

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

## School Processes & Programs Strengths

All students have access to Chromebooks.

Access to Smartboards.

A decrease in the number of teachers resigning due to issues related to campus support or climate and culture of the school.

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

**Problem Statement 1 (Prioritized):** 75% Economically Disadvantaged **Root Cause:** Community

**Problem Statement 2 (Prioritized):** Low number of certified teachers **Root Cause:** Teachers struggling with passing state certification exams

**Problem Statement 3 (Prioritized):** Staff recruitment and retention **Root Cause:** Pay

**Problem Statement 4:** Staff recruitment and retention **Root Cause:** Pay

# 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.

Customer service across the board is a focused, campus effort to improve communication and increase positive interactions with the parents and school community.

## Perceptions Strengths

The parent survey was very positive. The majority of parents feel that their child is receiving high-quality education and they enjoy the school.

The campus is welcoming as evidenced by the campus survey.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Staff recruitment and retention **Root Cause:** Pay

# Priority Problem Statements

**Problem Statement 4:** 75% Economically Disadvantaged

**Root Cause 4:** Community

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

**Problem Statement 5:** Low number of certified teachers

**Root Cause 5:** Teachers struggling with passing state certification exams

**Problem Statement 5 Areas:** Demographics - School Processes & Programs

**Problem Statement 6:** Gaps in learning for all students in 6th-8th

**Root Cause 6:** Gaps in learning due to pandemic

**Problem Statement 6 Areas:** Demographics - Student Learning

**Problem Statement 7:** Staff recruitment and retention

**Root Cause 7:** Pay

**Problem Statement 7 Areas:** Demographics - 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 benchmark or common assessments data
- 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 leadership data
- Campus department and/or faculty meeting discussions and data

## **Parent/Community Data**

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

## **Support Systems and Other Data**

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

# 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:** All students will participate in before, during, and after school tutoring and Saturday tutorials/intervention camps and enrichment (includes academic clubs, Mastery Learning in Eagle Academy 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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize the weekly failure reports to identify students that are not meeting mastery <b>Strategy's Expected Result/Impact:</b> Increase the percentage of students meeting mastery in all content areas by 10%. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Dean, Instructional Coach, Grade Level Administrators, Teacher  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Demographics 3 - Student Learning 2 <b>Funding Sources:</b> - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide incentives for students that are showing growth in all academic areas. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement in all academic areas <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coaches, Teachers.  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Demographics 1, 3 - Student Learning 1, 2 - School Processes & Programs 1 <b>Funding Sources:</b> - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June



Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Identify students to be assigned to mastery learning during the the Monday triage meeting <b>Strategy's Expected Result/Impact:</b> Increased academic and behavioral interventions. <b>Staff Responsible for Monitoring:</b> AP, GLA, Counselor, Teachers  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 <b>Funding Sources:</b> - 211 - Title 1-A		Formative			Summative
		Nov	Jan	May	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					





### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> 75% Economically Disadvantaged <b>Root Cause:</b> Community
<b>Problem Statement 3:</b> Gaps in learning for all students in 6th-8th <b>Root Cause:</b> Gaps in learning due to pandemic
Student Learning
<b>Problem Statement 1:</b> 75% Economically Disadvantaged <b>Root Cause:</b> Community
<b>Problem Statement 2:</b> Gaps in learning for all students in 6th-8th <b>Root Cause:</b> Gaps in learning due to pandemic
School Processes & Programs
<b>Problem Statement 1:</b> 75% Economically Disadvantaged <b>Root Cause:</b> Community

**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:** 100% of the ILTexas Grand Prairie MS 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			
<b>Strategy 1:</b> All faculty and staff members will be provided the opportunity to attend professional development that directly aligns to our mission <b>Strategy's Expected Result/Impact:</b> Increase in job satisfaction and performance for all faculty and staff <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Dean, Instructional Coach, Grade Level administrators  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Problem Statements:</b> Demographics 4 - School Processes & Programs 3 <b>Funding Sources:</b> - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 4:</b> Staff recruitment and retention <b>Root Cause:</b> Pay
School Processes & Programs
<b>Problem Statement 3:</b> Staff recruitment and retention <b>Root Cause:</b> Pay

**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:** 100% of 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 by June 2023

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Providing the counselors the opportunity to engage in professional development opportunities aimed at improving student's social/emotional health. <b>Strategy's Expected Result/Impact:</b> Increase in student attendance and an increase in time on task in class. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coaches, Counselors  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Demographics 3 - Student Learning 2 <b>Funding Sources:</b> - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 3:</b> Gaps in learning for all students in 6th-8th <b>Root Cause:</b> Gaps in learning due to pandemic
Student Learning
<b>Problem Statement 2:</b> Gaps in learning for all students in 6th-8th <b>Root Cause:</b> Gaps in learning due to pandemic

**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:** By the end of the 22-23 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 & EOC Assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide teachers with specific strategies to support students of special populations. <b>Strategy's Expected Result/Impact:</b> Increased student academic performance without special populations. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional coaches, SPED teachers  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Demographics 2 - School Processes & Programs 2 <b>Funding Sources:</b> - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Academic interventionist to help support all teachers and students to improve academic progress. <b>Strategy's Expected Result/Impact:</b> Increased student performance in math and reading (classroom, ECAs, and STAAR results). <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Demographics 3 - Student Learning 2 <b>Funding Sources:</b> - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide small group tutoring before school, after school, and on Saturdays. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement of mastery in all core subject areas. <b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, GLAs, Instructional Coaches, Teachers.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Demographics 3 - Student Learning 2 <b>Funding Sources:</b> - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide enrichment summer school to English learners to develop and strengthen their knowledge base as well as their English language proficiency in all four domains. <b>Strategy's Expected Result/Impact:</b> Increase student achievement and retention of knowledge over time <b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, GLAs, Instructional Coaches, Teachers.  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 <b>Funding Sources:</b> - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Purchase medals and other incentives to recognize students for student achievement and perfect attendance <b>Strategy's Expected Result/Impact:</b> Increase in the number of students that have perfect attendance, high performance in languages, and mastery on STAAR test <b>Staff Responsible for Monitoring:</b> Instructional Coach, GLAs, identified grade level teachers, AP, Principal, Counselors, attendance clerk  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 <b>Funding Sources:</b> - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide online programs to include Study Island, MAP, Measuring Up, Whetstone, Measuring , MAP - and other online resources to enhance instruction and increase student academic achievement. <b>Strategy's Expected Result/Impact:</b> Increased student academic achievement. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Grade Level Administrator, and Teachers, and Instructional Aides  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Demographics 3 - Student Learning 2 <b>Funding Sources:</b> - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide instructional materials for teachers and students for use in Reading/LA, Social Studies, Math and Science to include computers, computer monitors, computer equipment, consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessments (including Study Island, All in Learning, STAAR Master, Brain Pop, Measuring Up, etc.) <b>Strategy's Expected Result/Impact:</b> Increased student academic achievement <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Grade Level Administrator, and Teachers, and Instructional Aides  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Demographics 3 - Student Learning 2 <b>Funding Sources:</b> - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> 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. <b>Staff Responsible for Monitoring:</b> Teachers, IC, Dean  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math - <b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	May	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days. <b>Staff Responsible for Monitoring:</b> Teachers, IC, Dean  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math - <b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	May	June
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments. <b>Staff Responsible for Monitoring:</b> Teachers, IC, Dean  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 - Student Learning 2	Formative			Summative
	Nov	Jan	May	June

Strategy 11 Details	Reviews			
<b>Strategy 11:</b> 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. <b>Staff Responsible for Monitoring:</b> Teacher,Dean,IC  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 - Student Learning 2	Formative			Summative
	Nov	Jan	May	June
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> 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. <b>Staff Responsible for Monitoring:</b> IC,Dean  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	May	June
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> 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. <b>Staff Responsible for Monitoring:</b> Dean, IC,AP,Principal  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2, 3 - Student Learning 2 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	May	June



Strategy 14 Details		Reviews			
<b>Strategy 14:</b> 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. <b>Staff Responsible for Monitoring:</b> IC,Dean,AP,Principal  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2, 4 - School Processes & Programs 2, 3		Formative			Summative
		Nov	Jan	May	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					





#### Performance Objective 4 Problem Statements:

Demographics
<b>Problem Statement 1:</b> 75% Economically Disadvantaged <b>Root Cause:</b> Community
<b>Problem Statement 2:</b> Low number of certified teachers <b>Root Cause:</b> Teachers struggling with passing state certification exams
<b>Problem Statement 3:</b> Gaps in learning for all students in 6th-8th <b>Root Cause:</b> Gaps in learning due to pandemic
<b>Problem Statement 4:</b> Staff recruitment and retention <b>Root Cause:</b> Pay
Student Learning
<b>Problem Statement 1:</b> 75% Economically Disadvantaged <b>Root Cause:</b> Community
<b>Problem Statement 2:</b> Gaps in learning for all students in 6th-8th <b>Root Cause:</b> Gaps in learning due to pandemic
School Processes & Programs
<b>Problem Statement 1:</b> 75% Economically Disadvantaged <b>Root Cause:</b> Community
<b>Problem Statement 2:</b> Low number of certified teachers <b>Root Cause:</b> Teachers struggling with passing state certification exams
<b>Problem Statement 3:</b> Staff recruitment and retention <b>Root Cause:</b> Pay

**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:** 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. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.

**Evaluation Data Sources:** PTO, Science, Math, ELAR nights

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Parents will 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. Provide Online Access to CNA/CIP. <b>Strategy's Expected Result/Impact:</b> Increased Parental Involvement. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coaches, GLAs  <b>Title I:</b> 4.1, 4.2 <b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 <b>Funding Sources:</b> - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

### Performance Objective 5 Problem Statements:

Demographics
<b>Problem Statement 1:</b> 75% Economically Disadvantaged <b>Root Cause:</b> Community
Student Learning
<b>Problem Statement 1:</b> 75% Economically Disadvantaged <b>Root Cause:</b> Community
School Processes & Programs
<b>Problem Statement 1:</b> 75% Economically Disadvantaged <b>Root Cause:</b> Community

**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			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Improve learning readiness as measured by Rhithm <b>Staff Responsible for Monitoring:</b> Principal, APs, Counselors  <b>Title I:</b> 2.5 <b>Problem Statements:</b> Demographics 3 - Student Learning 2	Formative			Summative
	Nov	Jan	May	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





**Performance Objective 6 Problem Statements:**

Demographics
<b>Problem Statement 3:</b> Gaps in learning for all students in 6th-8th <b>Root Cause:</b> Gaps in learning due to pandemic
Student Learning
<b>Problem Statement 2:</b> Gaps in learning for all students in 6th-8th <b>Root Cause:</b> Gaps in learning due to pandemic

**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:** By the end of the 22-23 school year, all students will demonstrate an increase of a minimum of one sub-level, based on the ACTFL proficiency guidelines.

**Evaluation Data Sources:** ACTFL assessments





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide after school tutoring for Spanish and Chinese /LOTE <b>Strategy's Expected Result/Impact:</b> Increase student performance on ACTFL proficiency assessment. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coaches, Spanish and Chinese Teachers  <b>Title I:</b> 2.5, 2.6 <b>Problem Statements:</b> Demographics 3 - Student Learning 2 <b>Funding Sources:</b> - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 3:</b> Gaps in learning for all students in 6th-8th <b>Root Cause:</b> Gaps in learning due to pandemic
Student Learning
<b>Problem Statement 2:</b> Gaps in learning for all students in 6th-8th <b>Root Cause:</b> Gaps in learning due to pandemic

**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:** The culture and climate of our campuses will improve 50% with the help of subject matter experts and specialized programs/resources aimed at improving the social-emotional health of our students and staff with a focus on safety and security by June 2023.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Instructional coach to support all teachers in planning and delivery of effective instruction. <b>Strategy's Expected Result/Impact:</b> Improved classroom instruction and increased student performance. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Dean  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Problem Statements:</b> Demographics 2, 4 - School Processes & Programs 2, 3 <b>Funding Sources:</b> - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide substitute teachers to instruct classes to allow for teachers to observe master teachers on campus as well as off campus locations <b>Strategy's Expected Result/Impact:</b> Increased teacher effectiveness and student achievement <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Dean, Instructional Coach, Grade Level administrators, Teachers  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Demographics 2 - School Processes & Programs 2 <b>Funding Sources:</b> - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 1 Problem Statements:**





Demographics
<b>Problem Statement 2:</b> Low number of certified teachers <b>Root Cause:</b> Teachers struggling with passing state certification exams

<b>Demographics</b>
<b>Problem Statement 4:</b> Staff recruitment and retention <b>Root Cause:</b> Pay
<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> Low number of certified teachers <b>Root Cause:</b> Teachers struggling with passing state certification exams
<b>Problem Statement 3:</b> Staff recruitment and retention <b>Root Cause:</b> Pay

**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 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			
<b>Strategy 1:</b> Improve the mentor program for all staff members <b>Strategy's Expected Result/Impact:</b> Increase teacher effectiveness and campus retention rate <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, GLAs  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Demographics 2, 4 - School Processes & Programs 2, 3 <b>Funding Sources:</b> - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide targeted support to all SPED students by providing SPED teachers with additional professional development geared at increasing reading and math proficiency. <b>Strategy's Expected Result/Impact:</b> Increase in math and reading scores for all SPED students. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coaches, SPED teachers.  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Problem Statements:</b> Demographics 2, 4 - School Processes & Programs 2, 3 <b>Funding Sources:</b> - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Low number of certified teachers <b>Root Cause:</b> Teachers struggling with passing state certification exams <b>Problem Statement 4:</b> Staff recruitment and retention <b>Root Cause:</b> Pay

<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> Low number of certified teachers <b>Root Cause:</b> Teachers struggling with passing state certification exams
<b>Problem Statement 3:</b> Staff recruitment and retention <b>Root Cause:</b> Pay







**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 3:** Provide 100% of New/Struggling teachers with a teacher mentor by June 2023.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased teacher retention and overall effectiveness in the classroom <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach, GLA, Counselor, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Demographics 2, 4 - School Processes & Programs 2, 3 <b>Funding Sources:</b> - 211 - Title 1-A	Formative			Summative
	Nov	Jan	May	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Low number of certified teachers <b>Root Cause:</b> Teachers struggling with passing state certification exams
<b>Problem Statement 4:</b> Staff recruitment and retention <b>Root Cause:</b> Pay
School Processes & Programs
<b>Problem Statement 2:</b> Low number of certified teachers <b>Root Cause:</b> Teachers struggling with passing state certification exams
<b>Problem Statement 3:</b> Staff recruitment and retention <b>Root Cause:</b> Pay

# Campus Funding Summary

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	4	6			\$0.00
1	4	7			\$0.00
1	5	1			\$0.00
2	1	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	3	1			\$0.00
Sub-Total					\$0.00