

International Leadership of Texas
Woodhaven Middle
2022-2023 Campus Improvement Plan

Mission Statement

The mission of ILTexas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body and character.

Vision

The International Leadership of Texas Woodhaven Campus Vision is to provide all students with the tools and strategies to learn and succeed in a global society.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

At International Leadership of Texas- Woodhaven Worth Middle School our student population make up is 43.21% African American, 47.65% Hispanic, 1.98% White, 1.73% Asian and 5.43% Other.

The Woodhaven Middle School Campus services students who are: At-Risk, 79.26% (321), Economically Disadvantaged 79.51% (322), Limited English Proficient (LEP) 36.05% (146), Talented and Gifted (TAG) 3.95% (16) and Special Education 8.89% (36).

Our campus staff demographics directly reflects our student population.

Total Staff: 106

African-American 50%

Hispanic: 31.1%

White: 11.3%

Asian: 4.7%

Other: 2.8%

Levels of Experience:

1-3 years of experience: 67%

4-5 years of experience: 14%

6-20+ years of experience: 19%

Demographics Strengths

Our students are a true reflection of the neighborhood community. Our teacher population also reflects our students' ethnic background, which makes them very relatable to the students.

Students in the African American and Hispanic subgroups have made gains and have shown growth academically. The classroom teachers and Instructional coaches use the students' real-life experiences to support the students' varied learning experiences in an effort to make connections in and outside of the classroom.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): High percentage of students are At-Risk and Economically Disadvantaged. **Root Cause:** ILTexas Woodhaven is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.

Problem Statement 2 (Prioritized): Daily attendance is often below 96%. **Root Cause:** Students' attendance is inconsistent.

Problem Statement 3 (Prioritized): A limited number of certified teachers. Less than 20% of teachers are certified. **Root Cause:** Charter schools do not require certification for classroom teachers.

Student Learning

Student Learning Summary

ILTexas Woodhaven K-8 identified strengths and weaknesses in the instructional program that may affect student performance. The data collected in the Needs Assessment will be used to review the overall effectiveness of the instructional program at ILTexas Woodhaven K-8. The data which will be reviewed include STAAR. The data reviewed will show student performance in the areas of Math and Reading.

Overall performance data: (The Data Sources used to analyze the achievement data were taken from the 2022 STAAR).

ELAR 55.2% approaches; 28.4% Meets

Math 37.5% approaches; 6.6% Meets

For Reading, there were gains from the 2021 STAAR exam.

Reading - 12.2% increase at the Approaches level and 9.4% increase at the Meets level.

There were gains and losses from the 2021 STAAR exam for Math.

Math - 10.5% increase at the Approaches level and 0.8% increase at the Meets level.

Student Learning Strengths

A significant emphasis was placed on providing accelerated learning to students who needed extra support in Reading and Math. Teachers were encouraged to use ongoing assessments and to use data from those assessments to focus on the academic gaps of individual students. Additional supports such as Extended instructional day, Daily Enrichment time, Tutoring, Eagle Academy for academic mastery, access to technology systems to assist with data analysis and data collection and Charter designated Data Days to analyze student achievement data were put in place.

For the 21-22 school year, many students were behind and had gaps in learning due to virtual learning for the prior 1.5 years. We succeeded in making gains in Reading and Math at the Approaches and Meets level from the data reviewed for the 2021 STAAR exam as compared to the 2022 STAAR exam.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): High percentage of students are At-Risk and Economically Disadvantaged. **Root Cause:** ILTexas Woodhaven is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.

Problem Statement 2 (Prioritized): Daily attendance is often below 96%. **Root Cause:** Students' attendance is inconsistent.

Problem Statement 3 (Prioritized): Students underperform in key content areas, particularly Math and Reading. **Root Cause:** Students often lack the foundation skills to progressively move at the same consistent pace. COVID-19 and virtual learning also increased the gaps in student learning.

Problem Statement 4 (Prioritized): : Limited focus and knowledge of data analysis inhibits teachers from creating meaningful, authentic learning experiences for students. **Root Cause:** : Need for educators to analyze data and reflect on curriculum and instructional strategies to ensure all student needs are being met.

Problem Statement 5 (Prioritized): : Spanish DLI classes are not consistently being taught according to the DLI model. **Root Cause:** Teachers are reluctant to teach students in Spanish for fear that they will not understand and will fall further behind academically and not be successful on the state assessments. Some teachers are also not equipped to teach in Spanish due to their Spanish proficiency.

Problem Statement 6 (Prioritized): Lack of campus norms and incremental checkpoints for DDI and student progress monitoring. **Root Cause:** Lack of structure, defined objectives, desired outcomes, and follow through to ensure norms and expectations are being carried out.

School Processes & Programs

School Processes & Programs Summary

We use a number of sources to recruit high-quality teachers and staff such as our campus website, statewide and local job fair, and Region 10 and 11 job fairs. Our interview process clearly outlines the mission, philosophy, and expectations for our school. The leaders actively participate in the recruitment phase by serving on multiple teacher/ staff interview panels. We have recruited teachers from Latin Countries and China to teach our trilingual model. ILTexas will continue to work with Region 10 & 11 and the district to actively find qualified teacher candidates to fill positions within the school. Teachers have the professional freedom to be innovative and creative. They have opportunities to have input in the decision-making process on campus. Teachers are encouraged to take online training and are afforded multiple opportunities to participate in national and regional conferences to gain best practice strategies to use in the classroom.

School Processes & Programs Strengths

Teachers are provided with opportunities to lead, whether as a Grade Level Administrator or in other leadership capacities such as campus committees. Teachers are encouraged to develop or enhance campus wide initiatives. Professional Development on an ongoing basis is key to the success of our school programs. Charter and campus professional development and trainings have/will be provided in the following areas: Dual Language Program Strategies for meeting needs of Limited English Proficient Students Data Disaggregation and Test Analysis TEKS RS Scope and Sequence District Data Management System Differentiated Instruction Curriculum Programs in ELA/Reading & Math Federal & State Mandated Trainings. The Campus Leadership provides 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 where student data analysis reviewed and curriculum alignment calendars are developed. Each six weeks specific assessments are designed to gauge the student's understanding of the content. The analysis of the student's progress is done with the use of technology systems such as All in Learning, Imagine Math, and iStation. Teachers are able to chart the growth of the students, host independent data conversations with the students and work with their colleagues to develop a plan to address academic deficiencies. The Grade Level teams, Assistant Principals, and Counselors meet weekly to discuss and develop a plan to address the needs of the students. Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. Most of our international teachers this year has been from Asian countries. There has also been a Teacher Incentive Allotment (TIA) for those whose students have shown significant growth. Teachers also have professional freedom to be innovative, creative and take risks. Professional development is provided for teachers both through the Charter and through Region 10 and Region 11. Teachers are also encouraged to take online trainings.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): It often poses a challenge to recruit and retain tenured and high-quality certified teachers. **Root Cause:** ILTexas offers less annual income compared to other neighboring districts. Teachers also do not have to be certified to work at ILTexas.

Problem Statement 2 (Prioritized): Insufficient parent and community participation in school-wide activities. The need to increase the PTO membership, awareness, and engagement by providing numerous volunteer opportunities to parents and stakeholders annually. **Root Cause:** Lack of parent and community volunteers. Lack of communication and promotion of the organization.

Problem Statement 3 (Prioritized): A limited number of certified teachers. Less than 20% of teachers are certified. **Root Cause:** Charter schools do not require certification for classroom teachers.

Problem Statement 4 (Prioritized): Students underperform in key content areas, particularly Math and Reading. **Root Cause:** Students often lack the foundation skills to progressively move at the same consistent pace. COVID-19 and virtual learning also increased the gaps in student learning.

Problem Statement 5 (Prioritized): : Limited focus and knowledge of data analysis inhibits teachers from creating meaningful, authentic learning experiences for students. **Root**

Cause: : Need for educators to analyze data and reflect on curriculum and instructional strategies to ensure all student needs are being met.

Problem Statement 6 (Prioritized): : Spanish DLI classes are not consistently being taught according to the DLI model. **Root Cause:** Teachers are reluctant to teach students in Spanish for fear that they will not understand and will fall further behind academically and not be successful on the state assessments. Some teachers are also not equipped to teach in Spanish due to their Spanish proficiency.

Problem Statement 7 (Prioritized): Lack of campus norms and incremental checkpoints for DDI and student progress monitoring. **Root Cause:** Lack of structure, defined objectives, desired outcomes, and follow through to ensure norms and expectations are being carried out.

Perceptions

Perceptions Summary

We have a learning community and atmosphere of collegiality. Our grade level teams plan together, working towards common goals. Our teachers leaders meet weekly to discuss school wide successes and challenges. Input is solicited from all stakeholders to address school wide issues and concerns. 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. Professional Development training is provided to ensure that there is a common language for addressing concerns, activities, and school related items. We engage our community by ensuring there is constant communication regarding school events. We do, however, need more involvement from the parents and community.

Perceptions Strengths

Teachers across the campus work collectively and collaboratively with each other to build strong teams. Staff members overall are very supportive of each other and come together to ensure the needs of students are being met. Collaborative sessions are designed to solicit the input of all staff members. Our communication with parents through Parent Newsletters, Coffee with the Principal, and communication (through conferences, Class Dojo, school messenger) help bridge the gap between school and home. The parents are also encouraged to participate in quarterly events, such as, Muffins with Mom, Doughnuts with Dad, Math/ Science Night, Chinese Lunar New Year, Family Read Night, Mother/ Son Dance, Daddy/ Daughter Dance and other culture school sponsored activities. We also utilize a District Community Liaison to make connections with the community. Through initial contact with local community organizations, neighboring apartment complexes and neighborhood associations, partnerships have been established.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): It often poses a challenge to recruit and retain tenured and high-quality certified teachers. **Root Cause:** ILTexas offers less annual income compared to other neighboring districts. Teachers also do not have to be certified to work at ILTexas.

Problem Statement 2 (Prioritized): Insufficient parent and community participation in school-wide activities. The need to increase the PTO membership, awareness, and engagement by providing numerous volunteer opportunities to parents and stakeholders annually. **Root Cause:** Lack of parent and community volunteers. Lack of communication and promotion of the organization.

Priority Problem Statements

Problem Statement 1: High percentage of students are At-Risk and Economically Disadvantaged.

Root Cause 1: ILTexas Woodhaven is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 8: It often poses a challenge to recruit and retain tenured and high-quality certified teachers.

Root Cause 8: ILTexas offers less annual income compared to other neighboring districts. Teachers also do not have to be certified to work at ILTexas.

Problem Statement 8 Areas: School Processes & Programs - Perceptions

Problem Statement 2: Daily attendance is often below 96%.

Root Cause 2: Students' attendance is inconsistent.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 9: Insufficient parent and community participation in school-wide activities. The need to increase the PTO membership, awareness, and engagement by providing numerous volunteer opportunities to parents and stakeholders annually.

Root Cause 9: Lack of parent and community volunteers. Lack of communication and promotion of the organization.

Problem Statement 9 Areas: School Processes & Programs - Perceptions

Problem Statement 7: A limited number of certified teachers. Less than 20% of teachers are certified.

Root Cause 7: Charter schools do not require certification for classroom teachers.

Problem Statement 7 Areas: Demographics - School Processes & Programs

Problem Statement 3: Students underperform in key content areas, particularly Math and Reading.

Root Cause 3: Students often lack the foundation skills to progressively move at the same consistent pace. COVID-19 and virtual learning also increased the gaps in student learning.

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

Problem Statement 4: : Limited focus and knowledge of data analysis inhibits teachers from creating meaningful, authentic learning experiences for students.

Root Cause 4: : Need for educators to analyze data and reflect on curriculum and instructional strategies to ensure all student needs are being met.

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

Problem Statement 5: : Spanish DLI classes are not consistently being taught according to the DLI model.

Root Cause 5: Teachers are reluctant to teach students in Spanish for fear that they will not understand and will fall further behind academically and not be successful on the state

assessments. Some teachers are also not equipped to teach in Spanish due to their Spanish proficiency.

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

Problem Statement 6: Lack of campus norms and incremental checkpoints for DDI and student progress monitoring.

Root Cause 6: Lack of structure, defined objectives, desired outcomes, and follow through to ensure norms and expectations are being carried out.

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- Local benchmark or common assessments data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals

Revised/Approved: June 15, 2022

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

Performance Objective 1: By June 2023, the percent of learners that score "Meets Grade Level" on STAAR Reading and STAAR Math will increase by at least 15%.

High Priority





Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will retain a Dean and 4 Acceleration Teachers to provide consistent on going support for the students in grades K-5. The Acceleration Teachers will assist classroom teachers with instruction, provide small group instruction, and support through data analysis.</p> <p>Strategy's Expected Result/Impact: Increase achievement for all students especially low performing students. Increase proficiency on Charter/State level assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Dean</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Create data tracking forms to profile and measure student growth on assessments. Students will track their progress each six week period and communicate progress to parents. The teachers will be offered the opportunity to purchase classroom resources to support classroom best practices.</p> <p>Strategy's Expected Result/Impact: Data Driven Instruction and Student/Parent Accountability. Staff Responsible for Monitoring: Teachers, Assistant Principals, Instructional Coaches, Dean</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 3, 4, 6 - School Processes & Programs 4, 5, 7 Funding Sources: - 211 - Title I School Improvement - \$1,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: ILTexas will coordinate or bring in (or send our faculty/staff) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help teachers, administrators, and charter staff to strengthen their ability to support our various student groups including our Emergent Bilingual, ESL, DLI and other programs that will increase student achievement for ALL with attention to English learners and with focus on increasing the Meets Target goal on the STAAR Reading assessment.</p> <p>Strategy's Expected Result/Impact: Increase student achievement. Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Dean</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 4 Funding Sources: - 211 - Title I School Improvement - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Send campus staff to conferences (e.g La Cosecha, Title III Summit, TESOL, BEAM Symposium, Ron Clark Academy, Get Your Teach On, Annual Texas Charter School Summer Summit) to assist ILTexas teachers, administrators, and charter staff to strengthen their ability to support different student groups, including and in particular our Emergency Bilingual, ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).</p> <p>Strategy's Expected Result/Impact: Increase teacher/staff capacity.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Dean, Classroom Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 4</p> <p>Funding Sources: - 211 - Title I School Improvement - \$6,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Participation in on campus professional development in classroom management and planning to include equipment and new technology.</p> <p>Strategy's Expected Result/Impact: Established campus norms and procedures for implementation of campus wide behavior for students.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Instructional Coaches, Dean, Administrators</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Demographics 3 - Student Learning 6 - School Processes & Programs 3, 7</p> <p>Funding Sources: - 211 - Title I School Improvement - \$2,500</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Purchase supplemental resources, technology (such as Chromebooks), instructional materials (hardcopies as well as online tools/software), and evaluation/assessment/data analysis resources (and subsequent related PD). Resources includes items such as bilingual dictionaries, data analysis resources (file folders, binders, crages, and paper), science lab materials, leveled readers, chapter books, and enrichment materials to support instruction of all learners including Emergent Bilingual students. It also includes student access to online platforms to increase access to language acquisition and differentiation such as IXL, Zearn, All in Learning, Study Island, Eureka Math, People Education-Measuring up, Lead4Ward data modules, Capturing Kids Hearts, and Mentoring Minds. Purchase professional books for staff to increase their knowledge of DLI/ESL programs.</p> <p>Strategy's Expected Result/Impact: Increase student academic performance for all students. Data driven decision making process improved.</p> <p>Staff Responsible for Monitoring: CAO, Academic Directors, Campus Administrators, Dean, Campus Instructional Coaches, Media Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 4</p> <p>Funding Sources: - 211 - Title I School Improvement - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide professional development on data analysis protocols including pre-work expectations and in-depth understanding of the standards.</p> <p>Strategy's Expected Result/Impact: Increase academic performance for all students. Data driven decision making process improved.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Grade Level Administrators, Instructional Coaches, Dean</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Learning 4, 6 - School Processes & Programs 5, 7</p> <p>Funding Sources: - 211 - Title I School Improvement - \$1,500</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Provide tutoring during school, after-school and on Saturdays to close the achievement gaps of all students. Tutoring will be provided by Classroom Teachers, Accelerated Learning Teachers, and FEV Tutoring.</p> <p>Strategy's Expected Result/Impact: Increase academic achievement for all students.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Dean</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 4</p> <p>Funding Sources: - 211 - Title I School Improvement - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide professional development in Balanced Literacy instruction in Reading and Writing and the Writing process by attending Norma Jackson Writing Program and Gretchen Bernabei Writing Training.</p> <p>Strategy's Expected Result/Impact: Increase academic performance for all students. Increase teacher capacity.</p> <p>Staff Responsible for Monitoring: Campus Principals, Campus Instructional Coaches, Dean</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 4</p> <p>Funding Sources: - 211 - Title I School Improvement - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: High percentage of students are At-Risk and Economically Disadvantaged. Root Cause: ILTexas Woodhaven is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.</p>
<p>Problem Statement 3: A limited number of certified teachers. Less than 20% of teachers are certified. Root Cause: Charter schools do not require certification for classroom teachers.</p>

Student Learning

Problem Statement 1: High percentage of students are At-Risk and Economically Disadvantaged. **Root Cause:** ILTexas Woodhaven is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.

Problem Statement 3: Students underperform in key content areas, particularly Math and Reading. **Root Cause:** Students often lack the foundation skills to progressively move at the same consistent pace. COVID-19 and virtual learning also increased the gaps in student learning.

Problem Statement 4: : Limited focus and knowledge of data analysis inhibits teachers from creating meaningful, authentic learning experiences for students. **Root Cause:** : Need for educators to analyze data and reflect on curriculum and instructional strategies to ensure all student needs are being met.

Problem Statement 6: Lack of campus norms and incremental checkpoints for DDI and student progress monitoring. **Root Cause:** Lack of structure, defined objectives, desired outcomes, and follow through to ensure norms and expectations are being carried out.

School Processes & Programs

Problem Statement 3: A limited number of certified teachers. Less than 20% of teachers are certified. **Root Cause:** Charter schools do not require certification for classroom teachers.

Problem Statement 4: Students underperform in key content areas, particularly Math and Reading. **Root Cause:** Students often lack the foundation skills to progressively move at the same consistent pace. COVID-19 and virtual learning also increased the gaps in student learning.

Problem Statement 5: : Limited focus and knowledge of data analysis inhibits teachers from creating meaningful, authentic learning experiences for students. **Root Cause:** : Need for educators to analyze data and reflect on curriculum and instructional strategies to ensure all student needs are being met.

Problem Statement 7: Lack of campus norms and incremental checkpoints for DDI and student progress monitoring. **Root Cause:** Lack of structure, defined objectives, desired outcomes, and follow through to ensure norms and expectations are being carried out.

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 June 2023, EL Students at ILTexas will increase their TELPAS performance level by 10%.

High Priority

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development to strengthen best instructional practices in the area of second language acquisition.</p> <p>Strategy's Expected Result/Impact: Increase academic performance for all students.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Dean</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 6</p> <p>Funding Sources: - 211 - Title I School Improvement - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase literacy leveled readers and manipulatives to strengthen the second language acquisition skills.</p> <p>Strategy's Expected Result/Impact: Increase academic performance for all students.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Dan, Instructional Coaches, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</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 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 6</p> <p>Funding Sources: - 211 - Title I School Improvement - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide enrichment summer school to English learners to develop and strengthen their knowledge base as well as their English language proficiency in all four domains.</p> <p>Strategy's Expected Result/Impact: Increase academic performance</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 4</p> <p>Funding Sources: - 263 - Title III - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Campuses that have newcomer ESL students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extended learning time for students, and parental engagement.</p> <p>Strategy's Expected Result/Impact: Increase academic achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators, Dean</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 4</p> <p>Funding Sources: - 211 - Title I School Improvement - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 5 Details	Reviews			
<p>Strategy 5: ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Administrator, Dean</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 4</p> <p>Funding Sources: - 211 - Title I School Improvement - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: 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> <p>Strategy's Expected Result/Impact: Increase student achievement Increase parental involvement</p> <p>Staff Responsible for Monitoring: Administrators, Dean, Teachers</p> <p>Title I: 2.5, 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: High percentage of students are At-Risk and Economically Disadvantaged. Root Cause: ILTexas Woodhaven is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.</p>

Student Learning

Problem Statement 1: High percentage of students are At-Risk and Economically Disadvantaged. **Root Cause:** ILTexas Woodhaven is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.

Problem Statement 3: Students underperform in key content areas, particularly Math and Reading. **Root Cause:** Students often lack the foundation skills to progressively move at the same consistent pace. COVID-19 and virtual learning also increased the gaps in student learning.

Problem Statement 5: : Spanish DLI classes are not consistently being taught according to the DLI model. **Root Cause:** Teachers are reluctant to teach students in Spanish for fear that they will not understand and will fall further behind academically and not be successful on the state assessments. Some teachers are also not equipped to teach in Spanish due to their Spanish proficiency.

School Processes & Programs

Problem Statement 4: Students underperform in key content areas, particularly Math and Reading. **Root Cause:** Students often lack the foundation skills to progressively move at the same consistent pace. COVID-19 and virtual learning also increased the gaps in student learning.

Problem Statement 6: : Spanish DLI classes are not consistently being taught according to the DLI model. **Root Cause:** Teachers are reluctant to teach students in Spanish for fear that they will not understand and will fall further behind academically and not be successful on the state assessments. Some teachers are also not equipped to teach in Spanish due to their Spanish proficiency.





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: Research has proven that by increasing parental involvement and engagement, there will be an increase in student achievement. We hope to make a 50% gain in this area by increasing the number of parent programs and community activities from the previous year by June 2023.

High Priority

Evaluation Data Sources: Number of parent/families at campus sponsored events.

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will receive a monthly newsletter providing them information on school-wide initiatives and updates including parent and family engagement opportunities. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.</p> <p>Strategy's Expected Result/Impact: Increase academic performance for all students.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Grade Level Administrators, Instructional Coaches, Dean</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 2</p> <p>Funding Sources: - 211 - Title I School Improvement - \$1,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Develop programs that will engage community partnerships such as a mentor program. Strategy's Expected Result/Impact: Increase academic performance for all students Increase community partnership Staff Responsible for Monitoring: Campus Administrators, Dean, Instructional Coaches, Grade Level Administrators</p> <p>Title I: 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 - Perceptions 2 Funding Sources: - 211 - Title I School Improvement - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Insufficient parent and community participation in school-wide activities. The need to increase the PTO membership, awareness, and engagement by providing numerous volunteer opportunities to parents and stakeholders annually. Root Cause: Lack of parent and community volunteers. Lack of communication and promotion of the organization.</p>
Perceptions
<p>Problem Statement 2: Insufficient parent and community participation in school-wide activities. The need to increase the PTO membership, awareness, and engagement by providing numerous volunteer opportunities to parents and stakeholders annually. Root Cause: Lack of parent and community volunteers. Lack of communication and promotion of the organization.</p>

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: The culture and climate of our campus will improve by at least 20% with the help of subject matter experts and specialized programs aimed at improving the social emotional health of our students with a focus on safety and security by June 2023.

High Priority

Evaluation Data Sources: Skyward Discipline Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development on a student management system, Social Emotional Learning (SEL), and Restorative Discipline to provide a positive school climate.</p> <p>Strategy's Expected Result/Impact: Increase academic performance for all students.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Dean, Instructional Coaches, Grade Level Administrators, Counselors</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 6 - School Processes & Programs 7</p> <p>Funding Sources: - 211 - Title I School Improvement - \$2,500</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development on school-wide systems to implement smooth transitions with protocols for arrival, lunch, hallways, and dismissals.</p> <p>Strategy's Expected Result/Impact: Increase academic performance for all students Increase classroom/school management Increase on-task behaviors</p> <p>Staff Responsible for Monitoring: Campus Administrators, Dean, Instructional Coaches, Grade Level Administrators</p> <p>Title I: 2.5</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 3: Positive School Culture</p> <p>Problem Statements: Student Learning 6 - School Processes & Programs 7</p> <p>Funding Sources: - 211 - Title I School Improvement - \$500</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 6: Lack of campus norms and incremental checkpoints for DDI and student progress monitoring. Root Cause: Lack of structure, defined objectives, desired outcomes, and follow through to ensure norms and expectations are being carried out.</p>
School Processes & Programs
<p>Problem Statement 7: Lack of campus norms and incremental checkpoints for DDI and student progress monitoring. Root Cause: Lack of structure, defined objectives, desired outcomes, and follow through to ensure norms and expectations are being carried out.</p>

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, the 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			
<p>Strategy 1: By the end of the 22-23 school year, the 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.</p> <p>Strategy's Expected Result/Impact: Improve student learning readiness as measured by Rhithm</p> <p>Staff Responsible for Monitoring: Principal, APs, Counselors</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 3: Students underperform in key content areas, particularly Math and Reading. Root Cause: Students often lack the foundation skills to progressively move at the same consistent pace. COVID-19 and virtual learning also increased the gaps in student learning.</p>
School Processes & Programs
<p>Problem Statement 4: Students underperform in key content areas, particularly Math and Reading. Root Cause: Students often lack the foundation skills to progressively move at the same consistent pace. COVID-19 and virtual learning also increased the gaps in student learning.</p>

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

Performance Objective 1: By the end of the 2022-2023 school year, 70% of students will demonstrate an increase in their language proficiency from the beginning of the year based on ACTFL guidelines.

High Priority

Evaluation Data Sources: ACTFL Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development to strengthen best teaching practices to increase the use of the Spanish and English languages by both the teacher and the students.</p> <p>Strategy's Expected Result/Impact: Increased academic performance for all students.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Dean, Instructional Coaches</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 3</p> <p>Funding Sources: - 211 - Title I School Improvement - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase literacy leveled readers and manipulatives to strengthen the second language acquisition skills.</p> <p>Strategy's Expected Result/Impact: Increased academic performance for all students.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Dean, Instructional Coaches, Classroom Teachers</p>	Formative			Summative
	Nov	Jan	May	June

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: - 211 - Title I School Improvement - \$2,000



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: High percentage of students are At-Risk and Economically Disadvantaged. **Root Cause:** ILTexas Woodhaven is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.

Problem Statement 3: A limited number of certified teachers. Less than 20% of teachers are certified. **Root Cause:** Charter schools do not require certification for classroom teachers.

Student Learning

Problem Statement 1: High percentage of students are At-Risk and Economically Disadvantaged. **Root Cause:** ILTexas Woodhaven is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.

School Processes & Programs

Problem Statement 3: A limited number of certified teachers. Less than 20% of teachers are certified. **Root Cause:** Charter schools do not require certification for classroom teachers.

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

Performance Objective 2: By the end of the 2022-2023 school year, at least 25%-50% of students will show an increase in their language proficiency based on the AAPPL Test.

High Priority

Evaluation Data Sources: AAPPL Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Strengthen bridging between the Language teachers and Core teachers by having core teacher incorporate the Spanish and Chinese languages into their lessons.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and language acquisition.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Dean, Instructional Coach</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct Walkthroughs to measure teachers' growth in implementing instructional strategies and provide feedback using Whetstone and other observation tools.</p> <p>Strategy's Expected Result/Impact: Increased academic performance for all students.</p>	Formative			Summative
	Nov	Jan	May	June

Staff Responsible for Monitoring: Campus Administrators, Dean, Instructional Coaches.

Title I:

2.5

- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements: Demographics 3 - School Processes & Programs 3

Funding Sources: - 211 - Title I School Improvement - \$1,500



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: High percentage of students are At-Risk and Economically Disadvantaged. **Root Cause:** ILTexas Woodhaven is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.

Problem Statement 3: A limited number of certified teachers. Less than 20% of teachers are certified. **Root Cause:** Charter schools do not require certification for classroom teachers.

Student Learning

Problem Statement 1: High percentage of students are At-Risk and Economically Disadvantaged. **Root Cause:** ILTexas Woodhaven is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.

School Processes & Programs

Problem Statement 3: A limited number of certified teachers. Less than 20% of teachers are certified. **Root Cause:** Charter schools do not require certification for classroom teachers.





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: By the end of June 2023, create a program for coaching, building morale, recognition, mentoring and teacher development.

High Priority

Evaluation Data Sources: Retention rate

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will provide on-going support to teachers through campus based coaching, mentorship, feedback sessions, and weekly PLC to address academic and behavior concerns.</p> <p>Strategy's Expected Result/Impact: Increase academic performance for all students.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Dean, Grade Level Administrators, Instructional Coaches</p> <p>Title I: 2.5</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 3: Positive School Culture</p> <p>Problem Statements: Student Learning 6 - School Processes & Programs 7</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development on data analysis protocols including pre-work expectations and in-depth understanding of the standards.</p> <p>Strategy's Expected Result/Impact: Improve Teacher capacity</p> <p>Staff Responsible for Monitoring: Campus Administrators, Dean, Instructional Coaches, Grade Level Administrators</p> <p>Title I: 2.5</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 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4, 6 - School Processes & Programs 5, 7</p> <p>Funding Sources: - 211 - Title I School Improvement - \$1,500</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Assist teachers in developing instructional strategies.</p> <p>Strategy's Expected Result/Impact: Increase academic performance for all students. Data driven decision making process improved Increase teacher retention</p> <p>Staff Responsible for Monitoring: Dean, Instructional Coaches, Teacher Leaders</p> <p>Title I: 2.4, 2.5</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 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 4</p> <p>Funding Sources: - 211 - Title I School Improvement - \$500</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct ILTexas observations and provide face-to-face feedback meetings with teachers.</p> <p>Strategy's Expected Result/Impact: Increase Teacher capacity</p> <p>Staff Responsible for Monitoring: Campus Administrators, Dean, Instructional Coaches</p> <p>Title I: 2.5</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 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: High percentage of students are At-Risk and Economically Disadvantaged. Root Cause: ILTexas Woodhaven is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.</p>

Student Learning

Problem Statement 1: High percentage of students are At-Risk and Economically Disadvantaged. **Root Cause:** ILTexas Woodhaven is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.

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Problem Statement 4: : Limited focus and knowledge of data analysis inhibits teachers from creating meaningful, authentic learning experiences for students. **Root Cause:** : Need for educators to analyze data and reflect on curriculum and instructional strategies to ensure all student needs are being met.

Problem Statement 6: Lack of campus norms and incremental checkpoints for DDI and student progress monitoring. **Root Cause:** Lack of structure, defined objectives, desired outcomes, and follow through to ensure norms and expectations are being carried out.

School Processes & Programs

Problem Statement 4: Students underperform in key content areas, particularly Math and Reading. **Root Cause:** Students often lack the foundation skills to progressively move at the same consistent pace. COVID-19 and virtual learning also increased the gaps in student learning.

Problem Statement 5: : Limited focus and knowledge of data analysis inhibits teachers from creating meaningful, authentic learning experiences for students. **Root Cause:** : Need for educators to analyze data and reflect on curriculum and instructional strategies to ensure all student needs are being met.

Problem Statement 7: Lack of campus norms and incremental checkpoints for DDI and student progress monitoring. **Root Cause:** Lack of structure, defined objectives, desired outcomes, and follow through to ensure norms and expectations are being carried out.

Campus Funding Summary

263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$2,000.00
Sub-Total					\$2,000.00
211 - Title I School Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$1,000.00
1	1	3			\$5,000.00
1	1	4			\$6,000.00
1	1	5			\$2,500.00
1	1	6			\$5,000.00
1	1	7			\$1,500.00
1	1	8			\$5,000.00
1	1	9			\$5,000.00
1	2	1			\$2,000.00
1	2	2			\$2,000.00
1	2	4			\$2,000.00
1	2	5			\$2,000.00
1	3	1			\$1,000.00
1	3	2			\$2,000.00
1	4	1			\$2,500.00
1	4	2			\$500.00
2	1	1			\$2,000.00
2	1	2			\$2,000.00
2	2	2			\$1,500.00
3	1	2			\$1,500.00
3	1	3			\$500.00
Sub-Total					\$52,500.00