

International Leadership of Texas
Windmill Lakes Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Mission

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

La misión de ILTexas es preparar a nuestros alumnos para roles de liderazgo excepcionales en la comunidad internacional, haciendo hincapié en el liderazgo de servicio, el dominio de los idiomas inglés, español y chino, y el fortalecimiento de mente, cuerpo y carácter.

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

Vision

Others Before Self Otros Antes De Uno Mismo

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

Character and Leadership Development:

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

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

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

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

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

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

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

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

Demographics Strengths

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

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

Summary of Strengths based on Effective School Framework:

Leadership Structure is solid with clear roles and responsibilities

Problem Statements Identifying Demographics Needs

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

Problem Statement 2 (Prioritized): Attendance percentage has not reached 97% overall. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents.

Problem Statement 3 (Prioritized): The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.

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

Problem Statement 5 (Prioritized): Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

Problem Statement 6 (Prioritized): Decline in performance of SPED students on STAAR. **Root Cause:** There was frequent turnover in personnel including K-5 SPED teachers and Instructional Assistants. We did not have certified, highly qualified K-5 SPED teachers all year.

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

Problem Statement 8: There is good communication between parents and administration is positive. However, communication between teachers and parents needs to improve.

Root Cause: Teachers need to call parents, utilize Dojo or reminder for informal communication and utilize Skyward for formal communication.

Student Learning

Student Learning Summary

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

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

Student Learning Strengths

Campus Strengths: Student growth was achieved on math and reading. Closing the gap between our Hispanic and African American, LEP, Special Education was minimized in year 2019 but due to COVID the achievement gap has increased once again. Domain 2A and Domain 3 were our biggest gains in scores and will remain our focus in order to close the gap. We will be adding math and reading intervention teachers to support our scholars.

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

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

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

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

Problem Statements Identifying Student Learning Needs

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

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

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

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School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

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

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

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

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

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

School Processes & Programs Strengths

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

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

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

Items used for curriculum:

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

Assessment:

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

- ECA's
- Teachers utilize technology daily in their instruction.
- All students in 6th - 8th have Chromebooks

Problem Statements Identifying School Processes & Programs Needs

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

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Perceptions

Perceptions Summary

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

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

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

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

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

Perceptions Strengths

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

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

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

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

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

Problem Statements Identifying Perceptions Needs

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

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Priority Problem Statements

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

Root Cause 1: Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.

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

Problem Statement 2: Attendance percentage has not reached 97% overall.

Root Cause 2: Lack of parent involvement, update information on Skyward not accurate or updated by parents.

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

Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity.

Root Cause 3: We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.

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

Problem Statement 4: Concern on the effectiveness of our Chinese and Spanish language implementation. Families want to see increase in levels on the ACTFL assessments.

Root Cause 4: Parents do not understand the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor. Additionally, we need to educate our parents on the DLI program through parent

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

Problem Statement 5: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles.

Root Cause 5: Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

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

Problem Statement 6: Decline in performance of SPED students on STAAR.

Root Cause 6: There was frequent turnover in personnel including K-5 SPED teachers and Instructional Assistants. We did not have certified, highly qualified K-5 SPED teachers all year.

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

Problem Statement 7: WML needs to decrease discipline referrals and increase student engagement.

Root Cause 7: Lack of adherence to PBIS and CHAMPS strategies

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

Problem Statement 8: Fourth grade math and reading declined.

Root Cause 8: This year, we had several new fourth grade teachers. We have identified this as an area of high need and have appointed highly qualified teachers to fill the position.

Problem Statement 8 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 9: Eagle Academy causes confusion with families and students.

Root Cause 9: Parents are not aware that Eagle Academy is mandatory and the purpose behind it. Sometimes parents do not receive or read daily communication. Parents need to be educated about the purpose and process of EA through the Principal's newsletter and Coffee with the Principal. We will also prioritize organization and daily communication.

Problem Statement 9 Areas: Demographics - Student Learning - 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
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

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.

High Priority

Evaluation Data Sources: MAP, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase use of technology platforms such as Zearn, IXL, iStation and ST Math. Strategy's Expected Result/Impact: Improved student achievement on STAAR. Staff Responsible for Monitoring: Principal, APs, GLAs, and district coaches</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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Student Learning 5 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: - 211 - Title 1-A - \$15,000</p>	Formative			Summative
	Nov	Jan	May	June
	Empty review cells			

Strategy 2 Details	Reviews			
<p>Strategy 2: We will provide ongoing sheltered instruction training for all teachers of Emergent Bilinguals.</p> <ul style="list-style-type: none"> * ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Reading assessment. * ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students. * ILTexas will purchase supplemental resources for Emergent Bilingual students such as instructional materials (bilingual dictionaries, leveled readers) and online platforms to increase access to language acquisition and differentiation. * ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days. * ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments. * ILTexas will provide enrichment summer school to Emergent Bilingual students to develop and strengthen their knowledge base as well as their English language proficiency in all four domains. * ILTexas will provide High school Emergent Bilingual students additional SAT test prep sessions to increase their performance on the SAT test. * ILTexas will provide parents of Emergent Bilingual students learning opportunities to support their children at home, understand the importance of state assessments, and receive college and career information. <p>Strategy's Expected Result/Impact: Improved student achievement for Emergent Bilinguals on STAAR.</p> <p>Staff Responsible for Monitoring: LPAC Administrator, Principal, APs, and district coaches</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: - 211 - Title 1-A - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: We will foster parent involvement of Emergent Bilinguals. 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: Improved student achievement for Emergent Bilinguals on STAAR.</p> <p>Staff Responsible for Monitoring: LPAC Administrator</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 5 - Student Learning 1, 7 - School Processes & Programs 1, 6 - Perceptions 1</p> <p>Funding Sources: parent night logistics and supplies - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 1) Expectations PLC - Data days, enrichment, tutorials, small group instruction, Eagle Academy, professional development</p> <p>Strategy's Expected Result/Impact: All our special populations and EB scholars will be served in the classroom and teachers will be knowledgeable of all accommodations. Parents are informed of their child's plan and progress. Ongoing collaboration of our scholars progress and growth. Increase student achievement in our local and state assessments.</p> <p>Staff Responsible for Monitoring: LPAC Administrator, APs, GLAs, Teachers</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, 5, 6 - Student Achievement 1 - Student Learning 1, 5, 7, 8 - School Processes & Programs 1, 6, 7 - Staff Quality, Recruitment, and Retention 1 - Perceptions 1, 6 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: - 211 - Title 1-A - \$10,000</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: ELL and at risks students struggle academically and often score low on our state and district assessments. **Root Cause** **Root Cause:** Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.

Problem Statement 5: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

Problem Statement 6: Decline in performance of SPED students on STAAR. **Root Cause:** There was frequent turnover in personnel including K-5 SPED teachers and Instructional Assistants. We did not have certified, highly qualified K-5 SPED teachers all year.

Student Learning

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

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

Problem Statement 7: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

Problem Statement 8: Decline in performance of SPED students on STAAR. **Root Cause:** There was frequent turnover in personnel including K-5 SPED teachers and Instructional Assistants. We did not have certified, highly qualified K-5 SPED teachers all year.

School Processes & Programs

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

Problem Statement 6: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

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

Perceptions

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

Problem Statement 6: Decline in performance of SPED students on STAAR. **Root Cause:** There was frequent turnover in personnel including K-5 SPED teachers and Instructional Assistants. We did not have certified, highly qualified K-5 SPED teachers all year.

Goal 1: By the end of the 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.

Evaluation Data Sources: STAAR, TEA, Lead4ward, District Resources

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase use of technology platforms such as Zearn, IXL, iStation and ST Math. Strategy's Expected Result/Impact: Improved student achievement on STAAR. Staff Responsible for Monitoring: Principal, APs, GLAs, and district coaches</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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 5, 6 - Student Learning 1, 7, 8 - School Processes & Programs 1, 6, 7 - Perceptions 1, 6 Funding Sources: - 211 - Title 1-A - \$15,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: We will provide ongoing sheltered instruction training for all teachers of Emergent Bilinguals.</p> <ul style="list-style-type: none"> * ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Reading assessment. * ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students. * ILTexas will purchase supplemental resources for Emergent Bilingual students such as instructional materials (bilingual dictionaries, leveled readers) and online platforms to increase access to language acquisition and differentiation. * ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days. * ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments. * ILTexas will provide enrichment summer school to Emergent Bilingual students to develop and strengthen their knowledge base as well as their English language proficiency in all four domains. * ILTexas will provide High school Emergent Bilingual students additional SAT test prep sessions to increase their performance on the SAT test. * ILTexas will provide parents of Emergent Bilingual students learning opportunities to support their children at home, understand the importance of state assessments, and receive college and career information. <p>Strategy's Expected Result/Impact: Improved student achievement for Emergent Bilinguals on STAAR.</p> <p>Staff Responsible for Monitoring: LPAC Administrator, Principal, APs, and district coaches</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: - 211 - Title 1-A - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: We will foster parent involvement of Emergent Bilinguals.</p> <p>Strategy's Expected Result/Impact: Improved student achievement for Emergent Bilinguals on STAAR.</p> <p>Staff Responsible for Monitoring: LPAC Administrator</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 4 - School Processes & Programs 1, 2, 4 - Perceptions 1, 2, 4</p> <p>Funding Sources: - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: We will provide early intervention with an hourly lecture during the day, Enrichment/Remediation, Math Fitness WIN Intervention pullouts and Saturday tutorials to support ongoing sheltered instruction training for all teachers of Emergent Bilinguals.</p> <p>* ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Math assessment.</p> <p>* ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students.</p> <p>* ILTexas will purchase supplemental resources for Emergent Bilingual students such as instructional materials (bilingual dictionaries, leveled readers) and online platforms to increase access to language acquisition and differentiation.</p> <p>* ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days.</p> <p>* ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments.</p> <p>* ILTexas will provide enrichment summer school to Emergent Bilingual students to develop and strengthen their knowledge base as well as their English language proficiency in all four domains.</p> <p>* 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: All our special populations and EB scholars will be served in the classroom and teachers will be knowledgeable of all accommodations. Parents are informed of their child's plan and progress. Ongoing collaboration of our scholars progress and growth. Increase student achievement in our local and state assessments.</p> <p>Staff Responsible for Monitoring: LPAC Administrator, APs, Principal, GLAs, and Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 4 - School Processes & Programs 1, 4 - Perceptions 1, 4 Funding Sources: - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Demographics

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

Problem Statement 2: Attendance percentage has not reached 97% overall. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents.

Problem Statement 5: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

Problem Statement 6: Decline in performance of SPED students on STAAR. **Root Cause:** There was frequent turnover in personnel including K-5 SPED teachers and Instructional Assistants. We did not have certified, highly qualified K-5 SPED teachers all year.

Student Learning

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

Problem Statement 2: Attendance percentage has not reached 97% overall. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents.

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

Problem Statement 7: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

Problem Statement 8: Decline in performance of SPED students on STAAR. **Root Cause:** There was frequent turnover in personnel including K-5 SPED teachers and Instructional Assistants. We did not have certified, highly qualified K-5 SPED teachers all year.

School Processes & Programs

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

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

Problem Statement 6: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

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

Perceptions

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

Problem Statement 2: Attendance percentage has not reached 97% overall. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents.

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

Problem Statement 6: Decline in performance of SPED students on STAAR. **Root Cause:** There was frequent turnover in personnel including K-5 SPED teachers and Instructional Assistants. We did not have certified, highly qualified K-5 SPED teachers all year.

Goal 1: By the end of the 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.

Evaluation Data Sources: STAAR, TEA, Lead4ward, District Resources

Strategy 1 Details	Reviews			
<p>Strategy 1: Research has proven that by increasing parental involvement and engagement, we also see an increase in student achievement. Thus, we hope to make some staffing decisions that will help us make significant gains in this area by increasing the number of parent programs and community activities at each campus from their previous year's number. The percentage of parent involvement will increase from 40% to 60 % by the end of 23-24 school year. I think we should have an AP and GLA designated as liaisons for our Parent Teacher Organization. They will help to facilitate communication and help coordinate parental involvements initiatives. Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide online access to CNA/CIP.</p> <p>Strategy's Expected Result/Impact: The percentage of parent involvement will increase from 40% to 60 % by the end of 23-24 school year, thus improving communication and morale.</p> <p>Staff Responsible for Monitoring: AP and GLA designated as liaisons for PTO, Principal's Cabinet, Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1, 2</p> <p>Funding Sources: - 461 - Campus Activity - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Increase use of technology platforms such as Zearn, IXL, iStation and ST Math.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, APs, GLAs, and district coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 5 - Student Learning 1, 7 - School Processes & Programs 1, 6 - Perceptions 1</p> <p>Funding Sources: - 211 - Title 1-A - \$15,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: We will provide ongoing sheltered instruction training for all teachers of Emergent Bilinguals.</p> <ul style="list-style-type: none"> * ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Reading assessment. * ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students. * ILTexas will purchase supplemental resources for Emergent Bilingual students such as instructional materials (bilingual dictionaries, leveled readers) and online platforms to increase access to language acquisition and differentiation. * ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days. * ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments. * ILTexas will provide enrichment summer school to Emergent Bilingual students to develop and strengthen their knowledge base as well as their English language proficiency in all four domains. * ILTexas will provide High school Emergent Bilingual students additional SAT test prep sessions to increase their performance on the SAT test. * ILTexas will provide parents of Emergent Bilingual students learning opportunities to support their children at home, understand the importance of state assessments, and receive college and career information. <p>Strategy's Expected Result/Impact: Improved student achievement for Emergent Bilinguals on STAAR.</p> <p>Staff Responsible for Monitoring: LPAC Administrator, Principal, APs, and district coaches</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: - 211 - Title 1-A - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: We will foster parent involvement of Emergent Bilinguals.</p> <p>Strategy's Expected Result/Impact: Improved student achievement for Emergent Bilinguals on STAAR.</p> <p>Staff Responsible for Monitoring: LPAC Administrator</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 4 - School Processes & Programs 1, 4 - Perceptions 1, 4</p> <p>Funding Sources: - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: ELL and at risks students struggle academically and often score low on our state and district assessments. Root Cause Root Cause: Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.</p>
<p>Problem Statement 2: Attendance percentage has not reached 97% overall. Root Cause: Lack of parent involvement, update information on Skyward not accurate or updated by parents.</p>
<p>Problem Statement 5: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. Root Cause: Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.</p>
Student Learning
<p>Problem Statement 1: ELL and at risks students struggle academically and often score low on our state and district assessments. Root Cause Root Cause: Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.</p>
<p>Problem Statement 2: Attendance percentage has not reached 97% overall. Root Cause: Lack of parent involvement, update information on Skyward not accurate or updated by parents.</p>
<p>Problem Statement 4: Concern on the effectiveness of our Chinese and Spanish language implementation. Families want to see increase in levels on the ACTFL assessments. Root Cause: Parents do not understand the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor. Additionally, we need to educate our parents on the DLI program through parent</p>
<p>Problem Statement 7: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. Root Cause: Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.</p>

School Processes & Programs

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

Problem Statement 2: Attendance percentage has not reached 97% overall. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents.

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

Problem Statement 6: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

Perceptions

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

Problem Statement 2: Attendance percentage has not reached 97% overall. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents.





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

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: 1) Expectations PLC - Data days, enrichment, tutorials, small group instruction, Eagle Academy, professional development, provide snacks and materials for after-school tutorials and remediation.</p> <p>Strategy's Expected Result/Impact: All our special populations and Emergent Bilinguals scholars will be served in the classroom and teachers will be knowledgeable of all accommodations. Parents are informed of their child's plan and progress. Ongoing collaboration of our scholars progress and growth. Increase student achievement in our local and state assessments.</p> <p>Staff Responsible for Monitoring: Administration, GLAs, Teachers, Special Education Coordinator</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 3, 6 - Student Learning 3, 8 - School Processes & Programs 3, 7 - Perceptions 3, 6 Funding Sources: - 211 - Title 1-A - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Early intervention with remediation during the day, enrichment/remediation, Physical Fitness. FEV tutoring to support Saturday tutorials and after school tutorials.</p> <p>Strategy's Expected Result/Impact: This strategy will positively impact all learners including students with exceptionalities. Student achievement will be evidenced by increased STAAR scores for SPED students.</p> <p>Staff Responsible for Monitoring: SPED Coordinator, Administration, GLAs, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 5, 6 - Student Achievement 1 - Student Learning 1, 5, 7, 8 - School Processes & Programs 1, 6, 7 - Staff Quality, Recruitment, and Retention 1 - Perceptions 1, 6 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: - 211 - Title 1-A - \$35,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: We will hire highly qualified, certified SPED personnel.</p> <p>Strategy's Expected Result/Impact: Increased achievement for SPED students as evidenced on STAAR</p> <p>Staff Responsible for Monitoring: Area SPED Director, Administration</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 6 - Student Learning 8 - School Processes & Programs 7 - Perceptions 6</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: ELL and at risks students struggle academically and often score low on our state and district assessments. Root Cause Root Cause: Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.</p>

Demographics

Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.

Problem Statement 5: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

Problem Statement 6: Decline in performance of SPED students on STAAR. **Root Cause:** There was frequent turnover in personnel including K-5 SPED teachers and Instructional Assistants. We did not have certified, highly qualified K-5 SPED teachers all year.

Student Learning

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

Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.

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

Problem Statement 7: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

Problem Statement 8: Decline in performance of SPED students on STAAR. **Root Cause:** There was frequent turnover in personnel including K-5 SPED teachers and Instructional Assistants. We did not have certified, highly qualified K-5 SPED teachers all year.

School Processes & Programs

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

Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.

Problem Statement 6: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

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

Perceptions

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

Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.





Problem Statement 6: Decline in performance of SPED students on STAAR. **Root Cause:** There was frequent turnover in personnel including K-5 SPED teachers and Instructional Assistants. We did not have certified, highly qualified K-5 SPED teachers all year.

Goal 1: By the end of the 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 2023-2024 data.

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

Strategy 2 Details	Reviews			
<p>Strategy 2: Bring in restorative coach to support (such as but not limit to SEL, restorative practices and de-escalation curriculum) aimed at improving student behavior by addressing the social emotional health and behavior of our students) that will improve students' readiness to learn.</p> <p>Strategy's Expected Result/Impact: Our students will improve on following PBIS strategies, understanding community and rules and procedures. This will allow our students to increase their student achievement and academic goals.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1, 2</p> <p>Funding Sources: - 211 - Title 1-A - \$65,000</p>	Formative			Summative
	Nov	Jan	May	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: ELL and at risks students struggle academically and often score low on our state and district assessments. Root Cause: Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.</p>
<p>Problem Statement 2: Attendance percentage has not reached 97% overall. Root Cause: Lack of parent involvement, update information on Skyward not accurate or updated by parents.</p>
<p>Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. Root Cause: We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.</p>
Student Learning
<p>Problem Statement 1: ELL and at risks students struggle academically and often score low on our state and district assessments. Root Cause: Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.</p>
<p>Problem Statement 2: Attendance percentage has not reached 97% overall. Root Cause: Lack of parent involvement, update information on Skyward not accurate or updated by parents.</p>

Student Learning

Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.

School Processes & Programs

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

Problem Statement 2: Attendance percentage has not reached 97% overall. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents.

Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.

Perceptions

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

Problem Statement 2: Attendance percentage has not reached 97% overall. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents.





Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.

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

Evaluation Data Sources: Whetstone

Strategy 1 Details	Reviews			
<p>Strategy 1: We will provide ongoing sheltered instruction for all teachers of Emergent Bilinguals thus increasing fine arts teachers capacity to positively impact EBs in cross-curricular learning.</p> <p>We will provide ongoing sheltered instruction training for all teachers of Emergent Bilinguals.</p> <ul style="list-style-type: none"> * ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Reading assessment. * ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students. * ILTexas will purchase supplemental resources for Emergent Bilingual students such as instructional materials (bilingual dictionaries, leveled readers) and online platforms to increase access to language acquisition and differentiation. * ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days. * ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments. * ILTexas will provide enrichment summer school to Emergent Bilingual students to develop and strengthen their knowledge base as well as their English language proficiency in all four domains. * ILTexas will provide High school Emergent Bilingual students additional SAT test prep sessions to increase their performance on the SAT test. * ILTexas will provide parents of Emergent Bilingual students learning opportunities to support their children at home, understand the importance of state assessments, and receive college and career information. <p>Strategy's Expected Result/Impact: Improved student achievement for Emergent Bilinguals on STAAR.</p> <p>Staff Responsible for Monitoring: LPAC Administrator, Principal, APs, and district coaches</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: - 211 - Title 1-A - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: We will hire and retain highly qualified fine arts teachers. Strategy's Expected Result/Impact: improved teacher retention Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Demographics 1, 3, 5 - Student Achievement 1 - Student Learning 1, 3, 5, 7 - School Processes & Programs 1, 3, 6 - Staff Quality, Recruitment, and Retention 1 - Perceptions 1, 3 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: We will improve classroom management by utilizing PBIS and CHAMPS strategies thus improving first instruction for fine arts classes. Strategy's Expected Result/Impact: decreased discipline referrals, improved student engagement Staff Responsible for Monitoring: administration, PBIS Committee</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 3 - Perceptions 3</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: ELL and at risks students struggle academically and often score low on our state and district assessments. Root Cause Root Cause: Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.</p> <p>Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. Root Cause: We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.</p>

Demographics

Problem Statement 5: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

Student Learning

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

Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.

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

Problem Statement 7: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

School Processes & Programs

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

Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.

Problem Statement 6: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

Perceptions

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

Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.





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, 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.

High Priority

Evaluation Data Sources: AAPPL and ACTFL rating.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will foster parent involvement of Emergent Bilinguals. Strategy's Expected Result/Impact: Improved student achievement for Emergent Bilinguals on STAAR. Staff Responsible for Monitoring: LPAC Administrator</p> <p>Title I: 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 3 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will retain highly effective Chinese teachers. Strategy's Expected Result/Impact: improved student performance on ACTFL Staff Responsible for Monitoring: administration</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 3 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: We will foster improved classroom management in specials classes including Chinese through ongoing PBIS training.</p> <p>Strategy's Expected Result/Impact: improved student engagement</p> <p>Staff Responsible for Monitoring: PBIS committee, administration</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 3 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: We will provide ongoing sheltered instruction PD thus positively impacting engagement for Emergent Bilinguals in specials classes including Chinese.</p> <p>Strategy's Expected Result/Impact: improved engagement for EBs in Chinese classes</p> <p>Staff Responsible for Monitoring: Chinese teachers, LPAC administrator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</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: ELL and at risks students struggle academically and often score low on our state and district assessments. Root Cause Root Cause: Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.</p> <p>Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. Root Cause: We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.</p>

Student Learning

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

Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.

School Processes & Programs

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

Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.

Perceptions

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





Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.

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.

Evaluation Data Sources: AAPPL and ACTFL ratings

Strategy 1 Details	Reviews			
<p>Strategy 1: We will hire highly qualified Chinese and Spanish teachers.</p> <p>Strategy's Expected Result/Impact: By hiring highly qualified teachers we will see improved student engagement and achievement.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 3 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will utilize Positive Behavioral Intervention and Supports to improve classroom management and increase teacher effectiveness in Chinese classes. We will provide ongoing CHAMPS and PBIS training and continuous feedback on implementation.</p> <p>Strategy's Expected Result/Impact: improved ACTFL scores by increasing student engagement</p> <p>Staff Responsible for Monitoring: administration, PBIS committee</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 5 - Student Learning 7 - School Processes & Programs 6</p> <p>Funding Sources: - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: We will provide teacher training for ACTFL reports. Strategy's Expected Result/Impact: improved awareness and usage Staff Responsible for Monitoring: administration</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 2, 4 - School Processes & Programs 2, 4 - Perceptions 2, 4</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: We will provide ongoing support with entering Spanish and Chinese levels in Skyward. We will train new teachers on entering AAPPL levels on Skyward. Strategy's Expected Result/Impact: improved usage and fidelity Staff Responsible for Monitoring: Grade Level Administrators and Assistant Principals</p> <p>Title I: 2.4 - 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: Demographics 3 - Student Learning 3, 4 - School Processes & Programs 3, 4 - Perceptions 3, 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 3 Problem Statements:

Demographics
<p>Problem Statement 2: Attendance percentage has not reached 97% overall. Root Cause: Lack of parent involvement, update information on Skyward not accurate or updated by parents.</p> <p>Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. Root Cause: We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.</p> <p>Problem Statement 5: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. Root Cause: Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.</p>

Student Learning

Problem Statement 2: Attendance percentage has not reached 97% overall. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents.

Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.

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

Problem Statement 7: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

School Processes & Programs

Problem Statement 2: Attendance percentage has not reached 97% overall. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents.

Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.

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

Problem Statement 6: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

Perceptions

Problem Statement 2: Attendance percentage has not reached 97% overall. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents.

Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.

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

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 23-24

Strategy 1 Details	Reviews			
<p>Strategy 1: We will foster parent involvement of Emergent Bilinguals.</p> <p>Research has proven that by increasing parental involvement and engagement, we also see an increase in student achievement. Thus, we hope to make some staffing decisions that will help us make significant gains in this area by increasing the number of parent programs and community activities at each campus from their previous year's number. The percentage of parent involvement will increase from 40% to 60 % by the end of 23-24 school year. I think we should have an AP and GLA designated as liaisons for our Parent Teacher Organization. They will help to facilitate communication and help coordinate parental involvements initiatives. Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide online access to CNA/CIP.</p> <p>Strategy's Expected Result/Impact: The percentage of parent involvement will increase from 40% to 60 % by the end of 23-24 school year, thus improving communication and morale.</p> <p>Improved student schievement for Emergent Bilinguals on STAAR.</p> <p>Staff Responsible for Monitoring: Administration and LPAC Administrator</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2, 5 - Student Learning 1, 2, 7 - School Processes & Programs 1, 2, 6 - Perceptions 1, 2</p> <p>Funding Sources: - 461 - Campus Activity - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Increase use of technology platforms such as Zearn, IXL, iStation and ST Math.</p> <p>Strategy's Expected Result/Impact: Improved student achievement on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, APs, GLAs, and district coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3 - Perceptions 1, 2, 3</p> <p>Funding Sources: - 211 - Title 1-A - \$15,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: We will provide ongoing sheltered instruction training for all teachers of Emergent Bilinguals.</p> <ul style="list-style-type: none"> * ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Reading assessment. * ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students. * ILTexas will purchase supplemental resources for Emergent Bilingual students such as instructional materials (bilingual dictionaries, leveled readers) and online platforms to increase access to language acquisition and differentiation. * ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days. * ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments. * ILTexas will provide enrichment summer school to Emergent Bilingual students to develop and strengthen their knowledge base as well as their English language proficiency in all four domains. * ILTexas will provide High school Emergent Bilingual students additional SAT test prep sessions to increase their performance on the SAT test. * ILTexas will provide parents of Emergent Bilingual students learning opportunities to support their children at home, understand the importance of state assessments, and receive college and career information. <p>Strategy's Expected Result/Impact: Improved student achievement for Emergent Bilinguals on STAAR.</p> <p>Staff Responsible for Monitoring: LPAC Administrator, Principal, APs, and district coaches</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: - 211 - Title 1-A - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: ELL and at risks students struggle academically and often score low on our state and district assessments. Root Cause Root Cause: Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.</p>
<p>Problem Statement 2: Attendance percentage has not reached 97% overall. Root Cause: Lack of parent involvement, update information on Skyward not accurate or updated by parents.</p>

Demographics

Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.

Problem Statement 5: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

Student Learning

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

Problem Statement 2: Attendance percentage has not reached 97% overall. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents.

Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.

Problem Statement 7: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

School Processes & Programs

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

Problem Statement 2: Attendance percentage has not reached 97% overall. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents.

Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.

Problem Statement 6: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

Perceptions

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

Problem Statement 2: Attendance percentage has not reached 97% overall. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents.

Perceptions

Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.

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 2023-24 School Year.

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

High Priority





HB3 Goal

Evaluation Data Sources: Survey, data, turnover rate

Strategy 1 Details	Reviews			
<p>Strategy 1: We will train teachers on use of technology platforms such as Zearn, IXL, iStation and ST Math. Strategy's Expected Result/Impact: Improved student achievement on STAAR. Staff Responsible for Monitoring: Principal, APs, GLAs, Mentor AP, Mentors</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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 5 - Student Learning 1, 7 - School Processes & Programs 1, 6 - Perceptions 1 Funding Sources: - 211 - Title 1-A - \$15,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: We will provide ongoing sheltered instruction training for all teachers of Emergent Bilinguals. Thus, positively impacting teacher efficacy and morale.</p> <ul style="list-style-type: none"> * ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Reading assessment. * ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students. * ILTexas will purchase supplemental resources for Emergent Bilingual students such as instructional materials (bilingual dictionaries, leveled readers) and online platforms to increase access to language acquisition and differentiation. * ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days. * ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments. * ILTexas will provide enrichment summer school to Emergent Bilingual students to develop and strengthen their knowledge base as well as their English language proficiency in all four domains. * ILTexas will provide High school Emergent Bilingual students additional SAT test prep sessions to increase their performance on the SAT test. * ILTexas will provide parents of Emergent Bilingual students learning opportunities to support their children at home, understand the importance of state assessments, and receive college and career information. <p>Strategy's Expected Result/Impact: Improved student achievement for Emergent Bilinguals on STAAR.</p> <p>Staff Responsible for Monitoring: LPAC Administrator, Principal, APs, and district coaches</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: - 211 - Title 1-A - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: We will provide ongoing PD provided for teachers and staff.</p> <p>We will provide ongoing teacher feedback, modeling, shadowing opportunities, and teacher facilitated professional development every six weeks.</p> <p>Strategy's Expected Result/Impact: Providing ongoing support for our new teachers will positively impact teacher efficacy and student achievement.</p> <p>Increased collaboration with teachers, faculty and students. Consistent implementation of highly effective instruction in the classrooms. Shared best practices across our campus. The percentage of student achievement in the meets category will increase on STAAR. An increase in our ISTATON and MAP scores.</p> <p>Staff Responsible for Monitoring: AP over new teachers and administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1, 3 - Student Learning 1, 3 - School Processes & Programs 1, 3 - Perceptions 1, 3 Funding Sources: - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: We will promote from within and foster a positive work environment.</p> <p>Strategy's Expected Result/Impact: teacher retention and thus increased teacher effectiveness and student achievement</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 3, 7 - Student Learning 3, 9 - School Processes & Programs 3, 8 - Perceptions 3, 7 Funding Sources: - 461 - Campus Activity - \$500</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 5 Details	Reviews			
<p>Strategy 5: We will improve classroom management and increase teacher effectiveness through the use of PBIS and CHAMPS strategies.</p> <p>Strategy's Expected Result/Impact: improved school culture, positively impacting teacher retention</p> <p>Staff Responsible for Monitoring: administration, PBIS Committee</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 3: Positive School Culture</p> <p>Problem Statements: Demographics 3, 7 - Student Learning 3, 9 - School Processes & Programs 3, 8 - Perceptions 3, 7</p> <p>Funding Sources: - 211 - Title 1-A - \$1,000</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: ELL and at risks students struggle academically and often score low on our state and district assessments. Root Cause: Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.</p>
<p>Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. Root Cause: We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.</p>
<p>Problem Statement 5: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. Root Cause: Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.</p>
<p>Problem Statement 7: WML needs to decrease discipline referrals and increase student engagement. Root Cause: Lack of adherence to PBIS and CHAMPS strategies</p>
Student Learning
<p>Problem Statement 1: ELL and at risks students struggle academically and often score low on our state and district assessments. Root Cause: Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.</p>
<p>Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. Root Cause: We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.</p>

Student Learning

Problem Statement 7: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

Problem Statement 9: WML needs to decrease discipline referrals and increase student engagement. **Root Cause:** Lack of adherence to PBIS and CHAMPS strategies

School Processes & Programs

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

Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.

Problem Statement 6: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

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

Perceptions

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

Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.

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

Goal 3: By the end of the 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 2023-24 School year.


Evaluation Data Sources: Survey, data, turnover rate


Strategy 1 Details	Reviews			
<p>Strategy 1: We will train teachers on use of technology platforms such as Zearn, IXL, iStation and ST Math. Strategy's Expected Result/Impact: Improved student achievement on STAAR. Staff Responsible for Monitoring: Principal, APs, GLAs, and district coaches</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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 5 - Student Learning 1, 7 - School Processes & Programs 1, 6 - Perceptions 1 Funding Sources: - 211 - Title 1-A - \$15,000</p>	Formative			Summative
	Nov	Jan	May	June


Strategy 2 Details	Reviews			
<p>Strategy 2: We will provide ongoing sheltered instruction training for all teachers of Emergent Bilinguals.</p> <ul style="list-style-type: none"> * ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Reading assessment. * ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students. * ILTexas will purchase supplemental resources for Emergent Bilingual students such as instructional materials (bilingual dictionaries, leveled readers) and online platforms to increase access to language acquisition and differentiation. * ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days. * ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments. * ILTexas will provide enrichment summer school to Emergent Bilingual students to develop and strengthen their knowledge base as well as their English language proficiency in all four domains. * ILTexas will provide High school Emergent Bilingual students additional SAT test prep sessions to increase their performance on the SAT test. * ILTexas will provide parents of Emergent Bilingual students learning opportunities to support their children at home, understand the importance of state assessments, and receive college and career information. <p>Strategy's Expected Result/Impact: Improved student achievement for Emergent Bilinguals on STAAR.</p> <p>Staff Responsible for Monitoring: LPAC Administrator, Principal, APs, and district coaches</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: - 211 - Title 1-A - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: We will provide ongoing teacher feedback, modeling, shadowing opportunities, and teacher facilitated professional development every six weeks.</p> <p>Strategy's Expected Result/Impact: Administration and AP over New Teachers</p> <p>Staff Responsible for Monitoring: By providing ongoing support to our newly hired teachers, it will improve teacher effectiveness and student achievement.</p> <p>Title I: 2.4</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 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 3, 5, 6 - Student Learning 1, 3, 7, 8 - School Processes & Programs 1, 3, 6, 7</p> <p>- Perceptions 1, 3, 6</p> <p>Funding Sources: - 461 - Campus Activity</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: We will provide ongoing teacher feedback via the Whetstone platform.</p> <p>Strategy's Expected Result/Impact: increased student achievement, positive morale</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 3 - School Processes & Programs 1, 3 - Perceptions 1, 3</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 5 Details	Reviews			
<p>Strategy 5: We will provide ongoing teacher support with curriculum including training for Benchmark Reading and Eureka Math.</p> <p>Strategy's Expected Result/Impact: increased teacher effectiveness, thus positively impacting student achievement on reading STAAR</p> <p>Staff Responsible for Monitoring: Administration Kimberly Axtell, Director of Math Carla Bennett, Director of Reading Paige Benyacoub, District Reading Coach District ICs and Dean</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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 5, 7 - Student Learning 1, 2, 7, 9 - School Processes & Programs 1, 2, 6, 8 - Perceptions 1, 2, 7</p> <p>Funding Sources: - 211 - Title 1-A - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: ELL and at risks students struggle academically and often score low on our state and district assessments. Root Cause: Last year we focused on ESL strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field.</p>
<p>Problem Statement 2: Attendance percentage has not reached 97% overall. Root Cause: Lack of parent involvement, update information on Skyward not accurate or updated by parents.</p>
<p>Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. Root Cause: We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.</p>
<p>Problem Statement 5: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. Root Cause: Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.</p>
<p>Problem Statement 6: Decline in performance of SPED students on STAAR. Root Cause: There was frequent turnover in personnel including K-5 SPED teachers and Instructional Assistants. We did not have certified, highly qualified K-5 SPED teachers all year.</p>

Demographics

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

Student Learning

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

Problem Statement 2: Attendance percentage has not reached 97% overall. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents.

Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.

Problem Statement 7: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

Problem Statement 8: Decline in performance of SPED students on STAAR. **Root Cause:** There was frequent turnover in personnel including K-5 SPED teachers and Instructional Assistants. We did not have certified, highly qualified K-5 SPED teachers all year.

Problem Statement 9: WML needs to decrease discipline referrals and increase student engagement. **Root Cause:** Lack of adherence to PBIS and CHAMPS strategies

School Processes & Programs

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

Problem Statement 2: Attendance percentage has not reached 97% overall. **Root Cause:** Lack of parent involvement, update information on Skyward not accurate or updated by parents.

Problem Statement 3: The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** We have made hiring our highest administrative priority and have promoted from within to fill key teaching and leadership positions. For this upcoming school year, there is an increase in pay.

Problem Statement 6: Data reflects some of the standards need reteach, differentiation to teach a concept or skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students needs and learning styles. **Root Cause:** Teacher administer several assessments throughout the year but some struggle in using assessment results to drive instruction.

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

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Perceptions

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

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Maria Rodriguez	First Grade Level Administrator
Classroom Teacher	Lizabeth Alejandro	Second Grade Level Administrator
Classroom Teacher	Mackenzie Simons	Fourth Grade Level Administrator
Paraprofessional	Victor Parra	Administrative Assistant
Assistant Principal	Lonnie Burgett	Associate Principal
Administrator	Mayra Arreola	Principal
Community Representative	Jose Solis	Volunteer
Parent	Leticia Solis	Dean of Instruction
Assistant Principal	Miriam Castaneda	Assistant Principal K-2
Teacher	Citali Velasquez	Fifth Grade Level Administrator
Classroom Teacher	Dariel Flood	First Grade Teacher
District-level Professional	Marcela Mora	Community Liaison
Teacher	Kellie Vega	Fifth Grade Level Administrator
Teacher	Maridalia Serrano	Fifth Grade Teacher
Non-classroom Professional	Sharon Singletary	Counselor

Campus Funding Summary

461 - Campus Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$5,000.00
2	4	1			\$5,000.00
3	1	4			\$500.00
3	2	3			\$0.00
Sub-Total					\$10,500.00
211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$15,000.00
1	1	2			\$20,000.00
1	1	3	parent night logistics and supplies		\$5,000.00
1	1	4			\$10,000.00
1	2	1			\$15,000.00
1	2	2			\$20,000.00
1	2	3			\$5,000.00
1	2	4			\$5,000.00
1	3	2			\$15,000.00
1	3	3			\$20,000.00
1	3	4			\$10,000.00
1	4	1			\$20,000.00
1	4	2			\$35,000.00
1	5	1			\$20,000.00
1	5	2			\$65,000.00
2	1	1			\$20,000.00
2	2	4			\$5,000.00
2	3	2			\$10,000.00
2	4	2			\$15,000.00
2	4	3			\$20,000.00

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$15,000.00
3	1	2			\$20,000.00
3	1	3			\$10,000.00
3	1	5			\$1,000.00
3	2	1			\$15,000.00
3	2	2			\$20,000.00
3	2	5			\$20,000.00
Sub-Total					\$451,000.00

Addendums

Windmill Lakes Elementary Demographics Report

9898 Windmill Lakes Blvd
Houston, TX 77075
(832) 667-0453 Phone
(713) 944-4344 Fax

Administration

Administrator names are based on role ID reporting on the Fall 30090 staff records

Principal Mayra Arreola

School Population (2022 - 2023 Fall PEIMS file loaded 01/23/2023)

	Count	Percent
Student Total	836	100%
Kindergarten Grade	95	11.36%
1st Grade	126	15.07%
2nd Grade	156	18.66%
3rd Grade	150	17.94%
4th Grade	153	18.30%
5th Grade	156	18.66%

Student Demographics (2022 - 2023 Fall PEIMS file loaded 01/23/2023)

	Count	Percent
Gender		
Female	410	49.04%
Male	426	50.96%
Ethnicity		
Hispanic-Latino	642	76.79%
Race		
American Indian - Alaskan Native	1	0.12%
Asian	11	1.32%
Black - African American	164	19.62%
Native Hawaiian - Pacific Islander	0	0.00%
White	11	1.32%
Two-or-More	7	0.84%

Student Programs (2022 - 2023 Fall PEIMS file loaded 01/23/2023)

	Count	Percent
Dyslexia	13	1.55%
Gifted and Talented	29	3.47%
Regional Day School Program for the Deaf	0	0.00%
Section 504	13	1.55%
Special Education (SPED)	62	7.42%
Bilingual/ESL		
Emergent Bilingual (EB)	410	49.04%
Bilingual	0	0.00%
English as a Second Language (ESL)	0	0.00%
Alternative Bilingual Language Program	836	100.00%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	836	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators (2022 - 2023 Fall PEIMS file loaded 01/23/2023)

	Count	Percent
At-Risk	815	97.49%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	7	0.84%
Intervention Indicator	81	9.69%
Migrant	0	0.00%
Military Connected	23	2.75%
Transfer In Students	0	0%
Unschooling Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	667	79.78%
Free Meals	27	3.23%
Reduced-Price Meals	26	3.11%
Other Economic Disadvantage	614	73.44%

Attendance & Discipline							STAAR 3-8 & EOC				TELPAS			
Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend	Year	Discipline	Status	Flag	Goal	Incidents	Incidents Trend	
22-23	Sixth six weeks	93.95%		80%	1,377	↑	22-23	Sixth six weeks	2.03%		5%	20	↓	
22-23	Fifth six weeks	93.86%		80%	1,369	↓	22-23	Fifth six weeks	4.93%		5%	50	↓	
22-23	Fourth six weeks	93.51%		80%	1,639	↓	22-23	Fourth six weeks	4.4%		5%	51	↓	
22-23	Third six weeks	91.85%		80%	1,842	↑	22-23	Third six weeks	3.78%		5%	54	↑	
22-23	Second six weeks	93.06%		80%	1,513	↑	22-23	Second six weeks	3.04%		5%	35	↑	
22-23	First six weeks	96.44%		80%	764	↓	22-23	First six weeks	1.51%		5%	22	↓	

