

International Leadership of Texas

Windmill Lakes Middle

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

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 Middle

Student Demographics (2021 - 2022 Preliminary Fall PEIMS file loaded

01/10/2022)

Gender

	Count	Percent
Female	238	53.72%
Male	205	46.28%

Ethnicity

Hispanic-Latino	376	84.88%
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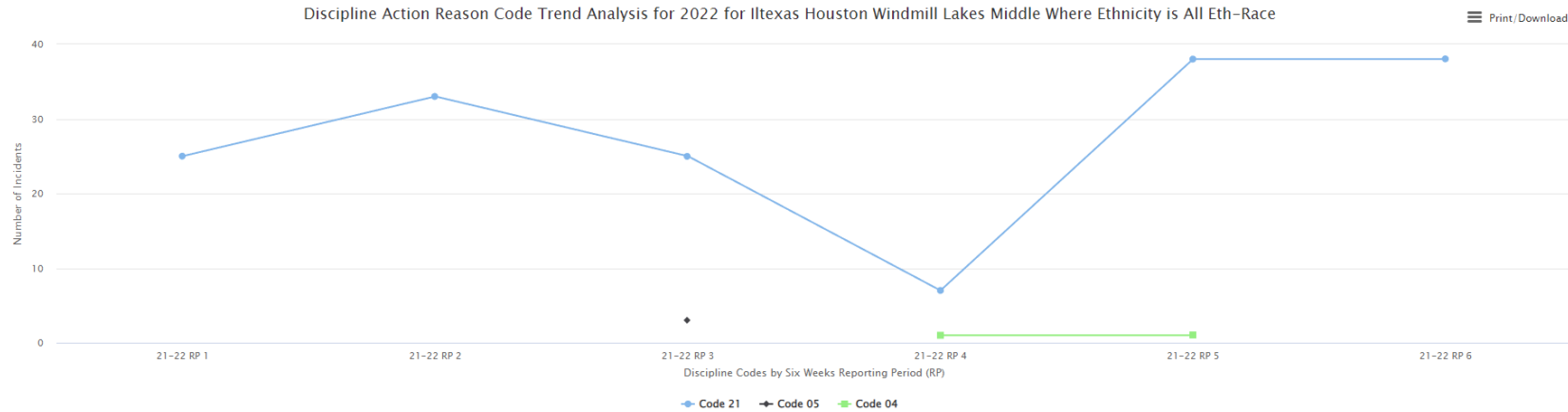
Race

American Indian - Alaskan Native	0	0.00%
Asian	1	0.23%
Black - African American	59	13.32%
Native Hawaiian - Pacific Islander	0	0.00%
White	4	0.90%
Two-or-More	3	0.68%

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

	Percent in Attendance	Percent in Attendance	Percent in Attendance	Percent
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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%	95.36%
Campus Total	95.92%	95.65%	95.34%	95.36%



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): The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. **Root Cause:** Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.

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

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

Problem Statement 4 (Prioritized): Attendance percentage has not reached 97% overall. COVID led to an increase in absences for students and teachers. **Root Cause:** There is a lack of parent involvement as well as inaccurate information on Skyward due to it not being updated by parents. COVID caused fear in our families, who preferred for their child to be at home regardless of child's success.

Student Learning

Student Learning Summary

Preliminary STAAR results indicate ILTexas Windmill Lakes K8 will receive a standing of a C rating. Windmill lakes saw growth with our Reading Department for 7th and 8th grade students. 8th grade students enrolled in English I had 100% approaches, 91.67% Met standard and 25% Mastered. 8th grade students enrolled in Algebra I: 100% Approached, 82.35% Met standard and 64.71% Mastered.

As a campus it was noted our SPED students did not grow from the previous year. We plan on providing in depth training for our SPED teachers for backwards planning and effective instruction. Teachers and students will take ownership of the data and devise plans for academic success.

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 2021 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- 7th grade and 8th grade Reading, Algebra I and English I

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

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

Problem Statement 4 (Prioritized): Eagle Academy causes confusion with families and students. **Root Cause:** Eagle Academy is an after school program designed to assist our students when they fail to master content, homework, assignments or tests. Parents are not aware that Eagle Academy is mandatory and the purpose behind it. Parents also do not

understand the process and teachers fail to update the current information on a daily basis. Campus is improving Eagle Academy process for this upcoming school

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

Problem Statement 6 (Prioritized): Attendance percentage has not reached 97% overall. COVID led to an increase in absences for students and teachers. **Root Cause:** There is a lack of parent involvement as well as inaccurate information on Skyward due to it not being updated by parents. COVID caused fear in our families, who preferred for their child to be at home regardless of child's success.

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

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

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

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

technology we have increased our parent communication, improved behavior, while continuing to make teaching and the delivery more engaging, attainable, and fun.

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

School Processes & Programs Strengths

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

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

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

Items used for curriculum:

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

Assessment:

- iStation in Kinder-2nd grades
- DRA/EDL

- MAP Assessments (2nd-5th Grades)
- STAAR
- ECA's
- Teachers utilize technology daily in their instruction.
- All students in 6th - 8th have Chromebooks

Problem Statements Identifying School Processes & Programs Needs

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

Problem Statement 2 (Prioritized): The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. **Root Cause:** Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.

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

Perceptions

Perceptions Summary

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

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

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

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

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

Perceptions Strengths

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

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

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

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

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

Problem Statements Identifying Perceptions Needs

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

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Priority Problem Statements

Problem Statement 7: The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress.

Root Cause 7: Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.

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

Problem Statement 2: The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity.

Root Cause 2: For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.

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

Problem Statement 1: ELL and at risk students struggle academically and often score low on our state and district assessments.

Root Cause 1: Last year we focused on Seidlitz strategies that equipped our teachers with effective ESL strategies that were implemented in the classroom. Trainings were provided at the BOY and MOY. We need to follow up with implementation and provide feedback to our teachers in order to continue growing in the delivery of the instruction.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 4: Lack of knowledge in our Dual Language/trilingual program from our parents, students and faculty.

Root Cause 4: High percentage of first and second year teachers not aware of effective implementation of DLI model. Parents also lack the understanding of how the model looks during the delivery of the lesson. School will need to work on inviting parents to inform them on the model and help them understand that it takes time for students to mastery the content and language.

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

Problem Statement 3: Attendance percentage has not reached 97% overall. COVID led to an increase in absences for students and teachers.

Root Cause 3: There is a lack of parent involvement as well as inaccurate information on Skyward due to it not being updated by parents. COVID caused fear in our families, who preferred for their child to be at home regardless of child's success.

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 5: Eagle Academy causes confusion with families and students.

Root Cause 5: Eagle Academy is an after school program designed to assist our students when they fail to master content, homework, assignments or tests. Parents are not aware that Eagle Academy is mandatory and the purpose behind it. Parents also do not understand the process and teachers fail to update the current information on a daily basis. Campus is improving Eagle Academy process for this upcoming school

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

Problem Statement 6: Concern on the effectiveness of our Chinese and Spanish language implementation. Families are concern on the level and rigor are not up to par for our students. They want to see increase in levels on the ACTFL assessments.

Root Cause 6: Parents not aware of the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor and student participation.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

Windmill Lakes Middle
Generated by Plan4Learning.com

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: 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 Windmill Lakes MS 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.

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 Strategy's Expected Result/Impact: All our special populations and EB 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: General and Special Education Teachers , Administration, Counselors and Instructional Coaches - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 2 - Student Learning 2 Funding Sources: Curriculum resources - 211 - Title I School Improvement - \$10,000	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Bring in subject matter experts in Reading and DLI to support staff to strengthen their ability to support our ESL, DLI and high-risk students. Contract educational experts will help focus on developing our teachers in the curriculum and best practices. Golding Touch coach and guide our year one to three teachers on the new ELA TEKS and best comprehension strategies. Coaching ideas to focus on Lesson Planning, Instructional Coaching, Curriculum backward design and Guided Reading. Send campus to the Cosecha to strengthen the ability to support our DLI program to increase student achievement</p> <p>Strategy's Expected Result/Impact: Increased knowledge of explicit instruction through modeling and PD. An increase in lesson planning in providing multiple for students to practice and respond to skills and concepts. Better knowledge of curriculum and TEKS to help increase student performance. Student achievement will increase as teachers confidence and knowledge increases in effective delivery of lessons. Increase student achievement for all our special populations and demographic.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, GLAs and Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1, 2</p> <p>Funding Sources: Professional Development Sources - 211 - Title I School Improvement - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Early intervention with an hourly lecture during the day, Enrichment/Remediation, Reading Fitness WIN Intervention pullouts and Saturday tutorials to support 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: All our special populations and EB scholars will be served in the classroom and teachers will be knowledgeable of all accommodations. Parents are informed of their child's plan and progress. Ongoing collaboration of our scholars progress and growth. Increase student achievement in our local and state assessments.</p> <p>Staff Responsible for Monitoring: General and Special Education Teachers , Administration, Counselors and Instructional Coaches</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 3, 4 - School Processes & Programs 1, 3, 4 - Perceptions 1, 3, 4</p> <p>Funding Sources: Tutorials - 211 - Title 1-A - \$30,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
Strategy 4: Instructional Coach will help close the gap within our sup pops by reviewing data and providing Reading instructional strategies to Reading teachers Strategy's Expected Result/Impact: All our special populations and EB 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: General and Special Education Teachers , Administration, Counselors and Instructional Coaches - 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 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 2, 3 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1 Funding Sources: Curriculum Resources - 211 - Title I School Improvement - \$50,000	Formative			Summative
	Nov	Jan	May	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. Root Cause: Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.
Problem Statement 2: ELL and at risk students struggle academically and often score low on our state and district assessments. Root Cause: Last year we focused on Seidlitz strategies that equipped our teachers with effective ESL strategies that were implemented in the classroom. Trainings were provided at the BOY and MOY. We need to follow up with implementation and provide feedback to our teachers in order to continue growing in the delivery of the instruction.
Problem Statement 3: The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. Root Cause: For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.
Student Learning
Problem Statement 1: The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. Root Cause: For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.

Student Learning

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

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

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

School Processes & Programs

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

Problem Statement 2: The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. **Root Cause:** Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.

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

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

Perceptions

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

Problem Statement 2: The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. **Root Cause:** Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.

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

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

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, 30% of all Windmill Lakes MS 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.

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, Strategy's Expected Result/Impact: All our special populations and EB 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: General and Special Education Teachers , Administration, Counselors and Instructional Coaches - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 3 - Perceptions 1, 3 Funding Sources: Curriculum resources - 211 - Title I School Improvement - \$30,000	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Bring in subject matter experts in Math and DLI to support staff to strengthen their ability to support our ESL, DLI and high-risk students. Contract educational experts will help focus on developing our teachers in the curriculum and best practices.</p> <p>Houston At+ Challenge - proven results on Math strategies and coaching. Coaching ideas to focus on Lesson Planning, Instructional Coaching, Curriculum backward design and Math exemplars. Send campus to the Cosecha to strengthen the ability to support our DLI program to increase student achievement</p> <p>Strategy's Expected Result/Impact: Increased knowledge of explicit instruction through modeling and PD. An increase in lesson planning in providing multiple for students to practice. math small group instruction and respond to skills and concepts. Better knowledge of curriculum and TEKS to help increase student performance. Student achievement will increase as teachers confidence and knowledge increases in effective delivery of lessons. Increase student achievement for all our special populations and demographic</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, GLAs and Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Professional Development Sources - 211 - Title I School Improvement - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
Strategy 3: Early intervention with an hourly lecture during the day, Enrichment/Remediation, Math Fitness WIN Intervention pullouts and Saturday tutorials. Strategy's Expected Result/Impact: All our special populations and EB 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: General and Special Education Teachers , Administration, Counselors and Instructional Coaches - 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 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 2 - Student Learning 2, 3 - School Processes & Programs 3 - Perceptions 3 Funding Sources: Tutorial Pay - 211 - Title I School Improvement - \$50,000	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
Strategy 4: Instructional Coach will help close the gap within our sup pops by reviewing data and providing Math instructional strategies to Math teachers Strategy's Expected Result/Impact: All our special populations and EB scholars will be served in the	Formative			Summative
	Nov	Jan	May	June

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: General and Special Education Teachers , Administration, Counselors and Instructional Coaches

- 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 4: High-Quality Curriculum, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 3 - Perceptions 1, 3

Funding Sources: Instructional Coach Salary - 211 - Title 1-A - \$50,000



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

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

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

Student Learning

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

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

Student Learning

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

School Processes & Programs

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

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

Perceptions

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

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

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, 30% of all Windmill Lakes MS students will perform at the meets level of achievement on STAAR Social Studies and 25% of EB students will perform at the meets level of achievement on STAAR Social Studies.

Evaluation Data Sources: MAP, Interim assessments, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Expectations PLC - Data days, enrichment, tutorials, small group instruction, Eagle Academy, professional development,</p> <p>Strategy's Expected Result/Impact: All our special populations and EB scholars will be served in the classroom and teachers will be knowledgeable of all accommodations. Parents are informed of their child's plan and progress. Ongoing collaboration of our scholars progress and growth. Increase student achievement in our local and state assessments</p> <p>Staff Responsible for Monitoring: General and Special Education Teachers , Administration, Counselors and Instructional Coaches</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2 - Student Learning 2</p> <p>Funding Sources: Curriculum Resources - 211 - Title I School Improvement - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Bring in subject matter experts in Social Studies and DLI to support staff to strengthen their ability to support our ESL, DLI and high-risk students. Contract educational experts will help focus on developing our teachers in the curriculum and best practices. District Social Studies Coaches will guide our year one to three teachers on the Social Studies TEKS and best comprehension strategies. Coaching ideas to focus on Lesson Planning, Instructional Coaching, Curriculum backward design and Guided Reading in relation to the Social Studies curriculum. Send campus to the Cosecha to strengthen the ability to support our DLI program to increase student achievement</p> <p>Strategy's Expected Result/Impact: Increased knowledge of explicit instruction through modeling and PD. An increase in lesson planning in providing multiple for students to practice and respond to skills and concepts. Better knowledge of curriculum and TEKS to help increase student performance. Student achievement will increase as teachers confidence and knowledge increases in effective delivery of lessons. Increase student achievement for all our special populations and demographic</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, GLAs and Teachers</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2 - Student Learning 2</p> <p>Funding Sources: Professional Development Sources - 211 - Title I School Improvement - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
Strategy 3: Early intervention with an hourly lecture during the day, Enrichment/Remediation After School tutorials and Saturday tutorials Strategy's Expected Result/Impact: All our special populations and EB 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: General and Special Education Teachers , Administration, Counselors and Instructional Coaches - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 2 - Student Learning 2, 4 - School Processes & Programs 4 - Perceptions 4 Funding Sources: Curriculum Resources - 461 - Campus Activity - \$50,000	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
Strategy 4: Instructional Coach will help close the gap within our sup pops by reviewing data and providing Social Studies instructional strategies to Social Studies teachers Strategy's Expected Result/Impact: All our special populations and EB scholars will be served in the	Formative			Summative
	Nov	Jan	May	June

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: General and Special Education Teachers , Administration, Counselors and Instructional Coaches

- 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 4: High-Quality Curriculum, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Demographics 2 - Student Learning 2

Funding Sources: Curriculum Resources - 211 - Title I School Improvement - \$20,000



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics

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

Student Learning

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

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

School Processes & Programs

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

Perceptions

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

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, 70% of Windmill Lakes MS students will increase performance on traditionally low standards on 5th grade STAAR Science and 8th grade STAAR Science.

Evaluation Data Sources: MAP, Interim assessments, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1 Expectations PLC - Data days, enrichment, tutorials, small group instruction, Eagle Academy, professional development, Strategy's Expected Result/Impact: All our special populations and EB 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: General and Special Education Teachers , Administration, Counselors and Instructional Coaches - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 2 - Student Learning 2, 4 - School Processes & Programs 4 - Perceptions 4 Funding Sources: Curriculum Resources - 211 - Title I School Improvement - \$10,000	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Bring in subject matter experts in Science and DLI to support staff to strengthen their ability to support our ESL, DLI and high-risk students. Contract educational experts will help focus on developing our teachers in the curriculum and best practices. District Science coaches and guide our year one to three teachers on the new Science TEKS and best comprehension strategies. Coaching ideas to focus on Lesson Planning, Instructional Coaching, Curriculum backward design and Science strategies within Study Island. Send campus to Science professional developments to strengthen the ability to support our DLI program to increase student achievement</p> <p>Strategy's Expected Result/Impact: Increased knowledge of explicit instruction through modeling and PD. An increase in lesson planning in providing multiple for students to practice and respond to skills and concepts. Better knowledge of curriculum and TEKS to help increase student performance. Student achievement will increase as teachers confidence and knowledge increases in effective delivery of lessons. Increase student achievement for all our special populations and demographic.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, GLAs and Teachers</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 4 - Perceptions 4</p> <p>Funding Sources: Professional Development Sources - 211 - Title I School Improvement - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Early intervention with an hourly lecture during the day, Enrichment/Remediation After School tutorials and Saturday tutorials.</p> <p>Strategy's Expected Result/Impact: All our special populations and EB scholars will be served in the classroom and teachers will be knowledgeable of all accommodations. Parents are informed of their child's plan and progress. Ongoing collaboration of our scholars progress and growth. Increase student achievement in our local and state assessments.</p> <p>Staff Responsible for Monitoring: General and Special Education Teachers , Administration, Counselors and Instructional Coaches</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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 4 - Perceptions 4</p> <p>Funding Sources: Tutorial Pay - 211 - Title I School Improvement - \$50,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details		Reviews			
Strategy 4: Instructional Coach will help close the gap within our sup pops by reviewing data and providing Science instructional strategies to Science teachers Strategy's Expected Result/Impact: All our special populations and EB 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: General and Special Education Teachers , Administration, Counselors and Instructional Coaches - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 2, 3 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1 Funding Sources: Instructional Coach salary - 211 - Title 1-A - \$30,000		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 2: ELL and at risk students struggle academically and often score low on our state and district assessments. Root Cause: Last year we focused on Seidlitz strategies that equipped our teachers with effective ESL strategies that were implemented in the classroom. Trainings were provided at the BOY and MOY. We need to follow up with implementation and provide feedback to our teachers in order to continue growing in the delivery of the instruction.
Problem Statement 3: The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. Root Cause: For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.
Student Learning
Problem Statement 1: The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. Root Cause: For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.
Problem Statement 2: ELL and at risk students struggle academically and often score low on our state and district assessments. Root Cause: Last year we focused on Seidlitz strategies that equipped our teachers with effective ESL strategies that were implemented in the classroom. Trainings were provided at the BOY and MOY. We need to follow up with implementation and provide feedback to our teachers in order to continue growing in the delivery of the instruction.

Student Learning

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

School Processes & Programs

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

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

Perceptions

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

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





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

Performance Objective 5: By the end of the 22-23 school year, Windmill Lakes MS students enrolled in the Special Education program will maintain a Meets achievement standard at a 9% rate for Math and a 10% rate for English Language Arts and Reading state assessments.

Evaluation Data Sources: MAP, Interim assessments, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Bring in District subject matter experts in Reading and Math and DLI to support staff to strengthen their ability to support our ESL, DLI and high-risk students. Coaching ideas to focus on Lesson Planning, Instructional Coaching, Curriculum backward design and implementing IEP modifications/accommodations to effectively impact student growth.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of explicit instruction through modeling and PD. An increase in lesson planning in providing multiple for students to practice and respond to skills and concepts. Better knowledge of curriculum and TEKS to help increase student performance. Student achievement will increase as teachers confidence and knowledge increases in effective delivery of lessons. Increase student achievement for all our special populations and demographic</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, GLAs and SPED Teachers</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 3 - Perceptions 3</p> <p>Funding Sources: Curriculum Resources - 211 - Title I School Improvement - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Contract educational experts from professional development sources to assist with the focus on developing our teachers in the curriculum and best practices.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of explicit instruction through modeling and PD. An increase in lesson planning in providing multiple for students to practice and respond to skills and concepts. Better knowledge of curriculum and TEKS to help increase student performance. Student achievement will increase as teachers confidence and knowledge increases in effective delivery of lessons. Increase student achievement for all our special populations and demographic</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, GLAs and Teachers</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2 - Student Learning 2</p> <p>Funding Sources: Contract PD - 211 - Title 1-A - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: District SPED coaches will guide our SPED teachers on the TEKS and best comprehension strategies. Coaching ideas to focus on Lesson Planning, Instructional Coaching, Curriculum backward design and implementing IEP modifications/accommodations to effectively impact student growth.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of explicit instruction through modeling and PD. An increase in lesson planning in providing multiple for students to practice and respond to skills and concepts. Better knowledge of curriculum and TEKS to help increase student performance. Student achievement will increase as teachers confidence and knowledge increases in effective delivery of lessons. Increase student achievement for all our special populations and demographic</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, GLAs and Teachers</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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 3 - Perceptions 3</p> <p>Funding Sources: - 211 - Title 1-A - \$50,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details		Reviews			
Strategy 4: Send campus to Science professional developments to strengthen the ability to support our DLI program to increase student achievement Strategy's Expected Result/Impact: Increased knowledge of explicit instruction through modeling and PD. An increase in lesson planning in providing multiple for students to practice and respond to skills and concepts. Better knowledge of curriculum and TEKS to help increase student performance. Student achievement will increase as teachers confidence and knowledge increases in effective delivery of lessons. Increase student achievement for all our special populations and demographic Staff Responsible for Monitoring: Administration, Instructional Coaches, GLAs and Teachers - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 2 - Student Learning 2, 3 - School Processes & Programs 3 - Perceptions 3 Funding Sources: Contract PD - 211 - Title 1-A - \$20,000		Formative			Summative
		Nov	Jan	May	June
		<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: ELL and at risk students struggle academically and often score low on our state and district assessments. Root Cause: Last year we focused on Seidlitz strategies that equipped our teachers with effective ESL strategies that were implemented in the classroom. Trainings were provided at the BOY and MOY. We need to follow up with implementation and provide feedback to our teachers in order to continue growing in the delivery of the instruction.
Student Learning
Problem Statement 2: ELL and at risk students struggle academically and often score low on our state and district assessments. Root Cause: Last year we focused on Seidlitz strategies that equipped our teachers with effective ESL strategies that were implemented in the classroom. Trainings were provided at the BOY and MOY. We need to follow up with implementation and provide feedback to our teachers in order to continue growing in the delivery of the instruction. Problem Statement 3: Lack of knowledge in our Dual Language/trilingual program from our parents, students and faculty. Root Cause: High percentage of first and second year teachers not aware of effective implementation of DLI model. Parents also lack the understanding of how the model looks during the delivery of the lesson. School will need to work on inviting parents to inform them on the model and help them understand that it takes time for students to mastery the content and language.
School Processes & Programs
Problem Statement 3: Lack of knowledge in our Dual Language/trilingual program from our parents, students and faculty. Root Cause: High percentage of first and second year teachers not aware of effective implementation of DLI model. Parents also lack the understanding of how the model looks during the delivery of the lesson. School will need to work on inviting parents to inform them on the model and help them understand that it takes time for students to mastery the content and language.





Perceptions

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

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

Performance Objective 6: By the end of the 22-23 school year, students' learning readiness indicator as measured by Rhithm, will increase 10% with the help of subject matter experts and specialized programs/resources aimed at improving the social emotional health of our students with a focus on safety.

Evaluation Data Sources: Rhithm Insight reports and assessments

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 Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	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, Instructional Coaches, GLA, Counselors Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 Funding Sources: Restorative Coach - 211 - Title 1-A - \$65,000	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 3: The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. Root Cause: For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.
Student Learning
Problem Statement 1: The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. Root Cause: For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.
School Processes & Programs
Problem Statement 1: The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. Root Cause: For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.
Perceptions
Problem Statement 1: The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. Root Cause: For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.





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

Performance Objective 1: By the end of 22-23 school year, at least 50% of 5th grade students who have been with Windmill Lakes for more than 5 years will reach a Novice Mid proficiency in Chinese and Novice High in Spanish.

Evaluation Data Sources: ACTFL

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Monthly writing samples to create student portfolio. Weekly language objectives, daily and practical use of foreign language, model and support sentence starters to initiate solid and comprehensive response. Materials and resources to improve our Spanish and Chinese program.</p> <p>Strategy's Expected Result/Impact: A higher percentage of students showing mastery on the APPL assessment for 5th grade. Every six weeks students and parents will receive feedback on the learning. Teachers will track the languages. Implementation 50/50% will be followed with fidelity to increase our students acquired languages. Teachers will be prepared to differentiate within the levels to increase vocabulary and comprehension in both languages</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, District Coaches, and Chinese and Spanish Teachers</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 3 - Perceptions 3</p> <p>Funding Sources: School wide resources - 211 - Title I School Improvement - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teacher data binders, to use in tracking students, dictionaries. Will increase parent involvement in our Spanish and Chinese classrooms so they are able to be informed of the daily instructional practices.</p> <p>Strategy's Expected Result/Impact: A higher percentage of students showing mastery on the APPL assessment for 5th grade. Every six weeks students and parents will receive feedback on the learning. Teachers will track the languages. Implementation 50/50% will be followed with fidelity to increase our students acquired languages. Teachers will be prepared to differentiate within the levels to increase vocabulary and comprehension in both languages</p> <p>Staff Responsible for Monitoring: Administration and Teachers</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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 5 - School Processes & Programs 2 - Perceptions 2</p> <p>Funding Sources: - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide Vida consultant to help prepare our teachers in implementing our Spanish - Dual Language Program</p> <p>Strategy's Expected Result/Impact: A higher percentage of students showing mastery on the APPL assessment for 5th grade. Every six weeks students and parents will receive feedback on the learning. Teachers will track the languages. Implementation 50/50% will be followed with fidelity to increase our students acquired languages. Teachers will be prepared to differentiate within the levels to increase vocabulary and comprehension in both languages</p> <p>Staff Responsible for Monitoring: Administrators and teachers</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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 5 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Contracted PD - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details		Reviews			
Strategy 4: Provide mentorship to our Chinese and Spanish teachers, instructional rounds and planning sessions. Strategy's Expected Result/Impact: A higher percentage of students showing mastery on the APPL assessment for 5th grade. Every six weeks students and parents will receive feedback on the learning. Teachers will track the languages. Implementation 50/50% will be followed with fidelity to increase our students acquired languages. Teachers will be prepared to differentiate within the levels to increase vocabulary and comprehension in both languages Staff Responsible for Monitoring: Administration and teachers - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 3, 5 - School Processes & Programs 3 - Perceptions 3		Formative			Summative
		Nov	Jan	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. Root Cause: Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.
Problem Statement 3: The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. Root Cause: For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.
Student Learning
Problem Statement 1: The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. Root Cause: For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.
Problem Statement 3: Lack of knowledge in our Dual Language/trilingual program from our parents, students and faculty. Root Cause: High percentage of first and second year teachers not aware of effective implementation of DLI model. Parents also lack the understanding of how the model looks during the delivery of the lesson. School will need to work on inviting parents to inform them on the model and help them understand that it takes time for students to mastery the content and language.
Problem Statement 5: Concern on the effectiveness of our Chinese and Spanish language implementation. Families are concern on the level and rigor are not up to par for our students. They want to see increase in levels on the ACTFL assessments. Root Cause: Parents not aware of the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor and student participation.

School Processes & Programs

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

Problem Statement 2: The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. **Root Cause:** Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.

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

Perceptions

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

Problem Statement 2: The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. **Root Cause:** Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.

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





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 8th grade students who have been with Windmill Lakes for more than 8 years will reach an Intermediate Low proficiency level in Chinese and Spanish.

Evaluation Data Sources: ACTFL

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Monthly writing samples to create student portfolio. Weekly language objectives, daily and practical use of foreign language, model and support sentence starters to initiate solid and comprehensive response. Materials and resources to improve our Spanish and Chinese program.</p> <p>Strategy's Expected Result/Impact: A higher percentage of students showing mastery on the APPL assessment for 8th grade. Every six weeks students and parents will receive feedback on the learning. Teachers will track the languages. Implementation 50/50% will be followed with fidelity to increase our students acquired languages. Teachers will be prepared to differentiate within the levels to increase vocabulary and comprehension in both languages</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, District Coaches, and Chinese and Spanish Teachers</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 3, 5 - School Processes & Programs 3 - Perceptions 3</p> <p>Funding Sources: School wide resources - 211 - Title I School Improvement - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details		Reviews			
Strategy 2: Teacher data binders, to use in tracking students, dictionaries. Will increase parent involvement in our Spanish and Chinese classrooms so they are able to be informed of the daily instructional practices Strategy's Expected Result/Impact: A higher percentage of students showing mastery on the APPL assessment for 8th grade. Every six weeks students and parents will receive feedback on the learning. Teachers will track the languages. Implementation 50/50% will be followed with fidelity to increase our students acquired languages. Teachers will be prepared to differentiate within the levels to increase vocabulary and comprehension in both languages Staff Responsible for Monitoring: Administration, Instructional Coaches, District Coaches, and Chinese and Spanish Teachers - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1		Formative			Summative
		Nov	Jan	May	June
Strategy 3 Details		Reviews			
Strategy 3: 1. Material for our parents to attend and ESL, Spanish, and Chinese courses. 2. Provide Vida consultant to help prepare our teachers in implementing our Spanish - Dual Language Program. 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. Strategy's Expected Result/Impact: A higher percentage of students showing mastery on the APPL assessment for 8th grade. Every six weeks students and parents will receive feedback on the learning. Teachers will track the languages. Implementation 50/50% will be followed with fidelity to increase our students acquired languages. Teachers will be prepared to differentiate within the levels to increase vocabulary and comprehension in both languages Staff Responsible for Monitoring: Administration, Instructional Coaches, District Coaches, and Chinese and Spanish Teachers - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 5 - School Processes & Programs 1 - Perceptions 1 Funding Sources: Parent resources - 461 - Campus Activity - \$10,000		Formative			Summative
		Nov	Jan	May	June

Strategy 4 Details		Reviews			
Strategy 4: 5) Provide mentorship to our Chinese teachers, instructional rounds and planning sessions. Strategy's Expected Result/Impact: A higher percentage of students showing mastery on the APPL assessment for 8th grade. Every six weeks students and parents will receive feedback on the learning. Teachers will track the languages. Implementation 50/50% will be followed with fidelity to increase our students acquired languages. Teachers will be prepared to differentiate within the levels to increase vocabulary and comprehension in both languages Staff Responsible for Monitoring: Administration, Instructional Coaches, District Coaches, and Chinese and Spanish Teachers - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 3, 5 - School Processes & Programs 3 - Perceptions 3 Funding Sources: Mentor and Mentee - 461 - Campus Activity - \$10,000		Formative			Summative
		Nov	Jan	May	June
		<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: ELL and at risk students struggle academically and often score low on our state and district assessments. Root Cause: Last year we focused on Seidlitz strategies that equipped our teachers with effective ESL strategies that were implemented in the classroom. Trainings were provided at the BOY and MOY. We need to follow up with implementation and provide feedback to our teachers in order to continue growing in the delivery of the instruction.
Problem Statement 3: The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. Root Cause: For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.
Student Learning
Problem Statement 1: The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. Root Cause: For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.
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Problem Statement 3: Lack of knowledge in our Dual Language/trilingual program from our parents, students and faculty. Root Cause: High percentage of first and second year teachers not aware of effective implementation of DLI model. Parents also lack the understanding of how the model looks during the delivery of the lesson. School will need to work on inviting parents to inform them on the model and help them understand that it takes time for students to mastery the content and language.

Student Learning

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

School Processes & Programs

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

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Perceptions

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

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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, 100% of students in 3rd, 5th, 8th and 12th grade students will be tested by ACTFL Chinese and Spanish and receive score reports.

Evaluation Data Sources: ACTFL

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Monthly writing samples to create student portfolio. Weekly language objectives, daily and practical use of foreign language, model and support sentence starters to initiate solid and comprehensive response. Materials and resources to improve our Spanish and Chinese program.</p> <p>Strategy's Expected Result/Impact: A higher percentage of students showing mastery on the APPL assessment for 3rd, 5th and 8th. Every six weeks students and parents will receive feedback on the learning. Teachers will track the languages. Implementation 50/50% will be followed with fidelity to increase our students acquired languages. Teachers will be prepared to differentiate within the levels to increase vocabulary and comprehension in both languages</p> <p>Staff Responsible for Monitoring: Administration and teachers</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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Contracted PD - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
Strategy 2: 2) Teacher data binders, to use in tracking students, dictionaries. Will increase parent involvement in our Spanish and Chinese classes Strategy's Expected Result/Impact: A higher percentage of students showing mastery on the APPL assessment for 3rd, 5th and 8th. Every six weeks students and parents will receive feedback on the learning. Teachers will track the languages. Implementation 50/50% will be followed with fidelity to increase our students acquired languages. Teachers will be prepared to differentiate within the levels to increase vocabulary and comprehension in both languages Staff Responsible for Monitoring: Administration and teachers - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 2, 3 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1 Funding Sources: Supplies - 211 - Title 1-A - \$10,000	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
Strategy 3: Material for our parents to attend and ESL, Spanish, and Chinese courses so they are informed and engaged. Strategy's Expected Result/Impact: A higher percentage of students showing mastery on the APPL assessment for 3rd, 5th and 8th.	Formative			Summative
	Nov	Jan	May	June

Every six weeks students and parents will receive feedback on the learning. Teachers will track the languages. Implementation 50/50% will be followed with fidelity to increase our students acquired languages. Teachers will be prepared to differentiate within the levels to increase vocabulary and comprehension in both languages
Staff Responsible for Monitoring: Administration and teachers

- TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 2

Funding Sources: - 211 - Title 1-A - \$10,000



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. **Root Cause:** Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.

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

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

Student Learning

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

Student Learning

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

School Processes & Programs

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Perceptions

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

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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: Windmill Lakes Middle School will provide on-boarding training for all new teachers in the classroom. 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.

Evaluation Data Sources: district and campus based self-evaluation, teacher surveys

Strategy 1 Details	Reviews			
Strategy 1: Provide Mentor and Mentee partnership to guide the teachers through the ILTexas policy, procedures and guidelines. 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 Staff Responsible for Monitoring: Administration, Instructional Coaches, District Representatives and Human Resource - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - 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 - Results Driven Accountability Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 Funding Sources: District Resources - 211 - Title I School Improvement - \$10,000	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Administration will utilize the Wheatstone program to provide feedback, track teacher effectiveness and provide instructional strategies from administration, dean, instructional coaches and area office personnel.</p> <p>Strategy's Expected Result/Impact: Increase teacher effectiveness and efficacy in implementing research based strategies.</p> <p>Staff Responsible for Monitoring: Administrators, Dean of Instruction and Instructional coaches</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: We will improve classroom management and increase teacher effectiveness through the use of PBIS and CHAMPS strategies.</p> <p>Strategy's Expected Result/Impact: improved school culture, positively impacting teacher retention</p> <p>Staff Responsible for Monitoring: administration, PBIS team</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 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details		Reviews			
Strategy 4: We will provide ongoing teacher feedback, modeling, shadowing opportunities, and teacher facilitate professional development every six weeks. Strategy's Expected Result/Impact: improve and retain teacher Staff Responsible for Monitoring: administration 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 - Additional Targeted Support Strategy Problem Statements: Demographics 2, 3 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1 Funding Sources: Instructional Coaches - 211 - Title I School Improvement - \$75,000		Formative			Summative
		Nov	Jan	May	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: ELL and at risk students struggle academically and often score low on our state and district assessments. Root Cause: Last year we focused on Seidlitz strategies that equipped our teachers with effective ESL strategies that were implemented in the classroom. Trainings were provided at the BOY and MOY. We need to follow up with implementation and provide feedback to our teachers in order to continue growing in the delivery of the instruction.
Problem Statement 3: The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. Root Cause: For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.
Student Learning
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School Processes & Programs
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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: Windmill Lakes MS will increase the percent retention of our special education, math and reading teachers by at least 1% by the end of the 2022-23 school year.

Evaluation Data Sources: district and campus based self-evaluation, teacher surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive support by attending district trainings, on-going PD provided from staff and recommended PD from best practices.</p> <p>Strategy's Expected Result/Impact: Increased collaboration with staff, teachers, faculty and students. Consistent implementation of highly effective instruction in the classrooms. Shared best practices across our campus. The percentage of student achievement in the meets category will increase on STAAR. An increase in our ISTATON and MAP scores.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, GLAs, Teachers and Counselors</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Curriculum Resources - 211 - Title I School Improvement - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide subs in order to implement lesson planning day and professional development. Develop a collaborative plan for instruction and assessment.</p> <p>Strategy's Expected Result/Impact: Increased collaboration with staff, teachers, faculty and students. Consistent implementation of highly effective instruction in the classrooms. Shared best practices across our campus. The percentage of student achievement in the meets category will increase on STAAR. An increase in our IStation and MAP scores.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, GLAs, Teachers and Counselors</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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Sub Teacher Resources - 211 - Title I School Improvement - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunity for shadowing master teacher and increase instructional rounds with Wheatstone. Observe implementation of instruction.</p> <p>Strategy's Expected Result/Impact: Increased collaboration with staff, teachers, faculty and students. Consistent implementation of highly effective instruction in the classrooms. Shared best practices across our campus. The percentage of student achievement in the meets category will increase on STAAR. An increase in our IStation and MAP scores.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, GLAs, Teachers and Counselors</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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details		Reviews			
Strategy 4: Teachers will receive support by attending district trainings, on-going PD provided from staff and recommended PD from best practices. Provide time for meetings to analyze data collaboratively. Observe and give feedback on the informed teams action plan. Keep building on our culture, grade level and campus 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 IStation and MAP scores. Staff Responsible for Monitoring: Administration, Instructional Coaches, GLAs, Teachers and Counselors - TEA Priorities: Recruit, support, retain teachers and principals, 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 - Results Driven Accountability Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 Funding Sources: - 211 - Title I School Improvement - \$50,000		Formative			Summative
		Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. Root Cause: For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.
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RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	1) Expectations PLC - Data days, enrichment, tutorials, small group instruction, Eagle Academy, professional development
1	1	2	Bring in subject matter experts in Reading and DLI to support staff to strengthen their ability to support our ESL, DLI and high-risk students. Contract educational experts will help focus on developing our teachers in the curriculum and best practices. Golding Touch coach and guide our year one to three teachers on the new ELA TEKS and best comprehension strategies. Coaching ideas to focus on Lesson Planning, Instructional Coaching, Curriculum backward design and Guided Reading. Send campus to the Cosecha to strengthen the ability to support our DLI program to increase student achievement
1	1	3	Early intervention with an hourly lecture during the day, Enrichment/Remediation, Reading Fitness WIN Intervention pullouts and Saturday tutorials to support 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	Instructional Coach will help close the gap within our sup pops by reviewing data and providing Reading instructional strategies to Reading teachers
1	2	1	1) Expectations PLC - Data days, enrichment, tutorials, small group instruction, Eagle Academy, professional development,
1	2	2	Bring in subject matter experts in Math and DLI to support staff to strengthen their ability to support our ESL, DLI and high-risk students. Contract educational experts will help focus on developing our teachers in the curriculum and best practices. Houston At+ Challenge - proven results on Math strategies and coaching. Coaching ideas to focus on Lesson Planning, Instructional Coaching, Curriculum backward design and Math exemplars. Send campus to the Cosecha to strengthen the ability to support our DLI program to increase student achievement
1	2	3	Early intervention with an hourly lecture during the day, Enrichment/Remediation, Math Fitness WIN Intervention pullouts and Saturday tutorials.
1	2	4	Instructional Coach will help close the gap within our sup pops by reviewing data and providing Math instructional strategies to Math teachers
1	3	1	1) Expectations PLC - Data days, enrichment, tutorials, small group instruction, Eagle Academy, professional development,

Goal	Objective	Strategy	Description
1	3	2	Bring in subject matter experts in Social Studies and DLI to support staff to strengthen their ability to support our ESL, DLI and high-risk students. Contract educational experts will help focus on developing our teachers in the curriculum and best practices. District Social Studies Coaches will guide our year one to three teachers on the Social Studies TEKS and best comprehension strategies. Coaching ideas to focus on Lesson Planning, Instructional Coaching, Curriculum backward design and Guided Reading in relation to the Social Studies curriculum. Send campus to the Cosecha to strengthen the ability to support our DLI program to increase student achievement
1	3	3	Early intervention with an hourly lecture during the day, Enrichment/Remediation After School tutorials and Saturday tutorials
1	3	4	Instructional Coach will help close the gap within our sup pops by reviewing data and providing Social Studies instructional strategies to Social Studies teachers
1	4	1	Strategy 1 Expectations PLC - Data days, enrichment, tutorials, small group instruction, Eagle Academy, professional development,
1	4	2	Bring in subject matter experts in Science and DLI to support staff to strengthen their ability to support our ESL, DLI and high-risk students. Contract educational experts will help focus on developing our teachers in the curriculum and best practices. District Science coaches and guide our year one to three teachers on the new Science TEKS and best comprehension strategies. Coaching ideas to focus on Lesson Planning, Instructional Coaching, Curriculum backward design and Science strategies within Study Island. Send campus to Science professional developments to strengthen the ability to support our DLI program to increase student achievement
1	4	3	Early intervention with an hourly lecture during the day, Enrichment/Remediation After School tutorials and Saturday tutorials.
1	4	4	Instructional Coach will help close the gap within our sup pops by reviewing data and providing Science instructional strategies to Science teachers
1	5	1	Bring in District subject matter experts in Reading and Math and DLI to support staff to strengthen their ability to support our ESL, DLI and high-risk students. Coaching ideas to focus on Lesson Planning, Instructional Coaching, Curriculum backward design and implementing IEP modifications/accommodations to effectively impact student growth.
1	5	2	Contract educational experts from professional development sources to assist with the focus on developing our teachers in the curriculum and best practices.
1	5	3	District SPED coaches will guide our SPED teachers on the TEKS and best comprehension strategies. Coaching ideas to focus on Lesson Planning, Instructional Coaching, Curriculum backward design and implementing IEP modifications/accommodations to effectively impact student growth.
1	5	4	Send campus to Science professional developments to strengthen the ability to support our DLI program to increase student achievement
2	1	1	1) Monthly writing samples to create student portfolio. Weekly language objectives, daily and practical use of foreign language, model and support sentence starters to initiate solid and comprehensive response. Materials and resources to improve our Spanish and Chinese program.
2	1	2	Teacher data binders, to use in tracking students, dictionaries. Will increase parent involvement in our Spanish and Chinese classrooms so they are able to be informed of the daily instructional practices.
2	1	3	Provide Vida consultant to help prepare our teachers in implementing our Spanish - Dual Language Program

Goal	Objective	Strategy	Description
2	1	4	Provide mentorship to our Chinese and Spanish teachers, instructional rounds and planning sessions.
2	2	1	1) Monthly writing samples to create student portfolio. Weekly language objectives, daily and practical use of foreign language, model and support sentence starters to initiate solid and comprehensive response. Materials and resources to improve our Spanish and Chinese program.
2	2	2	Teacher data binders, to use in tracking students, dictionaries. Will increase parent involvement in our Spanish and Chinese classrooms so they are able to be informed of the daily instructional practices
2	2	3	1. Material for our parents to attend and ESL, Spanish, and Chinese courses. 2. Provide Vida consultant to help prepare our teachers in implementing our Spanish - Dual Language Program. 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.
2	2	4	5) Provide mentorship to our Chinese teachers, instructional rounds and planning sessions.
2	3	1	1) Monthly writing samples to create student portfolio. Weekly language objectives, daily and practical use of foreign language, model and support sentence starters to initiate solid and comprehensive response. Materials and resources to improve our Spanish and Chinese program.
2	3	2	2) Teacher data binders, to use in tracking students, dictionaries. Will increase parent involvement in our Spanish and Chinese classes
2	3	3	Material for our parents to attend and ESL, Spanish, and Chinese courses so they are informed and engaged.
3	1	1	Provide Mentor and Mentee partnership to guide the teachers through the ILTexas policy, procedures and guidelines.
3	1	2	Administration will utilize the Wheatstone program to provide feedback, track teacher effectiveness and provide instructional strategies from administration, dean, instructional coaches and area office personnel.
3	2	1	Teachers will receive support by attending district trainings, on-going PD provided from staff and recommended PD from best practices.
3	2	2	Provide subs in order to implement lesson planning day and professional development. Develop a collaborative plan for instruction and assessment.
3	2	3	Provide opportunity for shadowing master teacher and increase instructional rounds with Wheatstone. Observe implementation of instruction.
3	2	4	Teachers will receive support by attending district trainings, on-going PD provided from staff and recommended PD from best practices. Provide time for meetings to analyze data collaboratively. Observe and give feedback on the informed teams action plan. Keep building on our culture, grade level and campus

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	1) Expectations PLC - Data days, enrichment, tutorials, small group instruction, Eagle Academy, professional development
1	1	2	Bring in subject matter experts in Reading and DLI to support staff to strengthen their ability to support our ESL, DLI and high-risk students. Contract educational experts will help focus on developing our teachers in the curriculum and best practices. Golding Touch coach and guide our year one to three teachers on the new ELA TEKS and best comprehension strategies. Coaching ideas to focus on Lesson Planning, Instructional Coaching, Curriculum backward design and Guided Reading. Send campus to the Cosecha to strengthen the ability to support our DLI program to increase student achievement
1	1	3	Early intervention with an hourly lecture during the day, Enrichment/Remediation, Reading Fitness WIN Intervention pullouts and Saturday tutorials to support 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	Instructional Coach will help close the gap within our sup pops by reviewing data and providing Reading instructional strategies to Reading teachers
1	2	1	1) Expectations PLC - Data days, enrichment, tutorials, small group instruction, Eagle Academy, professional development,
1	2	2	Bring in subject matter experts in Math and DLI to support staff to strengthen their ability to support our ESL, DLI and high-risk students. Contract educational experts will help focus on developing our teachers in the curriculum and best practices. Houston At+ Challenge - proven results on Math strategies and coaching. Coaching ideas to focus on Lesson Planning, Instructional Coaching, Curriculum backward design and Math exemplars. Send campus to the Cosecha to strengthen the ability to support our DLI program to increase student achievement
1	2	3	Early intervention with an hourly lecture during the day, Enrichment/Remediation, Math Fitness WIN Intervention pullouts and Saturday tutorials.
1	2	4	Instructional Coach will help close the gap within our sup pops by reviewing data and providing Math instructional strategies to Math teachers
1	3	1	1) Expectations PLC - Data days, enrichment, tutorials, small group instruction, Eagle Academy, professional development,

Goal	Objective	Strategy	Description
1	3	2	Bring in subject matter experts in Social Studies and DLI to support staff to strengthen their ability to support our ESL, DLI and high-risk students. Contract educational experts will help focus on developing our teachers in the curriculum and best practices. District Social Studies Coaches will guide our year one to three teachers on the Social Studies TEKS and best comprehension strategies. Coaching ideas to focus on Lesson Planning, Instructional Coaching, Curriculum backward design and Guided Reading in relation to the Social Studies curriculum. Send campus to the Cosecha to strengthen the ability to support our DLI program to increase student achievement
1	3	3	Early intervention with an hourly lecture during the day, Enrichment/Remediation After School tutorials and Saturday tutorials
1	3	4	Instructional Coach will help close the gap within our sup pops by reviewing data and providing Social Studies instructional strategies to Social Studies teachers
1	4	1	Strategy 1 Expectations PLC - Data days, enrichment, tutorials, small group instruction, Eagle Academy, professional development,
1	4	2	Bring in subject matter experts in Science and DLI to support staff to strengthen their ability to support our ESL, DLI and high-risk students. Contract educational experts will help focus on developing our teachers in the curriculum and best practices. District Science coaches and guide our year one to three teachers on the new Science TEKS and best comprehension strategies. Coaching ideas to focus on Lesson Planning, Instructional Coaching, Curriculum backward design and Science strategies within Study Island. Send campus to Science professional developments to strengthen the ability to support our DLI program to increase student achievement
1	4	3	Early intervention with an hourly lecture during the day, Enrichment/Remediation After School tutorials and Saturday tutorials.
1	4	4	Instructional Coach will help close the gap within our sup pops by reviewing data and providing Science instructional strategies to Science teachers
1	5	1	Bring in District subject matter experts in Reading and Math and DLI to support staff to strengthen their ability to support our ESL, DLI and high-risk students. Coaching ideas to focus on Lesson Planning, Instructional Coaching, Curriculum backward design and implementing IEP modifications/accommodations to effectively impact student growth.
1	5	2	Contract educational experts from professional development sources to assist with the focus on developing our teachers in the curriculum and best practices.
1	5	3	District SPED coaches will guide our SPED teachers on the TEKS and best comprehension strategies. Coaching ideas to focus on Lesson Planning, Instructional Coaching, Curriculum backward design and implementing IEP modifications/accommodations to effectively impact student growth.
1	5	4	Send campus to Science professional developments to strengthen the ability to support our DLI program to increase student achievement
1	6	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	1) Monthly writing samples to create student portfolio. Weekly language objectives, daily and practical use of foreign language, model and support sentence starters to initiate solid and comprehensive response. Materials and resources to improve our Spanish and Chinese program.

Goal	Objective	Strategy	Description
2	1	2	Teacher data binders, to use in tracking students, dictionaries. Will increase parent involvement in our Spanish and Chinese classrooms so they are able to be informed of the daily instructional practices.
2	1	3	Provide Vida consultant to help prepare our teachers in implementing our Spanish - Dual Language Program
2	1	4	Provide mentorship to our Chinese and Spanish teachers, instructional rounds and planning sessions.
2	2	1	1) Monthly writing samples to create student portfolio. Weekly language objectives, daily and practical use of foreign language, model and support sentence starters to initiate solid and comprehensive response. Materials and resources to improve our Spanish and Chinese program.
2	2	2	Teacher data binders, to use in tracking students, dictionaries. Will increase parent involvement in our Spanish and Chinese classrooms so they are able to be informed of the daily instructional practices
2	2	3	1. Material for our parents to attend and ESL, Spanish, and Chinese courses. 2. Provide Vida consultant to help prepare our teachers in implementing our Spanish - Dual Language Program. 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.
2	2	4	5) Provide mentorship to our Chinese teachers, instructional rounds and planning sessions.
2	3	1	1) Monthly writing samples to create student portfolio. Weekly language objectives, daily and practical use of foreign language, model and support sentence starters to initiate solid and comprehensive response. Materials and resources to improve our Spanish and Chinese program.
2	3	2	2) Teacher data binders, to use in tracking students, dictionaries. Will increase parent involvement in our Spanish and Chinese classes
2	3	3	Material for our parents to attend and ESL, Spanish, and Chinese courses so they are informed and engaged.
3	1	1	Provide Mentor and Mentee partnership to guide the teachers through the ILTexas policy, procedures and guidelines.
3	1	2	Administration will utilize the Wheatstone program to provide feedback, track teacher effectiveness and provide instructional strategies from administration, dean, instructional coaches and area office personnel.
3	1	3	We will improve classroom management and increase teacher effectiveness through the use of PBIS and CHAMPS strategies.
3	2	1	Teachers will receive support by attending district trainings, on-going PD provided from staff and recommended PD from best practices.
3	2	2	Provide subs in order to implement lesson planning day and professional development. Develop a collaborative plan for instruction and assessment.
3	2	3	Provide opportunity for shadowing master teacher and increase instructional rounds with Wheatstone. Observe implementation of instruction.
3	2	4	Teachers will receive support by attending district trainings, on-going PD provided from staff and recommended PD from best practices. Provide time for meetings to analyze data collaboratively. Observe and give feedback on the informed teams action plan. Keep building on our culture, grade level and campus

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	1) Expectations PLC - Data days, enrichment, tutorials, small group instruction, Eagle Academy, professional development
1	1	2	Bring in subject matter experts in Reading and DLI to support staff to strengthen their ability to support our ESL, DLI and high-risk students. Contract educational experts will help focus on developing our teachers in the curriculum and best practices. Golding Touch coach and guide our year one to three teachers on the new ELA TEKS and best comprehension strategies. Coaching ideas to focus on Lesson Planning, Instructional Coaching, Curriculum backward design and Guided Reading. Send campus to the Cosecha to strengthen the ability to support our DLI program to increase student achievement
1	1	3	Early intervention with an hourly lecture during the day, Enrichment/Remediation, Reading Fitness WIN Intervention pullouts and Saturday tutorials to support 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	Instructional Coach will help close the gap within our sup pops by reviewing data and providing Reading instructional strategies to Reading teachers
1	2	1	1) Expectations PLC - Data days, enrichment, tutorials, small group instruction, Eagle Academy, professional development,
1	2	2	Bring in subject matter experts in Math and DLI to support staff to strengthen their ability to support our ESL, DLI and high-risk students. Contract educational experts will help focus on developing our teachers in the curriculum and best practices. Houston At+ Challenge - proven results on Math strategies and coaching. Coaching ideas to focus on Lesson Planning, Instructional Coaching, Curriculum backward design and Math exemplars. Send campus to the Cosecha to strengthen the ability to support our DLI program to increase student achievement
1	2	3	Early intervention with an hourly lecture during the day, Enrichment/Remediation, Math Fitness WIN Intervention pullouts and Saturday tutorials.
1	2	4	Instructional Coach will help close the gap within our sup pops by reviewing data and providing Math instructional strategies to Math teachers
1	3	1	1) Expectations PLC - Data days, enrichment, tutorials, small group instruction, Eagle Academy, professional development,

Goal	Objective	Strategy	Description
1	3	2	Bring in subject matter experts in Social Studies and DLI to support staff to strengthen their ability to support our ESL, DLI and high-risk students. Contract educational experts will help focus on developing our teachers in the curriculum and best practices. District Social Studies Coaches will guide our year one to three teachers on the Social Studies TEKS and best comprehension strategies. Coaching ideas to focus on Lesson Planning, Instructional Coaching, Curriculum backward design and Guided Reading in relation to the Social Studies curriculum. Send campus to the Cosecha to strengthen the ability to support our DLI program to increase student achievement
1	3	3	Early intervention with an hourly lecture during the day, Enrichment/Remediation After School tutorials and Saturday tutorials
1	3	4	Instructional Coach will help close the gap within our sup pops by reviewing data and providing Social Studies instructional strategies to Social Studies teachers
1	4	1	Strategy 1 Expectations PLC - Data days, enrichment, tutorials, small group instruction, Eagle Academy, professional development,
1	4	2	Bring in subject matter experts in Science and DLI to support staff to strengthen their ability to support our ESL, DLI and high-risk students. Contract educational experts will help focus on developing our teachers in the curriculum and best practices. District Science coaches and guide our year one to three teachers on the new Science TEKS and best comprehension strategies. Coaching ideas to focus on Lesson Planning, Instructional Coaching, Curriculum backward design and Science strategies within Study Island. Send campus to Science professional developments to strengthen the ability to support our DLI program to increase student achievement
1	4	3	Early intervention with an hourly lecture during the day, Enrichment/Remediation After School tutorials and Saturday tutorials.
1	4	4	Instructional Coach will help close the gap within our sup pops by reviewing data and providing Science instructional strategies to Science teachers
1	5	1	Bring in District subject matter experts in Reading and Math and DLI to support staff to strengthen their ability to support our ESL, DLI and high-risk students. Coaching ideas to focus on Lesson Planning, Instructional Coaching, Curriculum backward design and implementing IEP modifications/accommodations to effectively impact student growth.
1	5	2	Contract educational experts from professional development sources to assist with the focus on developing our teachers in the curriculum and best practices.
1	5	3	District SPED coaches will guide our SPED teachers on the TEKS and best comprehension strategies. Coaching ideas to focus on Lesson Planning, Instructional Coaching, Curriculum backward design and implementing IEP modifications/accommodations to effectively impact student growth.
1	5	4	Send campus to Science professional developments to strengthen the ability to support our DLI program to increase student achievement
2	1	1	1) Monthly writing samples to create student portfolio. Weekly language objectives, daily and practical use of foreign language, model and support sentence starters to initiate solid and comprehensive response. Materials and resources to improve our Spanish and Chinese program.
2	1	2	Teacher data binders, to use in tracking students, dictionaries. Will increase parent involvement in our Spanish and Chinese classrooms so they are able to be informed of the daily instructional practices.
2	1	3	Provide Vida consultant to help prepare our teachers in implementing our Spanish - Dual Language Program

Goal	Objective	Strategy	Description
2	1	4	Provide mentorship to our Chinese and Spanish teachers, instructional rounds and planning sessions.
2	2	1	1) Monthly writing samples to create student portfolio. Weekly language objectives, daily and practical use of foreign language, model and support sentence starters to initiate solid and comprehensive response. Materials and resources to improve our Spanish and Chinese program.
2	2	2	Teacher data binders, to use in tracking students, dictionaries. Will increase parent involvement in our Spanish and Chinese classrooms so they are able to be informed of the daily instructional practices
2	2	3	1. Material for our parents to attend and ESL, Spanish, and Chinese courses. 2. Provide Vida consultant to help prepare our teachers in implementing our Spanish - Dual Language Program. 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.
2	2	4	5) Provide mentorship to our Chinese teachers, instructional rounds and planning sessions.
2	3	1	1) Monthly writing samples to create student portfolio. Weekly language objectives, daily and practical use of foreign language, model and support sentence starters to initiate solid and comprehensive response. Materials and resources to improve our Spanish and Chinese program.
2	3	2	2) Teacher data binders, to use in tracking students, dictionaries. Will increase parent involvement in our Spanish and Chinese classes
2	3	3	Material for our parents to attend and ESL, Spanish, and Chinese courses so they are informed and engaged.
3	1	1	Provide Mentor and Mentee partnership to guide the teachers through the ILTexas policy, procedures and guidelines.
3	1	2	Administration will utilize the Wheatstone program to provide feedback, track teacher effectiveness and provide instructional strategies from administration, dean, instructional coaches and area office personnel.
3	1	4	We will provide ongoing teacher feedback, modeling, shadowing opportunities, and teacher facilitate professional development every six weeks.
3	2	1	Teachers will receive support by attending district trainings, on-going PD provided from staff and recommended PD from best practices.
3	2	2	Provide subs in order to implement lesson planning day and professional development. Develop a collaborative plan for instruction and assessment.
3	2	3	Provide opportunity for shadowing master teacher and increase instructional rounds with Wheatstone. Observe implementation of instruction.
3	2	4	Teachers will receive support by attending district trainings, on-going PD provided from staff and recommended PD from best practices. Provide time for meetings to analyze data collaboratively. Observe and give feedback on the informed teams action plan. Keep building on our culture, grade level and campus

Campus Funding Summary

461 - Campus Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Curriculum Resources		\$50,000.00
2	2	3	Parent resources		\$10,000.00
2	2	4	Mentor and Mentee		\$10,000.00
Sub-Total					\$70,000.00
211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Tutorials		\$30,000.00
1	2	4	Instructional Coach Salary		\$50,000.00
1	4	4	Instructional Coach salary		\$30,000.00
1	5	2	Contract PD		\$20,000.00
1	5	3			\$50,000.00
1	5	4	Contract PD		\$20,000.00
1	6	2	Restorative Coach		\$65,000.00
2	1	2			\$10,000.00
2	1	3	Contracted PD		\$10,000.00
2	3	1	Contracted PD		\$10,000.00
2	3	2	Supplies		\$10,000.00
2	3	3			\$10,000.00
Sub-Total					\$315,000.00
211 - Title I School Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Curriculum resources		\$10,000.00
1	1	2	Professional Development Sources		\$10,000.00
1	1	4	Curriculum Resources		\$50,000.00
1	2	1	Curriculum resources		\$30,000.00
1	2	2	Professional Development Sources		\$20,000.00
1	2	3	Tutorial Pay		\$50,000.00

211 - Title I School Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Curriculum Resources		\$10,000.00
1	3	2	Professional Development Sources		\$10,000.00
1	3	4	Curriculum Resources		\$20,000.00
1	4	1	Curriculum Resources		\$10,000.00
1	4	2	Professional Development Sources		\$10,000.00
1	4	3	Tutorial Pay		\$50,000.00
1	5	1	Curriculum Resources		\$20,000.00
2	1	1	School wide resources		\$10,000.00
2	2	1	School wide resources		\$10,000.00
3	1	1	District Resources		\$10,000.00
3	1	4	Instructional Coaches		\$75,000.00
3	2	1	Curriculum Resources		\$20,000.00
3	2	2	Sub Teacher Resources		\$20,000.00
3	2	4			\$50,000.00
Sub-Total					\$495,000.00