International Leadership of Texas

Keller Middle

2022-2023 Campus Improvement Plan

Mission Statement

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

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 learns.

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

Value Statement

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

As an international school we have attracted families from a wide range of ethnic backgrounds and socio-economic statuses. We also pride ourselves in surrounding our students with educators with a wide range of ethnic backgrounds and experiences. The campus is not currently identified as a Title I school with low socioeconomic status.

Students Demographics Summary

Ethnic Distribution:

- African American 92 (21.55%)
- Hispanic 157 (36.77%)
- White 92 (21.55%)
- American Indian 0 (0.0%)
- Asian 62 (14.52%)
- Pacific Islander 1 (0.23%)
- Economically Disadvantaged 137 (32.08%)
- Emergent Bilingual (EB) 97 (22.72%)
- Students w/ Disciplinary Placements 0 (0.0%)
- At-Risk 217 (50.82%)

Staff 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 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

We are a very diverse community of educators which includes international teachers from Mexico, Spain and China, as well as teachers from Puerto Rico and other South American countries. Our unique backgrounds assist in providing our students with a rich understanding of global communities and cultures.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Increasing number of students identified ELLs/ESL **Root Cause:** International schools generally attract students that speak languages other than English

Problem Statement 2 (Prioritized): Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. **Root Cause:** The teacher salary scale is significantly lower than surrounding Independent School Districts.

Problem Statement 3 (Prioritized): Need for increased parent volunteers **Root Cause:** Parental Involvement

Problem Statement 4 (Prioritized): Better communication with the different student and parent demographic population. **Root Cause:** Parent and school communication.

Problem Statement 5 (Prioritized): Teachers are not mastering the content they are being asked to teach our students. **Root Cause:** Resources change frequently

Problem Statement 6 (Prioritized): Languages other than English speaking parents and grandparents are still not served well. **Root Cause:** Need resources to translate and communicate better.

Student Learning

Student Learning Summary

ILTexas Keller MS STAAR 2022

	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
ILTexas Keller 6th Math	146	1640	75.34%	45.89%	15.07%	5/10/2022
ILTexas Keller 7th Math	140	1699	79.29%	50.71%	25%	5/10/2022
ILTexas Keller 8th Math	88	1651	72.73%	34.09%	1.14%	5/10/2022
ILTexas Keller 6th Reading	146	1615	78.08%	48.63%	23.29%	5/11/2022
ILTexas Keller 7th Reading	140	1736	85.71%	72.14%	52.14%	5/11/2022
ILTexas Keller 8th Reading	87	1716	89.66%	52.87%	35.63%	5/17/2022
ILTexas Keller 8th Science	133	4212	82.71%	57.89%	38.35%	5/5/2022
ILTexas Keller 8th Social Studies	133	3892	75.94%	41.35%	24.81%	5/6/2022
ILTexas Keller English I	46	56	100%	100%	30.43%	5/1/2022
ILTexas Keller Algebra 1	45	44	100%	86.67%	73.33%	5/1/2022

Student Learning Strengths

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

We have accurate data on most students to begin targeted instruction to close gaps from COVID. Overall, students had high achievement on STAAR despite hurdles from pandemic.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Increasing number of students identified ELLs/ESL **Root Cause:** International schools generally attract students that speak languages other than English

Problem Statement 2 (Prioritized): Follow through in holding teachers accountable **Root Cause:** Nonobservance of the structured system for evaluation and support

Problem Statement 3 (Prioritized): Better communication with the different student and parent demographic population. **Root Cause:** Parent and school communication.

Problem Statement 4 (Prioritized): The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries. **Root Cause:** Charter schools State provisions and regulatory laws

Problem Statement 5 (Prioritized): A school wide discipline management program/course is not evident on campus. **Root Cause:** 50% of our teachers have between 1-3 years of

experience who don't know how to handle minor offenses and lack of classroom management training.

Problem Statement 6 (Prioritized): Teachers need support and clear expectations on how to implement an effective dual language program. **Root Cause:** The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program

Problem Statement 7 (Prioritized): There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause:** Teachers need more technology support

Problem Statement 8 (Prioritized): There is a need for professional development on small group reading instruction **Root Cause:** Teachers need more support on tiered learning in small groups

Problem Statement 9 (Prioritized): Teachers are not mastering the content they are being asked to teach our students. **Root Cause:** Resources change frequently

Problem Statement 10 (Prioritized): There is a need for professional development on new Math curriculum and teaching strategies **Root Cause:** Teachers need more support on providing a variety of math strategies

Problem Statement 11 (Prioritized): Languages other than English speaking parents and grandparents are still not served well. **Root Cause:** Need resources to translate and communicate better.

School Processes & Programs

School Processes & Programs Summary

We expect to accomplish this by making learning explicitly clear, making it visible (trilingual, print rich classrooms)! When students have the intended learning spelled out for them, they know what it is they are supposed to learn during the learning opportunity. Then we create a learning path for scholars to be able to achieve this goal. Students have multiple steps to achieve in order to fully understand and be able to apply learned skills to all content areas (Eagle Academy, classroom embedded small groups, after-school support and tutorials, etc.)

Teachers are guided by the TEKS and have access to the TEKS Resource System. The TEKS are explicitly unpacked for the educator, which includes common misconceptions, academic vocabulary and guidance on differentiation.

New teachers are provided on campus instructional/managerial support as well as support through district and campus level instructional coaches. Teacher is matched up with a mentor and is provided with feedback to highlight glows and ideas to support the lows.

The organization includes multiple levels of administration to help support and maintain effective learning environments in all classes.

All staff members have been provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, students in grades K-8 are provided their own Chromebooks.

School Processes & Programs Strengths

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, team members, and mentors
- 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: Reading A-Z, Carnegie Math
- Teachers utilize Eduphoria to input their lesson plans and analyze data, as well as Lead4ward to improve and effectively improve instructional focus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 2 (Prioritized): Follow through in holding teachers accountable **Root Cause:** Nonobservance of the structured system for evaluation and support

Problem Statement 3 (Prioritized): The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries. **Root Cause:** Charter schools State provisions and regulatory laws

Problem Statement 4 (Prioritized): A school wide discipline management program/course is not evident on campus. **Root Cause:** 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.

Problem Statement 5 (Prioritized): Teachers need support and clear expectations on how to implement an effective dual language program. **Root Cause:** The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program

Problem Statement 6 (Prioritized): There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause:** Teachers need more technology support

Problem Statement 7 (Prioritized): There is a need for professional development on small group reading instruction **Root Cause:** Teachers need more support on tiered learning in small groups

Problem Statement 8 (Prioritized): Teachers are not mastering the content they are being asked to teach our students. **Root Cause:** Resources change frequently

Problem Statement 9 (Prioritized): There is a need for professional development on new Math curriculum and teaching strategies **Root Cause:** Teachers need more support on providing a variety of math strategies

Problem Statement 10 (Prioritized): Participation of parents responding to the campus survey **Root Cause:** Lack of proper communication and engagement

Perceptions

Perceptions Summary

We believe that all students can learn and must learn at relatively high levels of achievement. It is our job to create learning environments in our school that results in high levels of performance. We are confident that with our support and help, students can master challenging academic material, and we expect them to do so. We are prepared to work collaboratively with colleagues, students, and parents abide by our policy of 3 Bs (Be On Time, Be Responsible, and Be Respectful) to achieve this shared educational purpose.

The school is always improving the parent involvement policy to encourage and support parent involvement in their child's education. We will have a PTO that actively organizes events and fund raising activities throughout the school year. The school partners with the PTO to organize major events such as Hispanic Heritage celebrations, Black History Month Presentation, Chinese New Year, and Spirit Nights. The PTO holds monthly meetings with Campus Leadership and staff.

Perceptions Strengths

We are perceived as an education institution with high academic and behavior expectation for students, that requires engaged parents and dedicated educators to support one another in meeting the needs of ALL students.

The school has in place several vehicles to facilitate parent communication to include:

- Campus Leadership Newsletter end of each six weeks
- Curriculum Night
- PTO monthly meetings
- Family Home-school Spirit Nights
- Parent Portal
- Parent-Teacher Conferences
- School/Grade level/Teacher websites
- School Messenger
- Watch D.O.G.S. (Dads of Great Students) Program
- Parents and Staff Weekly Newsletters

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Participation of parents responding to the campus survey **Root Cause:** Lack of proper communication and engagement

Problem Statement 2 (Prioritized): Languages other than English speaking parents and grandparents are still not served well. **Root Cause:** Need resources to translate and communicate better.

Problem Statement 3 (Prioritized): Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. **Root Cause:** The teacher salary scale is significantly lower than surrounding Independent School Districts.

Problem Statement 4 (Prioritized): Need for increased parent volunteers **Root Cause:** Parental Involvement

Problem Statement 5 (Prioritized): A school wide discipline management program/course is not evident on campus. **Root Cause:** 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.

Problem Statement 6 (Prioritized): There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause:** Teachers need more technology support

Problem Statement 7 (Prioritized): Teachers are not mastering the content they are being asked to teach our students. **Root Cause:** Resources change frequently

Priority Problem Statements

Problem Statement 10: Increasing number of students identified ELLs/ESL
Root Cause 10: International schools generally attract students that speak languages other than English
Problem Statement 10 Areas: Demographics - Student Learning

Problem Statement 21: Participation of parents responding to the campus survey
Root Cause 21: Lack of proper communication and engagement
Problem Statement 21 Areas: School Processes & Programs - Perceptions

Problem Statement 11: Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators.
Root Cause 11: The teacher salary scale is significantly lower than surrounding Independent School Districts.
Problem Statement 11 Areas: Demographics - Perceptions

Problem Statement 22: Languages other than English speaking parents and grandparents are still not served well.
Root Cause 22: Need resources to translate and communicate better.
Problem Statement 22 Areas: Demographics - Student Learning - Perceptions

Problem Statement 14: Follow through in holding teachers accountable
Root Cause 14: Nonobservance of the structured system for evaluation and support
Problem Statement 14 Areas: Student Learning - School Processes & Programs

Problem Statement 12: Need for increased parent volunteers
Root Cause 12: Parental Involvement
Problem Statement 12 Areas: Demographics - Perceptions

Problem Statement 13: Better communication with the different student and parent demographic population.
Root Cause 13: Parent and school communication.
Problem Statement 13 Areas: Demographics - Student Learning

Problem Statement 15: The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries.
Root Cause 15: Charter schools State provisions and regulatory laws
Problem Statement 15 Areas: Student Learning - School Processes & Programs

Problem Statement 16: A school wide discipline management program/course is not evident on campus.

Root Cause 16: 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.

Problem Statement 16 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Teachers are not mastering the content they are being asked to teach our students.

Root Cause 3: Resources change frequently

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

Problem Statement 17: Teachers need support and clear expectations on how to implement an effective dual language program.

Root Cause 17: The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program

Problem Statement 17 Areas: Student Learning - School Processes & Programs

Problem Statement 18: There is a need for ongoing professional development on authentic integration of technology in daily instruction.

Root Cause 18: Teachers need more technology support

Problem Statement 18 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 19: There is a need for professional development on small group reading instruction

Root Cause 19: Teachers need more support on tiered learning in small groups

Problem Statement 19 Areas: Student Learning - School Processes & Programs

Problem Statement 20: There is a need for professional development on new Math curriculum and teaching strategies

Root Cause 20: Teachers need more support on providing a variety of math strategies

Problem Statement 20 Areas: 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
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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: By the end of the 22-23 school year, the percentage of students in grades 6-8 scoring Meets on STAAR Reading will increase from 58% to 63%.

Strategy 1 Details	Reviews			
Strategy 1: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners and with focus on increasing the Meets Target goal on the STAAR Math assessment	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Academic Directors, Instructional Technologist, Campus Principals, dean and campus instructional coach **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 2 - Demographics 1, 5 - Student Learning 1, 9 - School Processes & Programs 8 - Perceptions 7 - Curriculum, Instruction, and Assessment 1 - Technology 1 **Funding Sources:** - 263 - Title III				

Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for parent meetings to guide and support families in how to support their child academically at the school. 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.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase student academic performance **Staff Responsible for Monitoring:** Campus Principal, APs, Dean, Instructional Coach, GLAs, Teachers **Problem Statements:** Demographics 3, 4 - Student Learning 3 - Perceptions 4 - Parent and Community Engagement 1				

Strategy 3 Details		Reviews		
Strategy 3: Send campus (teachers/coaches/principals/assistant principals) and district staff to conferences to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations). **Strategy's Expected Result/Impact:** Increased Student Achievement **Staff Responsible for Monitoring:** Academic Directors, Instructional Technologist, Campus Principals, dean and campus instructional coach **Problem Statements:** Demographics 5 - Student Learning 9 - School Processes & Programs 8 - Perceptions 7 **Funding Sources:** - 263 - Title III		Formative		Summative
		Nov	Jan	May	June

Strategy 4 Details		Reviews		
Strategy 4: The math director or area math coaches will review MAP scores and responses after the BOY and MOY MAP test with Dean of Instruction and Campus Instructional Coach and will review the teacher responses to the data **Strategy's Expected Result/Impact:** Teachers will understand the data from the MAP test and know how to respond to it instructionally **Staff Responsible for Monitoring:** Area math coaches, dean, campus instructional coach and administrators **Problem Statements:** Demographics 5 - Student Learning 9 - School Processes & Programs 8 - Perceptions 7		Formative		Summative
		Nov	Jan	May	June

Strategy 5 Details		Reviews		
Strategy 5: ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments. **Strategy's Expected Result/Impact:** Improve Student Achievement **Staff Responsible for Monitoring:** Principal, APs, Dean, IC, and Teachers **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** - 263 - Title III		Formative		Summative
		Nov	Jan	May	June

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Increasing number of students identified ELLs/ESL **Root Cause**: International schools generally attract students that speak languages other than English
Problem Statement 3: Need for increased parent volunteers **Root Cause**: Parental Involvement

Demographics
Problem Statement 4: Better communication with the different student and parent demographic population. **Root Cause**: Parent and school communication.
Problem Statement 5: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently

Student Learning
Problem Statement 1: Increasing number of students identified ELLs/ESL **Root Cause**: International schools generally attract students that speak languages other than English
Problem Statement 3: Better communication with the different student and parent demographic population. **Root Cause**: Parent and school communication.
Problem Statement 9: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently

School Processes & Programs
Problem Statement 8: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently

Perceptions
Problem Statement 4: Need for increased parent volunteers **Root Cause**: Parental Involvement
Problem Statement 7: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently

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: By the end of the 22-23 school year, the percentage of students in grades 6-8 scoring Meets on STAAR Math will increase from 44% to 49%.

Strategy 1 Details	Reviews			
Strategy 1: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners and with focus on increasing the Meets Target goal on the STAAR Math assessment	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Academic Directors, Instructional Technologist, Campus Principals, dean and campus instructional coach **Problem Statements:** Demographics 2, 5 - Student Learning 6, 9 - School Processes & Programs 5, 8 - Perceptions 3, 7 **Funding Sources:** - 263 - Title III				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. **Root Cause**: The teacher salary scale is significantly lower than surrounding Independent School Districts.
Problem Statement 5: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently
Student Learning
Problem Statement 6: Teachers need support and clear expectations on how to implement an effective dual language program. **Root Cause**: The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program
Problem Statement 9: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently
School Processes & Programs
Problem Statement 5: Teachers need support and clear expectations on how to implement an effective dual language program. **Root Cause**: The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program
Problem Statement 8: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently

Perceptions
Problem Statement 3: Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. **Root Cause**: The teacher salary scale is significantly lower than surrounding Independent School Districts.
Problem Statement 7: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently

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: By the end of the 22-23 school year, The percentage of students in grades 6-8 scoring Meets on STAAR Social Studies will increase from 41% to 46%.

Strategy 1 Details		Reviews			
Strategy 1: Send campus (teachers/coaches/principals/assistant principals) and district staff to conferences to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations). **Strategy's Expected Result/Impact:** Increased Student Achievement **Staff Responsible for Monitoring:** Principal, APs, Dean, Instructional Coach **Problem Statements:** Demographics 5 - Student Learning 6, 7, 8, 9 - School Processes & Programs 5, 6, 7, 8 - Perceptions 6, 7		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 5: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently

Student Learning
Problem Statement 6: Teachers need support and clear expectations on how to implement an effective dual language program. **Root Cause**: The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program
Problem Statement 7: There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause**: Teachers need more technology support
Problem Statement 8: There is a need for professional development on small group reading instruction **Root Cause**: Teachers need more support on tiered learning in small groups
Problem Statement 9: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently

School Processes & Programs
Problem Statement 5: Teachers need support and clear expectations on how to implement an effective dual language program. **Root Cause**: The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program
Problem Statement 6: There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause**: Teachers need more technology support
Problem Statement 7: There is a need for professional development on small group reading instruction **Root Cause**: Teachers need more support on tiered learning in small groups

School Processes & Programs
Problem Statement 8: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently

Perceptions
Problem Statement 6: There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause**: Teachers need more technology support
Problem Statement 7: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently

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, The percentage of students in grades 6-8 scoring Meets on STAAR Science will increase from 58% to 63%.

Strategy 1 Details	Reviews			
Strategy 1: Send campus (teachers/coaches/principals/assistant principals) and district staff to conferences to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).	Formative			Summative
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased Student Achievement **Staff Responsible for Monitoring:** Principal, APs, Dean, Instructional Coach **Problem Statements:** Demographics 5 - Student Learning 9 - School Processes & Programs 8 - Perceptions 7				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 5: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently

Student Learning
Problem Statement 9: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently

School Processes & Programs
Problem Statement 8: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently

Perceptions
Problem Statement 7: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently

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: 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

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.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Improve learning readiness as measured by Rhithm **Staff Responsible for Monitoring:** Principal, APs, Counselors **Problem Statements:** Demographics 5 - Student Learning 9 - School Processes & Programs 8 - Perceptions 7				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 5: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently
Student Learning
Problem Statement 9: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently
School Processes & Programs
Problem Statement 8: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently
Perceptions
Problem Statement 7: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently

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 22-23 school year, at least 50% of 8th grade students who have been with ILTexas for more than 8 years will reach an Intermediate Low proficiency level in Chinese and Spanish.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will utilize Sheltered Instruction Strategies within their classroom providing students authentic opportunities to speak, read, write, and listen to the target language.		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Improve student success in the classroom **Staff Responsible for Monitoring:** Campus Principal, AP, Dean, GLA **Problem Statements:** Demographics 5 - Student Learning 2, 6, 7, 9 - School Processes & Programs 2, 5, 6, 8 - Perceptions 6, 7					
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 5: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently
Student Learning
Problem Statement 2: Follow through in holding teachers accountable **Root Cause**: Nonobservance of the structured system for evaluation and support
Problem Statement 6: Teachers need support and clear expectations on how to implement an effective dual language program. **Root Cause**: The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program
Problem Statement 7: There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause**: Teachers need more technology support
Problem Statement 9: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently
School Processes & Programs
Problem Statement 2: Follow through in holding teachers accountable **Root Cause**: Nonobservance of the structured system for evaluation and support
Problem Statement 5: Teachers need support and clear expectations on how to implement an effective dual language program. **Root Cause**: The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program
Problem Statement 6: There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause**: Teachers need more technology support

School Processes & Programs
Problem Statement 8: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently

Perceptions
Problem Statement 6: There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause**: Teachers need more technology support
Problem Statement 7: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently

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 2: By the end of 22-23 school year, 100% of students in 3rd, 5th, 8th and 12th grade students will be tested by AAPPL Chinese and Spanish and receive score reports.

Strategy 1 Details				Reviews			
Strategy 1: Students will take practice exams for AAPPPL during the second semester and then complete AAPPL testing based on a testing schedule created by the campus that includes built in retake days for students who are absent.				**Formative**			**Summative**
				Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: All required students will complete AAPPL testing before the end of the school year **Staff Responsible for Monitoring:** Campus Principal, AP, Dean, GLA **Problem Statements:** Demographics 4 - Student Learning 2, 3, 7 - School Processes & Programs 2, 6 - Perceptions 6							
0% No Progress	100% Accomplished		Continue/Modify		✕ Discontinue		

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: Better communication with the different student and parent demographic population. **Root Cause**: Parent and school communication.

Student Learning
Problem Statement 2: Follow through in holding teachers accountable **Root Cause**: Nonobservance of the structured system for evaluation and support
Problem Statement 3: Better communication with the different student and parent demographic population. **Root Cause**: Parent and school communication.
Problem Statement 7: There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause**: Teachers need more technology support

School Processes & Programs
Problem Statement 2: Follow through in holding teachers accountable **Root Cause**: Nonobservance of the structured system for evaluation and support
Problem Statement 6: There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause**: Teachers need more technology support

Perceptions
Problem Statement 6: There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause**: Teachers need more technology support

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 3: By the end of the 22-23 School year, 75% of EB students will progress one level on TELPAS.

    Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			

Strategy 1: 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.
    Strategy's Expected Result/Impact: Improve student language acquisition
    Staff Responsible for Monitoring: Principal, Dean, IC, APs, Area Coaches and Teachers
 	
    Problem Statements: Demographics 1 - Student Learning 1
    Funding Sources: - 263 - Title III
	Formative			**Summative**

	Nov	**Jan**	**May**	**June**

Strategy 2 Details	Reviews			

Strategy 2: ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days.
    Strategy's Expected Result/Impact: Improve Student Achievement
    Staff Responsible for Monitoring: Area Coaches, Dean, IC, Principal, APs, Teachers
 	
    Problem Statements: Demographics 1 - Student Learning 1, 6 - School Processes & Programs 5
    Funding Sources: - 263 - Title III
	Formative			**Summative**

	Nov	**Jan**	**May**	**June**

Strategy 3 Details	Reviews			

Strategy 3: 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.
    Strategy's Expected Result/Impact: Improve Student Achievement
    Staff Responsible for Monitoring: Area staff, Principal, APs, Dean, IC, and Teachers
 	
    Problem Statements: Demographics 1 - Student Learning 1
    Funding Sources: - 263 - Title III
	Formative			**Summative**

	Nov	**Jan**	**May**	**June**

Strategy 4 Details	Reviews			
Strategy 4: 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. **Strategy's Expected Result/Impact:** Improve parent communication **Staff Responsible for Monitoring:** Area staff, Principal, APs, Dean, IC **Problem Statements:** Demographics 1, 4 - Student Learning 1, 3 **Funding Sources:** - 263 - Title III	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Increasing number of students identified ELLs/ESL **Root Cause**: International schools generally attract students that speak languages other than English
Problem Statement 4: Better communication with the different student and parent demographic population. **Root Cause**: Parent and school communication.

Student Learning
Problem Statement 1: Increasing number of students identified ELLs/ESL **Root Cause**: International schools generally attract students that speak languages other than English
Problem Statement 3: Better communication with the different student and parent demographic population. **Root Cause**: Parent and school communication.
Problem Statement 6: Teachers need support and clear expectations on how to implement an effective dual language program. **Root Cause**: The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program

School Processes & Programs
Problem Statement 5: Teachers need support and clear expectations on how to implement an effective dual language program. **Root Cause**: The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program

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: ILTexas will provide onboarding training for all new teachers in the classroom.

   Evaluation Data Sources: This will be completed during August PD. There will be sign in sheets, exit tickets and surveys.

Strategy 1 Details	Reviews			
Strategy 1: During August PD teachers will receive a week long onboarding training and weekly check-ins the first semester.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Improved classroom management, family communication, and student relationships **Staff Responsible for Monitoring:** Campus principal, AP, Dean, IC, and GLA **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 2, 5 - Student Learning 2, 5, 6, 7, 8, 9, 10 - School Processes & Programs 2, 4, 5, 6, 7, 8, 9 - Perceptions 3, 5, 6, 7				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. **Root Cause**: The teacher salary scale is significantly lower than surrounding Independent School Districts.
Problem Statement 5: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently

Student Learning
Problem Statement 2: Follow through in holding teachers accountable **Root Cause**: Nonobservance of the structured system for evaluation and support
Problem Statement 5: A school wide discipline management program/course is not evident on campus. **Root Cause**: 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.
Problem Statement 6: Teachers need support and clear expectations on how to implement an effective dual language program. **Root Cause**: The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program
Problem Statement 7: There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause**: Teachers need more technology support
Problem Statement 8: There is a need for professional development on small group reading instruction **Root Cause**: Teachers need more support on tiered learning in small groups
Problem Statement 9: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently

Student Learning
Problem Statement 10: There is a need for professional development on new Math curriculum and teaching strategies **Root Cause**: Teachers need more support on providing a variety of math strategies

School Processes & Programs
Problem Statement 2: Follow through in holding teachers accountable **Root Cause**: Nonobservance of the structured system for evaluation and support
Problem Statement 4: A school wide discipline management program/course is not evident on campus. **Root Cause**: 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.
Problem Statement 5: Teachers need support and clear expectations on how to implement an effective dual language program. **Root Cause**: The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program
Problem Statement 6: There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause**: Teachers need more technology support
Problem Statement 7: There is a need for professional development on small group reading instruction **Root Cause**: Teachers need more support on tiered learning in small groups
Problem Statement 8: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently
Problem Statement 9: There is a need for professional development on new Math curriculum and teaching strategies **Root Cause**: Teachers need more support on providing a variety of math strategies

Perceptions
Problem Statement 3: Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. **Root Cause**: The teacher salary scale is significantly lower than surrounding Independent School Districts.
Problem Statement 5: A school wide discipline management program/course is not evident on campus. **Root Cause**: 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.
Problem Statement 6: There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause**: Teachers need more technology support
Problem Statement 7: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently

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: Weekly meetings to discuss areas of improvement and best practices

Strategy 1 Details	Reviews			
Strategy 1: We will conduct weekly walk-throughs with targeted support provided to teachers by instructional leaders	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve teacher performance and success in the classroom. **Staff Responsible for Monitoring:** Campus principal, AP, Dean, IC, and GLA **Problem Statements:** Demographics 2, 3, 5 - Student Learning 2, 5, 6, 7, 8, 9, 10 - School Processes & Programs 2, 4, 5, 6, 7, 8, 9 - Perceptions 3, 4, 5, 6, 7	**Nov**	**Jan**	**May**	**June**
Strategy 2 Details	Reviews			
Strategy 2: We will provide professional development trainings in PLC/Conference for teachers to improve understanding of academic curriculum	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Improve teacher success and understanding of academic curriculum **Staff Responsible for Monitoring:** Campus principal, AP, Dean, IC, and GLA **Problem Statements:** Demographics 5 - Student Learning 2, 6, 7, 8, 9, 10 - School Processes & Programs 2, 5, 6, 7, 8, 9 - Perceptions 6, 7				

<div align="center">
0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue
</div>

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. **Root Cause**: The teacher salary scale is significantly lower than surrounding Independent School Districts.
Problem Statement 3: Need for increased parent volunteers **Root Cause**: Parental Involvement
Problem Statement 5: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently
Student Learning
Problem Statement 2: Follow through in holding teachers accountable **Root Cause**: Nonobservance of the structured system for evaluation and support
Problem Statement 5: A school wide discipline management program/course is not evident on campus. **Root Cause**: 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.

Student Learning

Problem Statement 6: Teachers need support and clear expectations on how to implement an effective dual language program. **Root Cause**: The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program

Problem Statement 7: There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause**: Teachers need more technology support

Problem Statement 8: There is a need for professional development on small group reading instruction **Root Cause**: Teachers need more support on tiered learning in small groups

Problem Statement 9: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently

Problem Statement 10: There is a need for professional development on new Math curriculum and teaching strategies **Root Cause**: Teachers need more support on providing a variety of math strategies

School Processes & Programs

Problem Statement 2: Follow through in holding teachers accountable **Root Cause**: Nonobservance of the structured system for evaluation and support

Problem Statement 4: A school wide discipline management program/course is not evident on campus. **Root Cause**: 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.

Problem Statement 5: Teachers need support and clear expectations on how to implement an effective dual language program. **Root Cause**: The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program

Problem Statement 6: There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause**: Teachers need more technology support

Problem Statement 7: There is a need for professional development on small group reading instruction **Root Cause**: Teachers need more support on tiered learning in small groups

Problem Statement 8: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently

Problem Statement 9: There is a need for professional development on new Math curriculum and teaching strategies **Root Cause**: Teachers need more support on providing a variety of math strategies

Perceptions

Problem Statement 3: Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. **Root Cause**: The teacher salary scale is significantly lower than surrounding Independent School Districts.

Problem Statement 4: Need for increased parent volunteers **Root Cause**: Parental Involvement

Problem Statement 5: A school wide discipline management program/course is not evident on campus. **Root Cause**: 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.

Problem Statement 6: There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause**: Teachers need more technology support

Problem Statement 7: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently

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			
Strategy 1: We will hold a training for mentor and mentee teachers each 6 weeks focusing on high leverage skill development	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Improved classroom management, family communication, and student relationships
    Staff Responsible for Monitoring: Campus principal, AP over Mentor Teachers
 	
    Problem Statements: Demographics 2, 5 - Student Learning 2, 5, 6, 7, 8, 9, 10 - School Processes & Programs 2, 4, 5, 6, 7, 8, 9 - Perceptions 3, 5, 6, 7				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. **Root Cause**: The teacher salary scale is significantly lower than surrounding Independent School Districts.
Problem Statement 5: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently

Student Learning
Problem Statement 2: Follow through in holding teachers accountable **Root Cause**: Nonobservance of the structured system for evaluation and support
Problem Statement 5: A school wide discipline management program/course is not evident on campus. **Root Cause**: 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.
Problem Statement 6: Teachers need support and clear expectations on how to implement an effective dual language program. **Root Cause**: The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program
Problem Statement 7: There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause**: Teachers need more technology support
Problem Statement 8: There is a need for professional development on small group reading instruction **Root Cause**: Teachers need more support on tiered learning in small groups
Problem Statement 9: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently
Problem Statement 10: There is a need for professional development on new Math curriculum and teaching strategies **Root Cause**: Teachers need more support on providing a variety of math strategies

School Processes & Programs
Problem Statement 2: Follow through in holding teachers accountable **Root Cause**: Nonobservance of the structured system for evaluation and support
Problem Statement 4: A school wide discipline management program/course is not evident on campus. **Root Cause**: 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.
Problem Statement 5: Teachers need support and clear expectations on how to implement an effective dual language program. **Root Cause**: The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program
Problem Statement 6: There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause**: Teachers need more technology support
Problem Statement 7: There is a need for professional development on small group reading instruction **Root Cause**: Teachers need more support on tiered learning in small groups
Problem Statement 8: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently
Problem Statement 9: There is a need for professional development on new Math curriculum and teaching strategies **Root Cause**: Teachers need more support on providing a variety of math strategies

Perceptions
Problem Statement 3: Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. **Root Cause**: The teacher salary scale is significantly lower than surrounding Independent School Districts.
Problem Statement 5: A school wide discipline management program/course is not evident on campus. **Root Cause**: 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.
Problem Statement 6: There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause**: Teachers need more technology support
Problem Statement 7: Teachers are not mastering the content they are being asked to teach our students. **Root Cause**: Resources change frequently

Campus Funding Summary

			263 - Title III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	3			$0.00
1	1	5			$0.00
1	2	1			$0.00
2	3	1			$0.00
2	3	2			$0.00
2	3	3			$0.00
2	3	4			$0.00
				Sub-Total	$0.00