

International Leadership of Texas

Windmill Lakes Elementary

2022-2023 Campus Improvement Plan



Mission Statement

Mission

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.

德克萨斯州国际领袖学校旨在培养学生在国际社会中卓越的领导才能。
我们强调学生在熟练掌握英语，西班牙语和中文的前提下 加强奉献式的领导精神及身体，头脑和品德的锻炼。

Vision

Others Before Self Otros Antes De Uno Mismo

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

Character and Leadership Development:

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

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Comprehensive Needs Assessment

Revised/Approved: June 13, 2022

Demographics

Demographics Summary

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

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

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

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

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

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

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

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

Campus: Itexas Houston Windmill Lakes EL

Student Demographics (2021 - 2022 Preliminary Fall PEIMS file loaded

01/10/2022)

Gender

	Count	Percent
Female	428	51.63%
Male	401	48.37%

Ethnicity

Hispanic-Latino	616	74.31%
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Race

American Indian - Alaskan Native	1	0.12%
Asian	16	1.93%
Black - African American	170	20.51%
Native Hawaiian - Pacific Islander	0	0.00%
White	12	1.45%
Two-or-More	14	1.69%

Student by Program (2021 - 2022 Preliminary Fall PEIMS file loaded 01/10/2022)

	Count	Percent
Emergent Bilingual (EB)	363	43.79%
Bilingual	0	0.00%
English as a Second Language (ESL)	0	0.00%
Alternative Bilingual Language Program	822	99.16%
Alternative ESL Language Program	0	0.00%
Gifted and Talented	21	2.53%

Special Education (SPED)	52	6.27%
Title I Participation	829	100.00%
Dyslexia	11	1.33%
Economic Disadvantage		
Economic Disadvantage Total	646	77.93%
Free Meals	0	0.00%
Reduced-Price Meals	0	0.00%
Other Economic Disadvantage	646	77.93%
Homeless Statuses		
Homeless Status Total	4	0.48%
Shelter	2	0.24%
Doubled Up	2	0.24%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

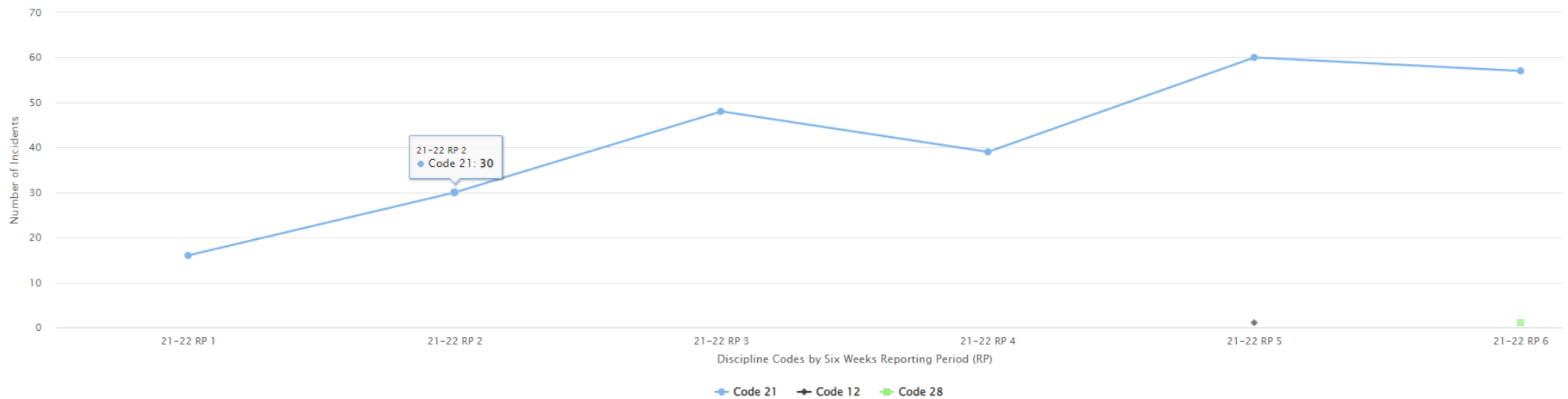
Other Student Information (2021 - 2022 Preliminary Fall PEIMS file loaded

	Count	Percent
01/10/2022)		
At-Risk	715	86.25%
Title I Homeless	0	0.00%
Immigrant	9	1.09%
Migrant	0	0.00%
Military Connected	33	3.98%
Foster Care	0	0.00%
CTE Single Parent/Pregnant Teen	0	0.00%
Section 504	20	2.41%
Intervention Indicator	110	13.27%
IEP Continuer	0	0.00%

Campus Attendance for Years: 2019, 2020, 2021, 2022 for 2 Campuses

	Percent in Attendance	Percent in Attendance	Percent in Attendance	Percent
Campus	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
(057848025) - Itexas Houston Windmill Lakes EL	95.94%	95.65%	95.36%	95.36%
(057848026) - Itexas Houston Windmill Lakes Middle	95.85%	95.65%	95.29%	95.29%
Campus Total	95.92%	95.65%	95.34%	95.34%

Discipline Action Reason Code Trend Analysis for 2022 for Itexas Houston Windmill Lakes EL Where Ethnicity is All Eth-Race



Demographics Strengths

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

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

Summary of Strengths based on Effective School Framework:

Leadership Structure is solid with clear roles and responsibilities

- Coaching and mentoring of new and existing staff is a focus area
- Daily PLC in place with structures to support instructional planning and leaders present and prepared for each meeting
- Data discussions and dives are in place during PLC and a focus area for driving instruction during PLC
- The teacher interview process is firmly in place with targeted questions and modeling of a lesson part of the interview
- The 3 B's are firmly in place in every aspect of campus life for students and staff - Be on Time, Be Respectful, Be Responsible as well as the Motto of "Others before Self"
- Champs is in place, in and out of the classrooms as well of the implementation of Teach Like A Champion strategies and Big Rocks
- Curriculum is developed by the district and followed by the campus along with strong curriculum resources such as Lead4Ward and state approved computer programs for differentiated learning and assessment

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): ELL and at risks students struggle academically and often score low on our state and district assessments. **Root Cause:** Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.

Problem Statement 2 (Prioritized): PTO membership needs to increase by providing various forms of volunteer opportunities for parents and stakeholders annually. **Root Cause:** Inform parents of the PTO and benefits in being part of their scholars education, increasing PTO meetings and opportunities to increase volunteer opportunities.

Problem Statement 3 (Prioritized): Attendance percentage has not reached 97% overall. COVID led to an increase in student absences. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents. COVID also caused fear in families, preferred for child to be at home regardless of child's success.

Problem Statement 4 (Prioritized): The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.

Problem Statement 5 (Prioritized): Concern on the effectiveness of our Chinese and Spanish language implementation. Families want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents do not understand the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor. Additionally, we need to educate our parents on the DLI program through parent meetings for Emergent Bilinguals and Coffee with the Principal.

Problem Statement 6 (Prioritized): Eagle Academy causes confusion with families and students. **Root Cause:** Parents are not aware that Eagle Academy is mandatory and the purpose behind it. Sometimes parents do not receive or read daily communication. Parents need to be educated about the purpose and process of EA through the Principal's newsletter and Coffee with the Principal. We will also prioritize organization and daily communication.

Problem Statement 7 (Prioritized): Last year, we operated most of the year without a campus technician. This compromised student and teacher support. **Root Cause:** We have

identified a strong candidate for campus tech and are making that position a priority.

Problem Statement 8 (Prioritized): Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

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Problem Statement 10 (Prioritized): Decline in performance of SPED students on STAAR. **Root Cause:** There was frequent turnover in personnel including K-5 SPED teachers and Instructional Assistants. We did not have certified, highly qualified K-5 SPED teachers all year.

Problem Statement 11 (Prioritized): WML needs to decrease discipline referrals and increase student engagement. **Root Cause:** lack of adherence to PBIS and CHAMPS strategies

Student Learning

Student Learning Summary

<u>Reading</u>	<u>3rd grade</u>	<u>4th grade</u>	<u>5th grade</u>	AVG
African American				
Approaches	42.86	62.5	71.43	58.93
Meets	20	25	25	23.3
Masters	11.43	0	7.14	6.19
Hispanics				
Approaches	57.28	51.85	56.86	55.33
Meets	31.07	27.28	28.43	28.9
Masters	10.68	11.11	15.69	12.49
Sped				
Approaches	11.11	25	25	20.3
Meets	11.11	0	0	11.11
Masters	0	0	0	0
ELL				
Approaches	55.74	45.33	50	50.35
Meets	27.87	24	24.2	25.36
Masters	9.84	4	10	17.17

Student Learning Strengths

Campus Strengths: Student growth was achieved on math and reading. Closing the gap between our Hispanic and African American, LEP, Special Education was minimized in year

2019 but due to COVID the achievement gap has increase once again. Domain 2A and Domain 3 were our biggest gains in scores and will remain our focus in order to close the gap. We will be adding math and reading intervention teachers to support our scholars.

Strengths- 4th grade Reading and Math, increased in 4th grade writing , 5th Math

Chinese department - we saw an increase in delivery of lessons and classroom management. Students eager to acquire the language and proud to participate during Lunar Year and Chinese Spelling Bee.

PLCs have become more data-centered, and there is more collaboration among grade levels and partner teachers.

Campus Strength - Strong culture, multiple campus interventions, strong leaders in GLA positions and APs, remediation, Physical Fitness, Math Interventionist have successfully been implemented on campus to grow students based on data will continue for this upcoming school year. Evidence: Map and Staar results.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): ELL and at risks students struggle academically and often score low on our state and district assessments. **Root Cause:** Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.

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Problem Statement 4 (Prioritized): Concern on the effectiveness of our Chinese and Spanish language implementation. Families want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents do not understand the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor. Additionally, we need to educate our parents on the DLI program through parent meetings for Emergent Bilinguals and Coffee with the Principal.

Problem Statement 5: Fourth grade math declined. **Root Cause:** This year, we lost both fourth grade teachers. We have identified this as an area of high need and have appointed highly qualified teachers to fill the position.

Problem Statement 6 (Prioritized): Eagle Academy causes confusion with families and students. **Root Cause:** Parents are not aware that Eagle Academy is mandatory and the purpose behind it. Sometimes parents do not receive or read daily communication. Parents need to be educated about the purpose and process of EA through the Principal's newsletter and Coffee with the Principal. We will also prioritize organization and daily communication.

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Problem Statement 11 (Prioritized): WML needs to decrease discipline referrals and increase student engagement. **Root Cause:** lack of adherence to PBIS and CHAMPS strategies

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

6th Grade students will take STAAR Reading and Math Test, 7th grade students will take STAAR Reading, Math, and Writing Test, 8th Grade Students will take STAAR Reading, Math, Science, and Social Studies with 2 administrations of Reading and Math if students are not successful the first time around. All students in kinder through eight grade take the ACTFL assessment to measure the Spanish and Chinese progress. AAPLE assessment are given to 3, 5th and 8th grade.

Economically disadvantaged, LEP, and at risk student population groups who have established a pattern of non-mastery will be targeted for remediation. Small group instruction, tutorials, parent-teacher conferences and consistent written and oral communication between home and school will ensure that home and school work together to provide the necessary support to students to bring about student success. ILTexas-Windmill Lakes will provide student support services as outlined in IEPs and 504 accommodations for qualifying students.

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

All staff members have been provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, students in grades K through 8 have been provided their own Chromebooks. We have a media lab with 30 laptop computers. We utilize the following academic resources to assist us in our daily learning and communication, Dojo, Study Island, Studies Weekly, Reading A-Z, Stemsscopes, MAP; and finally, technology pieces that also encourage and engage parents through the use of programs such as

Istation, Seesaw, Classroom Google, Study Island, and Parent Skyward Portal. With the use of this kind of technology we have increased our parent communication, improved behavior, while continuing to make teaching and the delivery more engaging, attainable, and fun.

School Processes & Programs Strengths

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

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

- Teachers have the support of partners and team members,
- Teachers plan lessons, activities and assessments together as a team,
- Several GLAs/teachers have attended TEKS Resource System Training,
- Teachers have access to several on-line programs: Istation, Study Island, Imagine Math, Reading A-Z, Flocabulary, Accelerated Reader, Brain Pop, Measuring Up, etc.
- Teachers utilize Eduphoria
- Teachers have the support of the District Content Coordinators
- Students receive intervention during school and after school/Saturdays
- Eagle Academy is in place to support our scholars with additional support on content mastery

Items used for curriculum:

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

Assessment:

- iStation in Kinder-2nd grades
- DRA/EDL
- MAP Assessments (2nd-5th Grades)
- STAAR
- ACTFL

- APPLE
- Performance Assessments
- ECA's
- Teachers utilize technology daily in their instruction.
- Students in grades K-8 have their own Chromebook.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.

Problem Statement 2: Lack of knowledge in our Dual Language/trilingual program from our parents and faculty, **Root Cause:** High percentage of first and second year teachers not aware of DLI model. Parents lack an understanding of how the model looks on a daily basis. School needs to show and invite parents to see model in action and help them understand our trilingual program.

Problem Statement 3 (Prioritized): Eagle Academy causes confusion with families and students. **Root Cause:** Parents are not aware that Eagle Academy is mandatory and the purpose behind it. Sometimes parents do not receive or read daily communication. Parents need to be educated about the purpose and process of EA through the Principal's newsletter and Coffee with the Principal. We will also prioritize organization and daily communication.

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Problem Statement 12 (Prioritized): Decline in performance of SPED students on STAAR. **Root Cause:** There was frequent turnover in personnel including K-5 SPED teachers and Instructional Assistants. We did not have certified, highly qualified K-5 SPED teachers all year.

Perceptions

Perceptions Summary

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

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

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

We leverage our Professional Learning Communities, who meet daily, to build a collaborative culture. Our grade level teams plan together work towards common goals. Our staff members are able to rely on each other for support, suggestions and assistance. In addition, we are able to bounce ideas off of each other and use colleagues as resources. We are excited to collaborate every year during our Hispanic Heritage Month, Lunar Year, Fall Festival, Black History Program and International Festival.

Perceptions Strengths

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

- GLA Newsletter
- Monthly calendar
- PTO monthly meetings
- Skyward Parent Portal
- Parent-Teacher Conferences
- School website
- School Messenger
- School Newsletter
- Weekly call-outs and emails

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

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

We strive to strengthen our school culture through daily announcement of the mission, leadership trait of the week, student pledge and key actions items of the day. We celebrate staff

and students by recognizing the "Faculty of the Month" and "Student of the Month" in our weekly newsletter and announcements. We build capacity in our teachers by developing their leadership potential, and offering voluntary Professional Development opportunities through district initiatives and training provided by Golding Touch or the Region 4 and 10. We encourage consistency with discipline utilizing Restorative Discipline, guidance lessons and follow student handbook. We develop an effective feedback and coaching plan that supports instruction and classroom management. Our students have shown an increase of engagement and recognition in all of our languages, Spanish, Chinese, and English.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.

Problem Statement 2: Lack of knowledge in our Dual Language/trilingual program from our parents and faculty, **Root Cause:** High percentage of first and second year teachers not aware of DLI model. Parents lack an understanding of how the model looks on a daily basis. School needs to show and invite parents to see model in action and help them understand our trilingual program.

Problem Statement 3 (Prioritized): PTO membership needs to increase by providing various forms of volunteer opportunities for parents and stakeholders annually. **Root Cause:** Inform parents of the PTO and benefits in being part of their scholars education, increasing PTO meetings and opportunities to increase volunteer opportunities.

Problem Statement 4 (Prioritized): Concern on the effectiveness of our Chinese and Spanish language implementation. Families want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents do not understand the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor. Additionally, we need to educate our parents on the DLI program through parent meetings for Emergent Bilinguals and Coffee with the Principal.

Problem Statement 5 (Prioritized): Eagle Academy causes confusion with families and students. **Root Cause:** Parents are not aware that Eagle Academy is mandatory and the purpose behind it. Sometimes parents do not receive or read daily communication. Parents need to be educated about the purpose and process of EA through the Principal's newsletter and Coffee with the Principal. We will also prioritize organization and daily communication.

Problem Statement 6 (Prioritized): Attendance percentage has not reached 97% overall. COVID led to an increase in student absences. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents. COVID also caused fear in families, preferred for child to be at home regardless of child's success.

Problem Statement 7 (Prioritized): Decline in performance of SPED students on STAAR. **Root Cause:** There was frequent turnover in personnel including K-5 SPED teachers and Instructional Assistants. We did not have certified, highly qualified K-5 SPED teachers all year.

Problem Statement 8 (Prioritized): WML needs to decrease discipline referrals and increase student engagement. **Root Cause:** lack of adherence to PBIS and CHAMPS strategies

Problem Statement 9 (Prioritized): ELL and at risks students struggle academically and often score low on our state and district assessments. **Root Cause:** Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.

Problem Statement 10 (Prioritized): Last year, we operated most of the year without a campus technician. This compromised student and teacher support. **Root Cause:** We have identified a strong candidate for campus tech and are making that position a priority.

Problem Statement 11: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in

using assessment results to drive instruction.

Priority Problem Statements

Problem Statement 6: ELL and at risks students struggle academically and often score low on our state and district assessments.

Root Cause 6: Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.

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

Problem Statement 1: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity.

Root Cause 1: We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.

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

Problem Statement 8: PTO membership needs to increase by providing various forms of volunteer opportunities for parents and stakeholders annually.

Root Cause 8: Inform parents of the PTO and benefits in being part of their scholars education, increasing PTO meetings and opportunities to increase volunteer opportunities.

Problem Statement 8 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 2: Attendance percentage has not reached 97% overall. COVID led to an increase in student absences.

Root Cause 2: Lack of parent involvement, update information on Skyward not accurate or updated by parents. COVID also caused fear in families, preferred for child to be at home regardless of child's success.

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

Problem Statement 4: Eagle Academy causes confusion with families and students.

Root Cause 4: Parents are not aware that Eagle Academy is mandatory and the purpose behind it. Sometimes parents do not receive or read daily communication. Parents need to be educated about the purpose and process of EA through the Principal's newsletter and Coffee with the Principal. We will also prioritize organization and daily communication.

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

Problem Statement 7: Concern on the effectiveness of our Chinese and Spanish language implementation. Families want to see increase in levels on the ACTFL assessments.

Root Cause 7: Parents do not understand the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor. Additionally, we need to educate our parents on the DLI program through parent meetings for Emergent Bilinguals and Coffee with the Principal.

Problem Statement 7 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Last year, we operated most of the year without a campus technician. This compromised student and teacher support.

Root Cause 3: We have identified a strong candidate for campus tech and are making that position a priority.

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

Problem Statement 5: Decline in performance of SPED students on STAAR.

Root Cause 5: There was frequent turnover in personnel including K-5 SPED teachers and Instructional Assistants. We did not have certified, highly qualified K-5 SPED teachers all year.

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

Problem Statement 10: WML needs to decrease discipline referrals and increase student engagement.

Root Cause 10: lack of adherence to PBIS and CHAMPS strategies

Problem Statement 10 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 9: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles.

Root Cause 9: Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

Problem Statement 9 Areas: Demographics - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- 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: By the end of the 22-23 school year, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Reading/Language Arts and 25% of EB students will perform at the meets level of achievement on STAAR Reading/Language Arts. By the end of the 22-23 school year, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Math and 25% of EB students will perform at the meets level of achievement on STAAR Math.





High Priority

HB3 Goal

Evaluation Data Sources: STAAR, MAP, Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Research has proven that by increasing parental involvement and engagement, we also see an increase in student achievement. Thus, we hope to make some staffing decisions that will help us make significant gains in this area by increasing the number of parent programs and community activities at each campus from their previous year's number. The percentage of parent involvement will increase from 40% to 60 % by the end of 22-23 school year. I think we should have an AP and GLA designated as liaisons for our Parent Teacher Organization. They will help to facilitate communication and help coordinate parental involvements initiatives. 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.</p> <p>Strategy's Expected Result/Impact: The percentage of parent involvement will increase from 40% to 60 % by the end of 22-23 school year, thus improving communication and morale.</p> <p>Staff Responsible for Monitoring: AP and GLA designated as liaisons for PTO, Principal's Cabinet, Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 6 - Perceptions 3</p> <p>Funding Sources: PTO Fundraisers - 461 - Campus Activity - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will increase use our technology learning platforms, specifically ST Math, IXL, and iStation.</p> <p>Strategy's Expected Result/Impact: Improved Student Achievement on STAAR</p> <p>Staff Responsible for Monitoring: Dean, ICs, Campus Technician</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 7 - Student Learning 7 - School Processes & Programs 5 - Perceptions 10</p> <p>Funding Sources: Technology, resources - 211 - Title 1-A - \$15,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: We will provide ongoing sheltered instruction training for all teachers of Emergent Bilinguals.</p> <ul style="list-style-type: none"> * 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. * 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. * 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. * ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days. * ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments. * 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. * ILTexas will provide High school Emergent Bilingual students additional SAT test prep sessions to increase their performance on the SAT test. * 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. <p>Strategy's Expected Result/Impact: Improved achievement for Emergent Bilinguals evidenced by increased STAAR scores.</p> <p>Staff Responsible for Monitoring: LPAC Administrator, Dean, and ICs</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 8 - Perceptions 9</p> <p>Funding Sources: Funds for conferences and materials - 211 - Title 1-A - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
Strategy 4: We will foster parental involvement of Emergent Bilinguals through a Parent University for EBs. Strategy's Expected Result/Impact: Improved parental participation of Emergent Bilinguals, thus positively impacting STAAR scores for EBs. Staff Responsible for Monitoring: LPAD administrator Title I: 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1, 2, 5 - Student Learning 1, 4 - School Processes & Programs 6, 8, 10 - Perceptions 3, 4, 9	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: ELL and at risks students struggle academically and often score low on our state and district assessments. Root Cause: Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.
Problem Statement 2: PTO membership needs to increase by providing various forms of volunteer opportunities for parents and stakeholders annually. Root Cause: Inform parents of the PTO and benefits in being part of their scholars education, increasing PTO meetings and opportunities to increase volunteer opportunities.
Problem Statement 5: Concern on the effectiveness of our Chinese and Spanish language implementation. Families want to see increase in levels on the ACTFL assessments. Root Cause: Parents do not understand the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor. Additionally, we need to educate our parents on the DLI program through parent meetings for Emergent Bilinguals and Coffee with the Principal.
Problem Statement 7: Last year, we operated most of the year without a campus technician. This compromised student and teacher support. Root Cause: We have identified a strong candidate for campus tech and are making that position a priority.
Student Learning
Problem Statement 1: ELL and at risks students struggle academically and often score low on our state and district assessments. Root Cause: Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.
Problem Statement 4: Concern on the effectiveness of our Chinese and Spanish language implementation. Families want to see increase in levels on the ACTFL assessments. Root Cause: Parents do not understand the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor. Additionally, we need to educate our parents on the DLI program through parent meetings for Emergent Bilinguals and Coffee with the Principal.

Student Learning

Problem Statement 7: Last year, we operated most of the year without a campus technician. This compromised student and teacher support. **Root Cause:** We have identified a strong candidate for campus tech and are making that position a priority.

School Processes & Programs

Problem Statement 5: Last year, we operated most of the year without a campus technician. This compromised student and teacher support. **Root Cause:** We have identified a strong candidate for campus tech and are making that position a priority.

Problem Statement 6: PTO membership needs to increase by providing various forms of volunteer opportunities for parents and stakeholders annually. **Root Cause:** Inform parents of the PTO and benefits in being part of their scholars education, increasing PTO meetings and opportunities to increase volunteer opportunities.

Problem Statement 8: ELL and at risks students struggle academically and often score low on our state and district assessments. **Root Cause:** Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.

Problem Statement 10: Concern on the effectiveness of our Chinese and Spanish language implementation. Families want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents do not understand the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor. Additionally, we need to educate our parents on the DLI program through parent meetings for Emergent Bilinguals and Coffee with the Principal.

Perceptions

Problem Statement 3: PTO membership needs to increase by providing various forms of volunteer opportunities for parents and stakeholders annually. **Root Cause:** Inform parents of the PTO and benefits in being part of their scholars education, increasing PTO meetings and opportunities to increase volunteer opportunities.

Problem Statement 4: Concern on the effectiveness of our Chinese and Spanish language implementation. Families want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents do not understand the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor. Additionally, we need to educate our parents on the DLI program through parent meetings for Emergent Bilinguals and Coffee with the Principal.

Problem Statement 9: ELL and at risks students struggle academically and often score low on our state and district assessments. **Root Cause:** Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.

Problem Statement 10: Last year, we operated most of the year without a campus technician. This compromised student and teacher support. **Root Cause:** We have identified a strong candidate for campus tech and are making that position a priority.

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, 70% of ILTexas students will increase performance on traditionally low standards on 5th grade STAAR Science, Social Studies and 8th grade STAAR Science and Social Studies. By the end of the 22-23 school year, 25% of all ILTexas Windmill Lakes students will perform at the meets level of achievement on STAAR Social Studies and Science and 25% of EB students will perform at the meets level of achievement on STAAR Social Studies. By the end of the 22-23 school year, 70% of ILTexas students will increase performance on traditionally low standards on 5th grade STAAR Science and 8th grade STAAR Science.





High Priority

HB3 Goal

Evaluation Data Sources: STAAR, Map, Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: In order to increase student performance we will utilize technology to reach all levels of our students including ST Math, IXL for language and Istation reading.</p> <p>Study Island will be provided for our students to increase levels in MAP and STAAR.</p> <p>MAP will be provided to use to track student growth and differentiate students needs in reading and math.</p> <p>We will provide instructional materials for teachers and students for use in Reading/LA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessment (including Study Island, All in Learning, STAAR, Master, Brain Pop, Measuring Up, etc)</p> <p>Provide leveled readers in our classroom in Chinese, Spanish and English in order to increase student progress in comprehension and reading levels.</p> <p>This further supports the State and District goal of laying a foundation of reading and math.</p> <p>This surfaced as a need during our Finish Strong GLA meeting (and MOY surveys as well as MOY data analysis) to help finish the year strong by increasing access to and usage this spring semester. Further, this purchase is reasonable and necessary to finish the year strong and to address gaps identified in reading and math (middle of year data) while also increasing differentiated instruction in the lower/foundational grades/courses.</p> <p>Strategy's Expected Result/Impact: Improved technology support and utilization will help foster iStation, ST Math and IXL usage for language. We will increase usage in iStation and ST Math by at least 5% and IXL by at least 10%. Increased usage of these learning platforms will positively impact student achievement on assessments including STAAR.</p> <p>Staff Responsible for Monitoring: This should be monitored primarily by the campus technician, Dean, and Instructional Coaches. Additionally, it should be supported by Grade Level Administrators and the Assistant Principals.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 7 - Student Learning 7 - School Processes & Programs 5 - Perceptions 10 Funding Sources: Curriculum -supplemental materials - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details		Reviews			
Strategy 2: We will improve teacher effectiveness with targeted training and professional development, specifically in Eureka math and Benchmark reading. Strategy's Expected Result/Impact: Enhanced teacher effectiveness will positively impact student achievement on assessments including STAAR. Staff Responsible for Monitoring: Dean, ICs, administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 4 - Student Learning 3 - School Processes & Programs 1 - Perceptions 1 Funding Sources: Professional Development - 211 - Title 1-A - \$35,000		Formative			Summative
		Nov	Jan	May	June
Strategy 3 Details		Reviews			
Strategy 3: We will hire certified, highly qualified teachers. Strategy's Expected Result/Impact: Improved Student Achievement on STAAR Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 4 - Student Learning 3 - School Processes & Programs 1 - Perceptions 1		Formative			Summative
		Nov	Jan	May	June

Strategy 4 Details		Reviews			
Strategy 4: We will retain highly qualified teachers and support personnel including Instructional Assistants. Strategy's Expected Result/Impact: Improved teacher effectiveness, improved school morale, and Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 4 - Student Learning 3 - School Processes & Programs 1 - Perceptions 1		Formative			Summative
		Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. Root Cause: We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.
Problem Statement 7: Last year, we operated most of the year without a campus technician. This compromised student and teacher support. Root Cause: We have identified a strong candidate for campus tech and are making that position a priority.
Student Learning
Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. Root Cause: We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.
Problem Statement 7: Last year, we operated most of the year without a campus technician. This compromised student and teacher support. Root Cause: We have identified a strong candidate for campus tech and are making that position a priority.
School Processes & Programs
Problem Statement 1: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. Root Cause: We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.
Problem Statement 5: Last year, we operated most of the year without a campus technician. This compromised student and teacher support. Root Cause: We have identified a strong candidate for campus tech and are making that position a priority.

Perceptions

Problem Statement 1: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.

Problem Statement 10: Last year, we operated most of the year without a campus technician. This compromised student and teacher support. **Root Cause:** We have identified a strong candidate for campus tech and are making that position a priority.

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, ILTexas Windmill Lakes students enrolled in the Special Education program will maintain a Meets achievement standard at a 5% rate for Math and a 10% rate for English Language Arts and Reading state assessments.





High Priority

HB3 Goal

Evaluation Data Sources: MAP, Interim assessments, STAAR

Strategy 1 Details	Reviews			
Strategy 1: 1) Expectations PLC - Data days, enrichment, tutorials, small group instruction, Eagle Academy, professional development, provide snacks and materials for after-school tutorials and remediation. Strategy's Expected Result/Impact: All our special populations and Emergent Bilinguals scholars will be served in the classroom and teachers will be knowledgeable of all accommodations. Parents are informed of their child's plan and progress. Ongoing collaboration of our scholars progress and growth. Increase student achievement in our local and state assessments. Staff Responsible for Monitoring: Administration, Instructional Coaches, Dean, Teachers, Special Education Coordinator Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 10 - Student Learning 10 - School Processes & Programs 12 - Perceptions 7 Funding Sources: Tutorials, extra duty pay, snacks-tutorials items - 211 - Title 1-A - \$20,000	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Early intervention with remediation during the day, enrichment/remediation, Physical Fitness. FEV tutoring to support Saturday tutorials and after school tutorials.</p> <p>Strategy's Expected Result/Impact: This strategy will positively impact all learners including students with exceptionalities. Student achievement will be evidenced by increased STAAR scores for SPED students.</p> <p>Staff Responsible for Monitoring: SPED Coordinator, Dean, ICs and Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 6 - Student Learning 6 - School Processes & Programs 3 - Perceptions 5</p> <p>Funding Sources: FEV tutoring support, IC needed to support intervention - 211 - Title 1-A - \$35,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: We will hire highly qualified, certified SPED personnel.</p> <p>Strategy's Expected Result/Impact: Increased achievement for SPED students as evidenced on STAAR</p> <p>Staff Responsible for Monitoring: Area SPED Director, Administration</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 10 - Student Learning 10 - School Processes & Programs 12 - Perceptions 7</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details		Reviews			
Strategy 4: We will retain highly qualified, certified personnel by supporting teachers and fostering a positive school environment. We will exemplify "servant leadership." Strategy's Expected Result/Impact: Improved morale and instruction Staff Responsible for Monitoring: Principal and Assistant Principals Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 4 - Student Learning 3 - School Processes & Programs 1 - Perceptions 1		Formative			Summative
		Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. Root Cause: We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.
Problem Statement 6: Eagle Academy causes confusion with families and students. Root Cause: Parents are not aware that Eagle Academy is mandatory and the purpose behind it. Sometimes parents do not receive or read daily communication. Parents need to be educated about the purpose and process of EA through the Principal's newsletter and Coffee with the Principal. We will also prioritize organization and daily communication.
Problem Statement 10: Decline in performance of SPED students on STAAR. Root Cause: There was frequent turnover in personnel including K-5 SPED teachers and Instructional Assistants. We did not have certified, highly qualified K-5 SPED teachers all year.
Student Learning
Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. Root Cause: We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.
Problem Statement 6: Eagle Academy causes confusion with families and students. Root Cause: Parents are not aware that Eagle Academy is mandatory and the purpose behind it. Sometimes parents do not receive or read daily communication. Parents need to be educated about the purpose and process of EA through the Principal's newsletter and Coffee with the Principal. We will also prioritize organization and daily communication.
Problem Statement 10: Decline in performance of SPED students on STAAR. Root Cause: There was frequent turnover in personnel including K-5 SPED teachers and Instructional Assistants. We did not have certified, highly qualified K-5 SPED teachers all year.

School Processes & Programs

Problem Statement 1: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.

Problem Statement 3: Eagle Academy causes confusion with families and students. **Root Cause:** Parents are not aware that Eagle Academy is mandatory and the purpose behind it. Sometimes parents do not receive or read daily communication. Parents need to be educated about the purpose and process of EA through the Principal's newsletter and Coffee with the Principal. We will also prioritize organization and daily communication.

Problem Statement 12: Decline in performance of SPED students on STAAR. **Root Cause:** There was frequent turnover in personnel including K-5 SPED teachers and Instructional Assistants. We did not have certified, highly qualified K-5 SPED teachers all year.

Perceptions

Problem Statement 1: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.

Problem Statement 5: Eagle Academy causes confusion with families and students. **Root Cause:** Parents are not aware that Eagle Academy is mandatory and the purpose behind it. Sometimes parents do not receive or read daily communication. Parents need to be educated about the purpose and process of EA through the Principal's newsletter and Coffee with the Principal. We will also prioritize organization and daily communication.

Problem Statement 7: Decline in performance of SPED students on STAAR. **Root Cause:** There was frequent turnover in personnel including K-5 SPED teachers and Instructional Assistants. We did not have certified, highly qualified K-5 SPED teachers all year.





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, 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

Strategy 1 Details	Reviews			
Strategy 1: Bring in subject matter experts (such as but not limited to Youth Equipped to Succeed) and purchase resources (such as but not limit to SEL and mental health curriculum for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students) to improve students' readiness to learn. Strategy's Expected Result/Impact: Improve learning readiness as measured by Rhithm Staff Responsible for Monitoring: Principal, APs, Counselors Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 3, 11 - Student Learning 2, 11 - School Processes & Programs 7, 9 - Perceptions 6, 8 Funding Sources: Rhythm, AIm For Success - 211 - Title 1-A - \$20,000	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details		Reviews			
Strategy 2: Bring in restorative coach to support (such as but not limit to SEL, restorative practices and de-escalation curriculum) aimed at improving student behavior by addressing the social emotional health and behavior of our students) that will improve students' readiness to learn. Strategy's Expected Result/Impact: Our students will improve on following PBIS strategies, understanding community and rules and procedures. This will allow our students to increase their student achievement and academic goals. Staff Responsible for Monitoring: Principal, APs, Counselor, Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 8, 11 - Student Learning 8, 11 - School Processes & Programs 7, 11 - Perceptions 8 Funding Sources: Restorative Coach - 211 - Title 1-A - \$65,000		Formative			Summative
		Nov	Jan	May	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: Attendance percentage has not reached 97% overall. COVID led to an increase in student absences. Root Cause: Lack of parent involvement, update information on Skyward not accurate or updated by parents. COVID also caused fear in families, preferred for child to be at home regardless of child's success. Problem Statement 8: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. Root Cause: Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction. Problem Statement 11: WML needs to decrease discipline referrals and increase student engagement. Root Cause: lack of adherence to PBIS and CHAMPS strategies
Student Learning
Problem Statement 2: Attendance percentage has not reached 97% overall. COVID led to an increase in student absences. Root Cause: Lack of parent involvement, update information on Skyward not accurate or updated by parents. COVID also caused fear in families, preferred for child to be at home regardless of child's success. Problem Statement 8: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. Root Cause: Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction. Problem Statement 11: WML needs to decrease discipline referrals and increase student engagement. Root Cause: lack of adherence to PBIS and CHAMPS strategies

School Processes & Programs

Problem Statement 7: WML needs to decrease discipline referrals and increase student engagement. **Root Cause:** lack of adherence to PBIS and CHAMPS strategies

Problem Statement 9: Attendance percentage has not reached 97% overall. COVID led to an increase in student absences. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents. COVID also caused fear in families, preferred for child to be at home regardless of child's success.

Problem Statement 11: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

Perceptions





Problem Statement 6: Attendance percentage has not reached 97% overall. COVID led to an increase in student absences. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents. COVID also caused fear in families, preferred for child to be at home regardless of child's success.

Problem Statement 8: WML needs to decrease discipline referrals and increase student engagement. **Root Cause:** lack of adherence to PBIS and CHAMPS strategies

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, 90% of K-12 fine art students will be successful in completing the specific TEKS required for all fine art courses.

Strategy 1 Details	Reviews			
Strategy 1: We will provide ongoing sheltered instruction for all teachers of Emergent Bilinguals thus increasing fine arts teachers capacity to positively impact EBs in cross-curricular learning. Strategy's Expected Result/Impact: Improved STAAR scores for EBs Staff Responsible for Monitoring: LPAC Administrator, fine arts teachers Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1, 5 - Student Learning 1, 4 - School Processes & Programs 8, 10 - Perceptions 4, 9 Funding Sources: Professional Development on Emergent Learner training - 211 - Title 1-A - \$30,000	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: We will hire and retain highly qualified fine arts teachers. Strategy's Expected Result/Impact: improved teacher retention Staff Responsible for Monitoring: administration Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 4 - Student Learning 3 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
Strategy 3: We will provide ongoing attendance incentives thus improving overall attendance and student participation in fine arts classes. Strategy's Expected Result/Impact: improved attendance and participation Staff Responsible for Monitoring: Principal Cabinet, attendance clerk, administration Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 2, 3 - Student Learning 2 - School Processes & Programs 6, 9 - Perceptions 3, 6 Funding Sources: Attendance incentives - 211 - Title 1-A - \$5,000	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
Strategy 4: We will improve classroom management by utilizing PBIS and CHAMPS strategies. Strategy's Expected Result/Impact: decreased discipline referrals, improved student engagement Staff Responsible for Monitoring: administration, PBIS committee Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 8 - Student Learning 8 - School Processes & Programs 11	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: ELL and at risks students struggle academically and often score low on our state and district assessments. Root Cause: Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.

Demographics

Problem Statement 2: PTO membership needs to increase by providing various forms of volunteer opportunities for parents and stakeholders annually. **Root Cause:** Inform parents of the PTO and benefits in being part of their scholars education, increasing PTO meetings and opportunities to increase volunteer opportunities.

Problem Statement 3: Attendance percentage has not reached 97% overall. COVID led to an increase in student absences. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents. COVID also caused fear in families, preferred for child to be at home regardless of child's success.

Problem Statement 4: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.

Problem Statement 5: Concern on the effectiveness of our Chinese and Spanish language implementation. Families want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents do not understand the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor. Additionally, we need to educate our parents on the DLI program through parent meetings for Emergent Bilinguals and Coffee with the Principal.

Problem Statement 8: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

Student Learning

Problem Statement 1: ELL and at risks students struggle academically and often score low on our state and district assessments. **Root Cause:** Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.

Problem Statement 2: Attendance percentage has not reached 97% overall. COVID led to an increase in student absences. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents. COVID also caused fear in families, preferred for child to be at home regardless of child's success.

Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.

Problem Statement 4: Concern on the effectiveness of our Chinese and Spanish language implementation. Families want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents do not understand the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor. Additionally, we need to educate our parents on the DLI program through parent meetings for Emergent Bilinguals and Coffee with the Principal.

Problem Statement 8: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

School Processes & Programs

Problem Statement 1: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.

Problem Statement 6: PTO membership needs to increase by providing various forms of volunteer opportunities for parents and stakeholders annually. **Root Cause:** Inform parents of the PTO and benefits in being part of their scholars education, increasing PTO meetings and opportunities to increase volunteer opportunities.

School Processes & Programs

Problem Statement 8: ELL and at risks students struggle academically and often score low on our state and district assessments. **Root Cause:** Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.

Problem Statement 9: Attendance percentage has not reached 97% overall. COVID led to an increase in student absences. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents. COVID also caused fear in families, preferred for child to be at home regardless of child's success.

Problem Statement 10: Concern on the effectiveness of our Chinese and Spanish language implementation. Families want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents do not understand the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor. Additionally, we need to educate our parents on the DLI program through parent meetings for Emergent Bilinguals and Coffee with the Principal.

Problem Statement 11: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

Perceptions

Problem Statement 1: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.

Problem Statement 3: PTO membership needs to increase by providing various forms of volunteer opportunities for parents and stakeholders annually. **Root Cause:** Inform parents of the PTO and benefits in being part of their scholars education, increasing PTO meetings and opportunities to increase volunteer opportunities.

Problem Statement 4: Concern on the effectiveness of our Chinese and Spanish language implementation. Families want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents do not understand the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor. Additionally, we need to educate our parents on the DLI program through parent meetings for Emergent Bilinguals and Coffee with the Principal.

Problem Statement 6: Attendance percentage has not reached 97% overall. COVID led to an increase in student absences. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents. COVID also caused fear in families, preferred for child to be at home regardless of child's success.





Problem Statement 9: ELL and at risks students struggle academically and often score low on our state and district assessments. **Root Cause:** Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.

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, at least 50% of 5th grade students who have been with ILTexas for more than 5 years will reach a Novice Mid proficiency in Chinese and Novice High in Spanish.

Evaluation Data Sources: AAPPL and ACTFL rating.

Strategy 1 Details	Reviews			
Strategy 1: We will retain highly effective Chinese teachers. Strategy's Expected Result/Impact: improved student performance on ACTFL Staff Responsible for Monitoring: administration Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 4, 5 - Student Learning 3, 4 - School Processes & Programs 1, 10 - Perceptions 1, 4	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: We will foster improved classroom management in specials classes including Chinese through ongoing PBIS training. Strategy's Expected Result/Impact: improved student engagement Staff Responsible for Monitoring: PBIS committee, administration Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 5, 11 - Student Learning 4, 11 - School Processes & Programs 7, 10 - Perceptions 4, 8 Funding Sources: Champs training, PBIS - 211 - Title 1-A - \$15,000	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
Strategy 3: We will improve student attendance and thus participation in Chinese classes. Strategy's Expected Result/Impact: improved student attendance and ACTFL scores Staff Responsible for Monitoring: Principal Cabinet, administration, attendance clerk Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3, 5 - Student Learning 2, 4 - School Processes & Programs 9, 10 - Perceptions 4, 6	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
Strategy 4: We will provide ongoing sheltered instruction PD thus positively impacting engagement for Emergent Bilinguals in specials classes including Chinese. Strategy's Expected Result/Impact: improved engagement for EBs in Chinese classes Staff Responsible for Monitoring: Chinese teachers, LPAC administrator Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1, 5 - Student Learning 1, 4 - School Processes & Programs 8, 10 - Perceptions 4, 9 Funding Sources: Emergent Bilingual trainings, parents nights - 211 - Title 1-A - \$5,000	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: ELL and at risks students struggle academically and often score low on our state and district assessments. Root Cause: Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.

Demographics

Problem Statement 3: Attendance percentage has not reached 97% overall. COVID led to an increase in student absences. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents. COVID also caused fear in families, preferred for child to be at home regardless of child's success.

Problem Statement 4: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.

Problem Statement 5: Concern on the effectiveness of our Chinese and Spanish language implementation. Families want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents do not understand the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor. Additionally, we need to educate our parents on the DLI program through parent meetings for Emergent Bilinguals and Coffee with the Principal.

Problem Statement 11: WML needs to decrease discipline referrals and increase student engagement. **Root Cause:** lack of adherence to PBIS and CHAMPS strategies

Student Learning

Problem Statement 1: ELL and at risks students struggle academically and often score low on our state and district assessments. **Root Cause:** Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.

Problem Statement 2: Attendance percentage has not reached 97% overall. COVID led to an increase in student absences. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents. COVID also caused fear in families, preferred for child to be at home regardless of child's success.

Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.

Problem Statement 4: Concern on the effectiveness of our Chinese and Spanish language implementation. Families want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents do not understand the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor. Additionally, we need to educate our parents on the DLI program through parent meetings for Emergent Bilinguals and Coffee with the Principal.

Problem Statement 11: WML needs to decrease discipline referrals and increase student engagement. **Root Cause:** lack of adherence to PBIS and CHAMPS strategies

School Processes & Programs

Problem Statement 1: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.

Problem Statement 7: WML needs to decrease discipline referrals and increase student engagement. **Root Cause:** lack of adherence to PBIS and CHAMPS strategies

Problem Statement 8: ELL and at risks students struggle academically and often score low on our state and district assessments. **Root Cause:** Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.

Problem Statement 9: Attendance percentage has not reached 97% overall. COVID led to an increase in student absences. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents. COVID also caused fear in families, preferred for child to be at home regardless of child's success.

Problem Statement 10: Concern on the effectiveness of our Chinese and Spanish language implementation. Families want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents do not understand the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor. Additionally, we need to educate our parents on the DLI program through parent meetings for Emergent Bilinguals and Coffee with the Principal.

Perceptions

Problem Statement 1: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.

Problem Statement 4: Concern on the effectiveness of our Chinese and Spanish language implementation. Families want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents do not understand the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor. Additionally, we need to educate our parents on the DLI program through parent meetings for Emergent Bilinguals and Coffee with the Principal.





Problem Statement 6: Attendance percentage has not reached 97% overall. COVID led to an increase in student absences. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents. COVID also caused fear in families, preferred for child to be at home regardless of child's success.

Problem Statement 8: WML needs to decrease discipline referrals and increase student engagement. **Root Cause:** lack of adherence to PBIS and CHAMPS strategies

Problem Statement 9: ELL and at risks students struggle academically and often score low on our state and district assessments. **Root Cause:** Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.

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 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: We will hire highly qualified Chinese and Spanish teachers. Strategy's Expected Result/Impact: By hiring highly qualified teachers we will see improved student engagement and achievement. Staff Responsible for Monitoring: administration Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 4 - Student Learning 3 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: We will utilize Positive Behavioral Intervention and Supports to improve classroom management and increase teacher effectiveness in Chinese classes. We will provide ongoing CHAMPS and PBIS training and continuous feedback on implementation. Strategy's Expected Result/Impact: improved ACTFL scores by increasing student engagement Staff Responsible for Monitoring: administration, PBIS committee Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 11 - Student Learning 11 - School Processes & Programs 7 - Perceptions 8 Funding Sources: PBIS incentives - 211 - Title 1-A - \$10,000	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. Root Cause: We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.
Problem Statement 11: WML needs to decrease discipline referrals and increase student engagement. Root Cause: lack of adherence to PBIS and CHAMPS strategies
Student Learning
Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. Root Cause: We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.
Problem Statement 11: WML needs to decrease discipline referrals and increase student engagement. Root Cause: lack of adherence to PBIS and CHAMPS strategies
School Processes & Programs
Problem Statement 1: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. Root Cause: We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.
Problem Statement 7: WML needs to decrease discipline referrals and increase student engagement. Root Cause: lack of adherence to PBIS and CHAMPS strategies
Perceptions
Problem Statement 1: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. Root Cause: We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.
Problem Statement 8: WML needs to decrease discipline referrals and increase student engagement. Root Cause: lack of adherence to PBIS and CHAMPS strategies

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 4: 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: We will provide teacher training for ACTFL reports. Strategy's Expected Result/Impact: improved awareness and usage Staff Responsible for Monitoring: Dean, Instructional Coaches Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Demographics 5 - Student Learning 4 - School Processes & Programs 10 - Perceptions 4	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: We will provide ongoing support with entering Spanish and Chinese levels in Skyward. Strategy's Expected Result/Impact: improved usage and fidelity Staff Responsible for Monitoring: Grade Level Administrators and ICs Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 5 - Student Learning 4 - School Processes & Programs 10 - Perceptions 4	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
Strategy 3: We will train new teachers on entering AAPPL levels on Skyward. Strategy's Expected Result/Impact: improved awareness, positively impacting student achievement on ACTFL Staff Responsible for Monitoring: AP over new teachers, GLAs, ICs - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Problem Statements: Demographics 5 - Student Learning 4 - School Processes & Programs 10 - Perceptions 4	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
Strategy 4: We will retain new teachers, thus increasing our proficiency and allowing us to focus on training new teachers. Strategy's Expected Result/Impact: increased student and parent awareness of ACTFL levels Staff Responsible for Monitoring: AP over new teachers, administration Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 4, 5 - Student Learning 3, 4 - School Processes & Programs 1, 10 - Perceptions 1, 4 Funding Sources: Professional development, subs for training - 211 - Title 1-A - \$10,000	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 4 Problem Statements:

Demographics
Problem Statement 4: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. Root Cause: We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.
Problem Statement 5: Concern on the effectiveness of our Chinese and Spanish language implementation. Families want to see increase in levels on the ACTFL assessments. Root Cause: Parents do not understand the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor. Additionally, we need to educate our parents on the DLI program through parent meetings for Emergent Bilinguals and Coffee with the Principal.

Student Learning

Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.

Problem Statement 4: Concern on the effectiveness of our Chinese and Spanish language implementation. Families want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents do not understand the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor. Additionally, we need to educate our parents on the DLI program through parent meetings for Emergent Bilinguals and Coffee with the Principal.

School Processes & Programs

Problem Statement 1: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.

Problem Statement 10: Concern on the effectiveness of our Chinese and Spanish language implementation. Families want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents do not understand the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor. Additionally, we need to educate our parents on the DLI program through parent meetings for Emergent Bilinguals and Coffee with the Principal.

Perceptions

Problem Statement 1: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.

Problem Statement 4: Concern on the effectiveness of our Chinese and Spanish language implementation. Families want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents do not understand the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor. Additionally, we need to educate our parents on the DLI program through parent meetings for Emergent Bilinguals and Coffee with the Principal.

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 on-boarding training for all new teachers in the classroom. There is a need to develop a stronger teacher recruitment process, with the assistance of the district, in order to compete and retain quality teachers. Develop by 50% our mentor program for first year teachers and peer to peer mentors for leadership development by June 2023. In addition we will increase the percent retention of our special education, math and reading teachers by 1%. Instructional Coaches to support our high turnover in new teachers on campus. Instructional Coaches will support the teachers with DLI and our mission. Instructional coaches will provide feedback and professional development.

High Priority





HB3 Goal

Evaluation Data Sources: Survey, data, turnover rate

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1 Specific: Attend District Trainings Attend on-going PD provided from staff and recommended PD from best practices. Provide subs in order to implement lesson planning day and professional development. Strategy's Expected Result/Impact: Increased collaboration with staff, teachers, faculty and students. Consistent implementation of highly effective instruction in the classrooms. Shared best practices across our campus. The percentage of student achievement in the meets category will increase on STAAR. An increase in our ISTATON and MAP scores. Staff Responsible for Monitoring: AP over new teachers and administration Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 4 - Student Learning 3 - School Processes & Programs 1 - Perceptions 1 Funding Sources: Trainings, resources - 211 - Title 1-A - \$10,000	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
Strategy 2: We will promote from within and foster a positive work environment. Strategy's Expected Result/Impact: teacher retention and thus increased teacher effectiveness and student achievement Staff Responsible for Monitoring: administration Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 4 - Student Learning 3 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
Strategy 3: We will improve classroom management and increase teacher effectiveness through the use of PBIS and CHAMPS strategies. Strategy's Expected Result/Impact: improved school culture, positively impacting teacher retention Staff Responsible for Monitoring: administration, PBIS strategies Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 4, 11 - Student Learning 3, 11 - School Processes & Programs 1, 7 - Perceptions 1, 8	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details		Reviews			
Strategy 4: We will provide ongoing teacher feedback, modeling, shadowing opportunities, and teacher facilitated professional development every six weeks. Strategy's Expected Result/Impact: By providing ongoing support to our newly hired teachers (40%) it will improve teacher effectiveness and student achievement. Staff Responsible for Monitoring: administration Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 4, 11 - Student Learning 3, 11 - School Processes & Programs 1, 7 - Perceptions 1, 8 Funding Sources: Instructional Coaches - 211 - Title 1-A - \$75,000		Formative			Summative
		Nov	Jan	May	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. Root Cause: We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.
Problem Statement 11: WML needs to decrease discipline referrals and increase student engagement. Root Cause: lack of adherence to PBIS and CHAMPS strategies
Student Learning
Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. Root Cause: We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.
Problem Statement 11: WML needs to decrease discipline referrals and increase student engagement. Root Cause: lack of adherence to PBIS and CHAMPS strategies
School Processes & Programs
Problem Statement 1: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. Root Cause: We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.
Problem Statement 7: WML needs to decrease discipline referrals and increase student engagement. Root Cause: lack of adherence to PBIS and CHAMPS strategies

Perceptions

Problem Statement 1: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.

Problem Statement 8: WML needs to decrease discipline referrals and increase student engagement. **Root Cause:** lack of adherence to PBIS and CHAMPS strategies

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: We will provide ongoing teacher feedback via Whetstone by the end of 2022-23 school year.

High Priority

HB3 Goal

Evaluation Data Sources: Whetstone Education Platform, TTESS

Strategy 1 Details		Reviews			
Strategy 1: We will provide administration with Observation/Feedback and Coaching by increase walkthroughs, provide action items, and follow up on action items. Strategy's Expected Result/Impact: improved teacher support and formative feedback Staff Responsible for Monitoring: Dr. Carrasco, Deputy Superintendent of Academics & Student Services and Windmill Lakes administration Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 4 - Student Learning 3 - School Processes & Programs 1 - Perceptions 1		Formative			Summative
		Nov	Jan	May	June

Strategy 2 Details	Reviews			
Strategy 2: We will provide ongoing teacher support and training for Eureka Math. Strategy's Expected Result/Impact: increased teacher effectiveness thus positively impacting student achievement on math STAAR. Staff Responsible for Monitoring: Administration Lashawn Nelson, Area Math Coach Kim Axtell, Director of Mathematics WML ICs Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 4 - Student Learning 3 - School Processes & Programs 1 - Perceptions 1 Funding Sources: Eureka support - 211 - Title 1-A - \$20,000	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
Strategy 3: We will provide ongoing teacher support and training for Benchmark Reading. Strategy's Expected Result/Impact: increased teacher effectiveness, thus positively impacting student achievement on reading STAAR Staff Responsible for Monitoring: Administration Carla Bennett, Director of Reading Paige Benyacoub, District Reading Coach WML ICs and Dean Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 4 - Student Learning 3 - School Processes & Programs 1 - Perceptions 1 Funding Sources: Benchmark resources and training - 211 - Title 1-A - \$20,000	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. Root Cause: We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.
Student Learning
Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. Root Cause: We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.
School Processes & Programs
Problem Statement 1: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. Root Cause: We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.
Perceptions
Problem Statement 1: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. Root Cause: We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.

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: We will provide ongoing opportunities for teacher facilitated training, including teach backs, teacher facilitated PD every cycle, shadowing, and modeling by the end of the 2022-23 school year.

High Priority

HB3 Goal

Evaluation Data Sources: Whetstone Education Platform

Strategy 1 Details	Reviews			
Strategy 1: We will provide ongoing teacher feedback via the Whetstone platform. Strategy's Expected Result/Impact: improved teacher effectiveness thus positively impacting student achievement Staff Responsible for Monitoring: administration Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: Demographics 4 - Student Learning 3 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details		Reviews			
Strategy 2: Administration will attend 2 sessions of Paul Bambrick-Santoyo PD. Strategy's Expected Result/Impact: improved coaching and teacher feedback Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services and WML administration Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 4, 5, 8, 10 - Student Learning 3, 4, 8, 10 - School Processes & Programs 1, 10, 11, 12 - Perceptions 1, 4, 7 Funding Sources: Paul Bambrick Training - 211 - Title 1-A - \$15,000		Formative			Summative
		Nov	Jan	May	June
Strategy 3 Details		Reviews			
Strategy 3: We will positively impact school culture through a focus on social justice and equity. We will continue to celebrate diversity throughout the year in our daily instruction and schoolwide celebrations such as Hispanic Heritage, Black History Month, Chinese Lunar Year celebration and the International Festival. We will continue open dialogue in PLC and through Lunch and Learn meetings. Strategy's Expected Result/Impact: positive school climate Staff Responsible for Monitoring: administration, all stakeholders Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 2 - School Processes & Programs 6 - Perceptions 3 Funding Sources: Lunch and learn, book study - 211 - Title 1-A - \$5,000		Formative			Summative
		Nov	Jan	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: PTO membership needs to increase by providing various forms of volunteer opportunities for parents and stakeholders annually. **Root Cause:** Inform parents of the PTO and benefits in being part of their scholars education, increasing PTO meetings and opportunities to increase volunteer opportunities.

Problem Statement 4: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.

Problem Statement 5: Concern on the effectiveness of our Chinese and Spanish language implementation. Families want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents do not understand the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor. Additionally, we need to educate our parents on the DLI program through parent meetings for Emergent Bilinguals and Coffee with the Principal.

Problem Statement 8: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

Problem Statement 10: Decline in performance of SPED students on STAAR. **Root Cause:** There was frequent turnover in personnel including K-5 SPED teachers and Instructional Assistants. We did not have certified, highly qualified K-5 SPED teachers all year.

Student Learning

Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.

Problem Statement 4: Concern on the effectiveness of our Chinese and Spanish language implementation. Families want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents do not understand the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor. Additionally, we need to educate our parents on the DLI program through parent meetings for Emergent Bilinguals and Coffee with the Principal.

Problem Statement 8: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

Problem Statement 10: Decline in performance of SPED students on STAAR. **Root Cause:** There was frequent turnover in personnel including K-5 SPED teachers and Instructional Assistants. We did not have certified, highly qualified K-5 SPED teachers all year.

School Processes & Programs

Problem Statement 1: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.

Problem Statement 6: PTO membership needs to increase by providing various forms of volunteer opportunities for parents and stakeholders annually. **Root Cause:** Inform parents of the PTO and benefits in being part of their scholars education, increasing PTO meetings and opportunities to increase volunteer opportunities.

Problem Statement 10: Concern on the effectiveness of our Chinese and Spanish language implementation. Families want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents do not understand the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor. Additionally, we need to educate our parents on the DLI program through parent meetings for Emergent Bilinguals and Coffee with the Principal.

School Processes & Programs

Problem Statement 11: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

Problem Statement 12: Decline in performance of SPED students on STAAR. **Root Cause:** There was frequent turnover in personnel including K-5 SPED teachers and Instructional Assistants. We did not have certified, highly qualified K-5 SPED teachers all year.

Perceptions

Problem Statement 1: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay for our teachers. More importantly, we are investing in our teachers by providing training, mentors, and by fostering a positive work environment with liberal praise and a focus on solutions.

Problem Statement 3: PTO membership needs to increase by providing various forms of volunteer opportunities for parents and stakeholders annually. **Root Cause:** Inform parents of the PTO and benefits in being part of their scholars education, increasing PTO meetings and opportunities to increase volunteer opportunities.

Problem Statement 4: Concern on the effectiveness of our Chinese and Spanish language implementation. Families want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents do not understand the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor. Additionally, we need to educate our parents on the DLI program through parent meetings for Emergent Bilinguals and Coffee with the Principal.

Problem Statement 7: Decline in performance of SPED students on STAAR. **Root Cause:** There was frequent turnover in personnel including K-5 SPED teachers and Instructional Assistants. We did not have certified, highly qualified K-5 SPED teachers all year.

RDA Strategies

Goal	Objective	Strategy	Description
1	1	2	We will increase use our technology learning platforms, specifically ST Math, IXL, and iStation.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Research has proven that by increasing parental involvement and engagement, we also see an increase in student achievement. Thus, we hope to make some staffing decisions that will help us make significant gains in this area by increasing the number of parent programs and community activities at each campus from their previous year's number. The percentage of parent involvement will increase from 40% to 60 % by the end of 22-23 school year. I think we should have an AP and GLA designated as liaisons for our Parent Teacher Organization. They will help to facilitate communication and help coordinate parental involvements initiatives. 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.
1	1	2	We will increase use our technology learning platforms, specifically ST Math, IXL, and iStation.
1	1	3	We will provide ongoing sheltered instruction training for all teachers of Emergent Bilinguals. * 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. * 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. * 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. * ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days. * ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments. * 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. * ILTexas will provide High school Emergent Bilingual students additional SAT test prep sessions to increase their performance on the SAT test. * 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.
1	1	4	We will foster parental involvement of Emergent Bilinguals through a Parent University for EBs.
1	2	1	In order to increase student performance we will utilize technology to reach all levels of our students including ST Math, IXL for language and Istation reading. Study Island will be provided for our students to increase levels in MAP and STAAR. MAP will be provided to use to track student growth and differentiate students needs in reading and math. We will provide instructional materials for teachers and students for use in Reading/LA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessment (including Study Island, All in Learning, STAAR, Master, Brain Pop, Measuring Up, etc) Provide leveled readers in our classroom in Chinese, Spanish and English in order to increase student progress in comprehension and reading levels. This further supports the State and District goal of laying a foundation of reading and math. This surfaced as a need during our Finish Strong GLA meeting (and MOY surveys as well as MOY data analysis) to help finish the year strong by increasing access to and usage this spring semester. Further, this purchase is reasonable and necessary to finish the year strong and to address gaps identified in reading and math (middle of year data) while also increasing differentiated instruction in the lower/foundational grades/courses.
1	2	2	We will improve teacher effectiveness with targeted training and professional development, specifically in Eureka math and Benchmark reading.
1	2	3	We will hire certified, highly qualified teachers.

Goal	Objective	Strategy	Description
1	2	4	We will retain highly qualified teachers and support personnel including Instructional Assistants.
1	3	1	1) Expectations PLC - Data days, enrichment, tutorials, small group instruction, Eagle Academy, professional development, provide snacks and materials for after-school tutorials and remediation.
1	3	2	Early intervention with remediation during the day, enrichment/remediation, Physical Fitness. FEV tutoring to support Saturday tutorials and after school tutorials.
1	3	3	We will hire highly qualified, certified SPED personnel.
1	4	2	Bring in restorative coach to support (such as but not limit to SEL, restorative practices and de-escalation curriculum) aimed at improving student behavior by addressing the social emotional health and behavior of our students) that will improve students' readiness to learn.
2	1	1	We will provide ongoing sheltered instruction for all teachers of Emergent Bilinguals thus increasing fine arts teachers capacity to positively impact EBs in cross-curricular learning.
2	1	2	We will hire and retain highly qualified fine arts teachers.
2	1	3	We will provide ongoing attendance incentives thus improving overall attendance and student participation in fine arts classes.
2	1	4	We will improve classroom management by utilizing PBIS and CHAMPS strategies.
2	2	4	We will provide ongoing sheltered instruction PD thus positively impacting engagement for Emergent Bilinguals in specials classes including Chinese.
3	1	1	Strategy 1 Specific: Attend District Trainings Attend on-going PD provided from staff and recommended PD from best practices. Provide subs in order to implement lesson planning day and professional development.
3	1	2	We will promote from within and foster a positive work environment.
3	1	3	We will improve classroom management and increase teacher effectiveness through the use of PBIS and CHAMPS strategies.
3	2	1	We will provide administration with Observation/Feedback and Coaching by increase walkthroughs, provide action items, and follow up on action items.
3	2	2	We will provide ongoing teacher support and training for Eureka Math.
3	2	3	We will provide ongoing teacher support and training for Benchmark Reading.
3	3	2	Administration will attend 2 sessions of Paul Bambrick-Santoyo PD.
3	3	3	We will positively impact school culture through a focus on social justice and equity. We will continue to celebrate diversity throughout the year in our daily instruction and schoolwide celebrations such as Hispanic Heritage, Black History Month, Chinese Lunar Year celebration and the International Festival. We will continue open dialogue in PLC and through Lunch and Learn meetings.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Research has proven that by increasing parental involvement and engagement, we also see an increase in student achievement. Thus, we hope to make some staffing decisions that will help us make significant gains in this area by increasing the number of parent programs and community activities at each campus from their previous year's number. The percentage of parent involvement will increase from 40% to 60 % by the end of 22-23 school year. I think we should have an AP and GLA designated as liaisons for our Parent Teacher Organization. They will help to facilitate communication and help coordinate parental involvements initiatives. 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.
1	1	2	We will increase use our technology learning platforms, specifically ST Math, IXL, and iStation.
1	1	3	We will provide ongoing sheltered instruction training for all teachers of Emergent Bilinguals. * 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. * 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. * 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. * ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days. * ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments. * 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. * ILTexas will provide High school Emergent Bilingual students additional SAT test prep sessions to increase their performance on the SAT test. * 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.
1	1	4	We will foster parental involvement of Emergent Bilinguals through a Parent University for EBs.
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1	2	2	We will improve teacher effectiveness with targeted training and professional development, specifically in Eureka math and Benchmark reading.
1	2	3	We will hire certified, highly qualified teachers.

Goal	Objective	Strategy	Description
1	2	4	We will retain highly qualified teachers and support personnel including Instructional Assistants.
1	3	2	Early intervention with remediation during the day, enrichment/remediation, Physical Fitness. FEV tutoring to support Saturday tutorials and after school tutorials.
1	3	3	We will hire highly qualified, certified SPED personnel.
2	1	1	We will provide ongoing sheltered instruction for all teachers of Emergent Bilinguals thus increasing fine arts teachers capacity to positively impact EBs in cross-curricular learning.
2	1	2	We will hire and retain highly qualified fine arts teachers.
2	1	3	We will provide ongoing attendance incentives thus improving overall attendance and student participation in fine arts classes.
2	1	4	We will improve classroom management by utilizing PBIS and CHAMPS strategies.
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3	1	1	Strategy 1 Specific: Attend District Trainings Attend on-going PD provided from staff and recommended PD from best practices. Provide subs in order to implement lesson planning day and professional development.
3	1	2	We will promote from within and foster a positive work environment.
3	1	3	We will improve classroom management and increase teacher effectiveness through the use of PBIS and CHAMPS strategies.
3	2	1	We will provide administration with Observation/Feedback and Coaching by increase walkthroughs, provide action items, and follow up on action items.
3	2	2	We will provide ongoing teacher support and training for Eureka Math.
3	2	3	We will provide ongoing teacher support and training for Benchmark Reading.
3	3	2	Administration will attend 2 sessions of Paul Bambrick-Santoyo PD.
3	3	3	We will positively impact school culture through a focus on social justice and equity. We will continue to celebrate diversity throughout the year in our daily instruction and schoolwide celebrations such as Hispanic Heritage, Black History Month, Chinese Lunar Year celebration and the International Festival. We will continue open dialogue in PLC and through Lunch and Learn meetings.

Campus Funding Summary

461 - Campus Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	PTO Fundraisers		\$5,000.00
Sub-Total					\$5,000.00
211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Technology, resources		\$15,000.00
1	1	3	Funds for conferences and materials		\$20,000.00
1	2	1	Curriculum -supplemental materials		\$10,000.00
1	2	2	Professional Development		\$35,000.00
1	3	1	Tutorials, extra duty pay, snacks-tutorials items		\$20,000.00
1	3	2	FEV tutoring support, IC needed to support intervention		\$35,000.00
1	4	1	Rhythm, AIm For Success		\$20,000.00
1	4	2	Restorative Coach		\$65,000.00
2	1	1	Professional Development on Emergent Learner training		\$30,000.00
2	1	3	Attendance incentives		\$5,000.00
2	2	2	Champs training, PBIS		\$15,000.00
2	2	4	Emergent Bilingual trainings, parents nights		\$5,000.00
2	3	2	PBIS incentives		\$10,000.00
2	4	4	Professional development, subs for training		\$10,000.00
3	1	1	Trainings, resources		\$10,000.00
3	1	4	Instructional Coaches		\$75,000.00
3	2	2	Eureka support		\$20,000.00
3	2	3	Benchmark resources and training		\$20,000.00
3	3	2	Paul Bambrick Training		\$15,000.00
3	3	3	Lunch and learn, book study		\$5,000.00
Sub-Total					\$440,000.00