

International Leadership of Texas
Woodhaven Middle
2023-2024 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.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 5
 - School Processes & Programs 7
 - Perceptions 9
- Priority Problem Statements 10
- Comprehensive Needs Assessment Data Documentation 12
- Goals 13
 - Goal 1: By the end of the 23-24 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. 14
 - Goal 2: By the end of the 23-24 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at least 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. 32
 - Goal 3: By the end of the 23-24 school year ILTexas will retain 75% of teachers, an increase from 70% achieved in the previous school year. 40
- Campus Funding Summary 44

Comprehensive Needs Assessment

Demographics

Demographics Summary

At International Leadership of Texas- Woodhaven K8 our student population make up is 45.18% African American, 42.9% Hispanic, 3.43% White, 2.77% Asian and 5.81% Other.

The Woodhaven Elementary Campus services 79.13% (599) At-Risk, 73.05% (553) Economically Disadvantaged, 30.9%(234) Limited English Proficient (LEP), 1.19% (9) of the school's population has been identified as Talend and Gifted (TAG), and 7.79% (59) of students attending ILTexas Woodhaven receive Special Education Services.

Our campus staff demographics directly reflects our student population.

Total Staff: 31.2

African-American: 43%

Hispanic: 19.1%

White: 22.6%

Asian: 15.3%

Levels of Experience:

1-5 years of experience: 57.8%

6-20+ years of experience: 23.1%

Demographics Strengths

Our students are a true reflection of the neighborhood community. Our teacher population also reflects the ethnic background of our students 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 69% approaches; 33% Meets

Math 41% approaches; 11% Meets

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

Reading - 10% increase at the Approaches level and 8% increase at the Meets level.

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

Math - 12% increase at the Approaches level and 3% 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.

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 2: Daily attendance is often below 96%.

Root Cause 2: Students' attendance is inconsistent.

Problem Statement 2 Areas: Demographics - Student Learning

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

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 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 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

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 14, 2023





Goal 1: By the end of the 23-24 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 23-24 school year, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Reading/Language Arts and 25% of EB students will perform at the meets level of achievement on STAAR Reading/Language Arts.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals</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 4: High-Quality Instructional Materials and Assessments, 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

Strategy 2 Details	Reviews			
<p>Strategy 2: 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</p> <p>Staff Responsible for Monitoring: Campus Administrators</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: Demographics 1, 3 - Student Learning 1, 3, 5 - School Processes & Programs 3, 4, 6</p> <p>Funding Sources: - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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, Classroom Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 3, 5 - School Processes & Programs 3, 4, 6</p> <p>Funding Sources: - 211 - Title 1-A - \$6,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: 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, Administrators</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 6 - School Processes & Programs 3, 7</p> <p>Funding Sources: - 211 - Title 1-A - \$3,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 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</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: Strategic Staffing</p> <p>Problem Statements: Student Learning 4, 6 - School Processes & Programs 5, 7</p> <p>Funding Sources: - 211 - Title 1-A - \$1,500</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 6 Details	Reviews			
<p>Strategy 6: 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. Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide online access to CNA/CIP.</p> <p>Strategy's Expected Result/Impact: Increase academic achievement for all students.</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, 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 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 7 Details	Reviews			
<p>Strategy 7: 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</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 1-A - \$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>

Demographics

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.

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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 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.

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.

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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 23-24 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 23-24 school year, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Math and 25% of EB students will perform at the meets level of achievement on STAAR Math.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals</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 4: High-Quality Instructional Materials and Assessments, 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
Strategy 2 Details	Reviews			
<p>Strategy 2: 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</p> <p>Staff Responsible for Monitoring: Campus Administrators</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: Demographics 1, 3 - Student Learning 1, 3, 5 - School Processes & Programs 3, 4, 6</p> <p>Funding Sources: - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 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, Classroom Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 3, 5 - School Processes & Programs 3, 4, 6</p> <p>Funding Sources: - 211 - Title 1-A - \$6,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Participation in on campus professional development in classroom management and planning to include best practices in the area of second languages.</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, Administrators</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 6 - School Processes & Programs 3, 7</p> <p>Funding Sources: - 211 - Title 1-A - \$3,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide tutoring during school, after-school and on Saturdays to close the achievement gaps of all students. Tutoring will be provided by Classroom Teachers, Instructional Aides, and FEV Tutoring.</p> <p>Strategy's Expected Result/Impact: Increase academic achievement for all students.</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, 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 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: 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. Increase teacher capacity.</p> <p>Staff Responsible for Monitoring: Campus Principals</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 1-A - \$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 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>
<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 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.

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 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.





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 23-24 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 23-24 school year, 30% of all ILTexas 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.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals</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 4: High-Quality Instructional Materials and Assessments, 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
Strategy 2 Details	Reviews			
<p>Strategy 2: 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</p> <p>Staff Responsible for Monitoring: Campus Administrators</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: Demographics 1, 3 - Student Learning 1, 3, 5 - School Processes & Programs 3, 4, 6</p> <p>Funding Sources: - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 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, Classroom Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 3, 5 - School Processes & Programs 3, 4, 6</p> <p>Funding Sources: - 211 - Title 1-A - \$6,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Participation in on campus professional development in classroom management and planning to include best practices in the area of second languages.</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, Administrators</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 6 - School Processes & Programs 3, 7</p> <p>Funding Sources: - 211 - Title 1-A - \$3,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide tutoring during school, after-school and on Saturdays to close the achievement gaps of all students. Tutoring will be provided by Classroom Teachers, Instructional Aides, and FEV Tutoring.</p> <p>Strategy's Expected Result/Impact: Increase academic achievement for all students.</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, 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 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: 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. Increase teacher capacity.</p> <p>Staff Responsible for Monitoring: Campus Principals</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 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
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Performance Objective 3 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 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.

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 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.

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 23-24 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 23-24 school year, ILTexas 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: Create data tracking forms to profile and measure student growth on assessments. The teachers will be offered the opportunity to purchase classroom resources to support classroom best practices in Special Education</p> <p>Strategy's Expected Result/Impact: Data Driven Instruction and Student/Parent Accountability</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals</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 4: High-Quality Instructional Materials and Assessments, 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

Strategy 2 Details	Reviews			
<p>Strategy 2: 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 Special Education programs that will increase student achievement for ALL with attention to Special Education students and with focus on increasing the Meets Target goal on the STAAR Reading assessment.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators</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: Demographics 1, 3 - Student Learning 1, 3, 5 - School Processes & Programs 3, 4, 6</p> <p>Funding Sources: - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Participation in on campus professional development in classroom management and planning to include best practices in the area of special education.</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, Administrators</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 6 - School Processes & Programs 3, 7</p> <p>Funding Sources: - 211 - Title 1-A - \$3,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide tutoring during school, after-school and on Saturdays to close the achievement gaps of all students. Tutoring will be provided by Classroom Teachers, Instructional Aides, and FEV Tutoring.</p> <p>Strategy's Expected Result/Impact: Increase academic achievement for all students.</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, 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 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide professional development to strengthen best instructional practices in the area of special education.</p> <p>Strategy's Expected Result/Impact: Increase academic performance for all students. Increase teacher capacity.</p> <p>Staff Responsible for Monitoring: Campus Principals</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 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
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Performance Objective 4 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 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.

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 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.

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 23-24 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 23-24 school year, students' learning readiness indicator as measured by Rhithm, will increase 10% with the help of subject matter experts and specialized programs/resources aimed at improving the social emotional health of our students with a focus on safety.

Evaluation Data Sources: Rhithm Insight reports and assessments compared to 2021-2022 data.

Strategy 1 Details	Reviews			
<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, 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 1-A - \$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 PBIS to manage student behavior and engagement.</p> <p>Strategy's Expected Result/Impact: Increase academic performance for all students</p>	Formative			Summative
	Nov	Jan	May	June

<p>Increase classroom/school management Staff Responsible for Monitoring: Campus Administrators, Grade Level Administrators</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Student Learning 6 - School Processes & Programs 7 Funding Sources: - 211 - Title 1-A - \$2,500</p>				
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Performance Objective 5 Problem Statements:





Student Learning
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 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 2: By the end of the 23-24 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at least 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 23-24 school year, at least 50% of 5th grade students who have been with ILTexas for more than 5 years will reach a Novice Mid proficiency in Chinese and Novice High in Spanish.

Evaluation Data Sources: AAPPL and ACTFL rating.

Strategy 1 Details	Reviews			
<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</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: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 3</p> <p>Funding Sources: - 211 - Title 1-A - \$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, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: - 211 - Title 1-A - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 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</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	May	June
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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
<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>
School Processes & Programs
<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>

Goal 2: By the end of the 23-24 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at least 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 23-24 school year, students who have been with ILTexas for more than 7 years will reach at least an Intermediate Low proficiency level in Chinese and Spanish.

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</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: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 3</p> <p>Funding Sources: - 211 - Title 1-A - \$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, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: - 211 - Title 1-A - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 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</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	May	June
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



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> <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
<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>
School Processes & Programs
<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>

Goal 2: By the end of the 23-24 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at least 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 23-24 school year, 100% of students in 3rd, 5th, 8th and 12th grade students will be tested by AAPPL Chinese and Spanish and receive score reports.

Strategy 1 Details	Reviews			
<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</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: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 3</p> <p>Funding Sources: - 211 - Title 1-A - \$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, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: - 211 - Title 1-A - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 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</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 1 - Student Learning 1</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 3 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
<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>
School Processes & Programs
<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>





Goal 2: By the end of the 23-24 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at least at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

Performance Objective 4: By the end of 23-24 school year, at least 36% (federal target) of EL/EB students will have made one proficiency level progress in English language acquisition.

High Priority

Evaluation Data Sources: TELPAS 22-23

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</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: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 3</p> <p>Funding Sources: - 211 - Title 1-A - \$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, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: - 211 - Title 1-A - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June





Strategy 3 Details	Reviews			
<p>Strategy 3: 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</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 1 - Student Learning 1</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 4 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
<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>
School Processes & Programs
<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>

Goal 3: By the end of the 23-24 school year ILTexas will retain 75% of teachers, an increase from 70% achieved in the previous school year.

Performance Objective 1: ILTexas will provide onboarding training for all new teachers in the classroom throughout the 23-24 School Year.

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 concerns.</p> <p>Strategy's Expected Result/Impact: Increase academic performance for all students. Teacher Retention</p> <p>Title I: 2.4, 2.5, 2.6</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: Strategic Staffing, Lever 5: Effective Instruction</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: 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: Teacher Leaders, Campus Administrators</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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 4</p> <p>Funding Sources: - 211 - Title 1-A - \$1,000</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

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.

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 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 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 3: By the end of the 23-24 school year ILTexas will retain 75% of teachers, an increase from 70% achieved in the previous school year.

Performance Objective 2: We will increase the percent retention of our special education, math and reading teachers by 1% by the end of the 23-24 School year.

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 concerns.</p> <p>Strategy's Expected Result/Impact: Increase academic performance for all students. Teacher Retention</p> <p>Title I: 2.4, 2.5, 2.6</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: Strategic Staffing, Lever 5: Effective Instruction</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: 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: Teacher Leaders, Campus Administrators</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 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 4</p> <p>Funding Sources: - 211 - Title 1-A - \$1,000</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 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.

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 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 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

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$5,000.00
1	1	3			\$6,000.00
1	1	4			\$3,000.00
1	1	5			\$1,500.00
1	1	6			\$5,000.00
1	1	7			\$5,000.00
1	2	2			\$5,000.00
1	2	3			\$6,000.00
1	2	4			\$3,000.00
1	2	5			\$5,000.00
1	2	6			\$5,000.00
1	3	2			\$5,000.00
1	3	3			\$6,000.00
1	3	4			\$3,000.00
1	3	5			\$5,000.00
1	3	6			\$5,000.00
1	4	2			\$5,000.00
1	4	3			\$3,000.00
1	4	4			\$5,000.00
1	4	5			\$5,000.00
1	5	1			\$2,500.00
1	5	2			\$2,500.00
2	1	1			\$2,000.00
2	1	2			\$2,000.00
2	2	1			\$2,000.00
2	2	2			\$2,000.00
2	3	1			\$2,000.00

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2			\$2,000.00
2	4	1			\$2,000.00
2	4	2			\$2,000.00
3	1	2			\$1,000.00
3	2	2			\$1,000.00
Sub-Total					\$114,500.00