

**International Leadership of Texas**  
**Windmill Lakes Middle**  
**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

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

### **Problem Statements Identifying Demographics Needs**

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

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

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

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

**Problem Statement 5 (Prioritized):** Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

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# Student Learning

## Student Learning Summary

Preliminary STAAR results have not been sent for this upcoming year. There will be an updated accountability system in place and results do not come until August of 2023. IL Texas Windmill Lakes K8 received 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.

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. Our students struggled in Social Studies and Science for 8th grade.

## Student Learning Strengths

Campus Strengths: Student growth was achieved on math and reading. Closing the gap between our Hispanic and African American, LEP, Special Education was minimized in year 2021 but due to COVID the achievement gap has increase once again. Domain 2A and Domain 3 were our biggest gains in scores and will remain our focus in order to close the gap.

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

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

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

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

## Problem Statements Identifying Student Learning Needs

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**Problem Statement 2 (Prioritized):** Lack of knowledge in our Dual Language/trilingual program from our parents, students and faculty. **Root Cause:** High percentage of first and second year teachers not aware of effective implementation of DLI model. Parents also lack the understanding of how the model looks during the delivery of the lesson. School will need to work on inviting parents to inform them on the model and help them understand that it takes time for students to mastery the content and language.

**Problem Statement 3 (Prioritized):** Eagle Academy causes confusion with families and students. **Root Cause:** Eagle Academy is an after school program designed to assist our students when they fail to master content, homework, assignments or tests. Parents are not aware that Eagle Academy is mandatory and the purpose behind it. Parents also do not understand the process and teachers fail to update the current information on a daily basis. Campus is improving Eagle Academy process for this upcoming school

**Problem Statement 4 (Prioritized):** Concern on the effectiveness of our Chinese and Spanish language implementation. Families are concern on the level and rigor are not up to par for our students. They want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents not aware of the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor and student participation.

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

**Problem Statement 2 (Prioritized):** Eagle Academy causes confusion with families and students. **Root Cause:** Eagle Academy is an after school program designed to assist our students when they fail to master content, homework, assignments or tests. Parents are not aware that Eagle Academy is mandatory and the purpose behind it. Parents also do not understand the process and teachers fail to update the current information on a daily basis. Campus is improving Eagle Academy process for this upcoming school

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**Problem Statement 5 (Prioritized):** The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. **Root Cause:** Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.

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**Problem Statement 9 (Prioritized):** Lack of knowledge in our Dual Language/trilingual program from our parents, students and faculty. **Root Cause:** High percentage of first and second year teachers not aware of effective implementation of DLI model. Parents also lack the understanding of how the model looks during the delivery of the lesson. School will need to work on inviting parents to inform them on the model and help them understand that it takes time for students to mastery the content and language.

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

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

# Priority Problem Statements

**Problem Statement 1:** The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress.

**Root Cause 1:** Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.

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

**Problem Statement 2:** ELL and at risk students struggle academically and often score low on our state and district assessments.

**Root Cause 2:** Last year we focused on Seidlitz strategies that equipped our teachers with effective ESL strategies that were implemented in the classroom. Trainings were provided at the BOY and MOY. We need to follow up with implementation and provide feedback to our teachers in order to continue growing in the delivery of the instruction.

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

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

**Root Cause 3:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.

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

**Problem Statement 4:** Attendance percentage has not reached 97% overall. COVID led to an increase in absences for students and teachers.

**Root Cause 4:** There is a lack of parent involvement as well as inaccurate information on Skyward due to it not being updated by parents. COVID caused fear in our families, who preferred for their child to be at home regardless of child's success.

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

**Problem Statement 5:** The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity.

**Root Cause 5:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.

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

**Problem Statement 6:** Lack of knowledge in our Dual Language/trilingual program from our parents, students and faculty.

**Root Cause 6:** High percentage of first and second year teachers not aware of effective implementation of DLI model. Parents also lack the understanding of how the model looks during the delivery of the lesson. School will need to work on inviting parents to inform them on the model and help them understand that it takes time for students to mastery the content and language.

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

**Problem Statement 7:** Eagle Academy causes confusion with families and students.

**Root Cause 7:** Eagle Academy is an after school program designed to assist our students when they fail to master content, homework, assignments or tests. Parents are not aware that Eagle Academy is mandatory and the purpose behind it. Parents also do not understand the process and teachers fail to update the current information on a daily basis. Campus is improving Eagle Academy process for this upcoming school

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

**Problem Statement 8:** Concern on the effectiveness of our Chinese and Spanish language implementation. Families are concern on the level and rigor are not up to par for our students. They want to see increase in levels on the ACTFL assessments.

**Root Cause 8:** Parents not aware of the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor and student participation.

**Problem Statement 8 Areas:** Student Learning - School Processes & Programs - Perceptions

**Problem Statement 9:** Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners)

**Root Cause 9:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

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

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data



### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# 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, Interim, STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) Expectations PLC - Data days, enrichment, tutorials, small group instruction, Eagle Academy, professional development</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> General and Special Education Teachers , Administration, Counselors and Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2, 5 - Student Learning 5, 6 - School Processes &amp; Programs 3, 4, 5 - Perceptions 2</p> <p><b>Funding Sources:</b> professional development, differentiation, - 211 - Title 1-A</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Bring in subject matter experts in Reading and DLI to support staff to strengthen their ability to support our ESL, DLI and high-risk students. Contract educational experts will help focus on developing our teachers in the curriculum and best practices. Golding Touch coach and guide our year one to three teachers on the new ELA TEKS and best comprehension strategies. Coaching ideas to focus on Lesson Planning, Instructional Coaching, Curriculum backward design and Guided Reading. Send campus to the Cosecha to strengthen the ability to support our DLI program to increase student achievement</p> <p><b>Strategy's Expected Result/Impact:</b> Increased knowledge of explicit instruction through modeling and PD. An increase in lesson planning in providing multiple for students to practice and respond to skills and concepts. Better knowledge of curriculum and TEKS to help increase student performance. Student achievement will increase as teachers confidence and knowledge increases in effective delivery of lessons. Increase student achievement for all our special populations and demographic.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches, GLAs and Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2, 3, 5 - Student Learning 2, 5, 7 - School Processes &amp; Programs 3, 4, 6, 9 - Perceptions 2</p> <p><b>Funding Sources:</b> Experts to provide PD to our teachers, Admin - 211 - Title 1-A - \$300,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Early intervention with an hourly lecture during the day, Enrichment/Remediation, Reading Fitness WIN Intervention pullouts and Saturday tutorials to support ongoing sheltered instruction training for all teachers of Emergent Bilinguals.</p> <ul style="list-style-type: none"> <li>* 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.</li> <li>* 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.</li> <li>* 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.</li> <li>* ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days.</li> <li>* ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments.</li> <li>* 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.</li> <li>* ILTexas will provide High school Emergent Bilingual students additional SAT test prep sessions to increase their performance on the SAT test.</li> <li>* 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.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> General and Special Education Teachers , Administration, Counselors and Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2, 5 - Student Learning 2, 5 - School Processes &amp; Programs 3, 4, 9 - Perceptions 2</p> <p><b>Funding Sources:</b> materials, books - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Principal, Assistant Principal, GLA and District Instructional Coaches will help close the gap within our sup pops by reviewing data and providing Reading instructional strategies to Reading teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> General and Special Education Teachers , Administration, Counselors and Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2, 5 - Student Learning 5 - School Processes &amp; Programs 3, 4 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. <b>Root Cause:</b> Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.</p>
<p><b>Problem Statement 2:</b> ELL and at risk students struggle academically and often score low on our state and district assessments. <b>Root Cause:</b> Last year we focused on Seidlitz strategies that equipped our teachers with effective ESL strategies that were implemented in the classroom. Trainings were provided at the BOY and MOY. We need to follow up with implementation and provide feedback to our teachers in order to continue growing in the delivery of the instruction.</p>
<p><b>Problem Statement 3:</b> The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. <b>Root Cause:</b> For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.</p>
<p><b>Problem Statement 5:</b> Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) <b>Root Cause:</b> Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>
Student Learning
<p><b>Problem Statement 2:</b> Lack of knowledge in our Dual Language/trilingual program from our parents, students and faculty. <b>Root Cause:</b> High percentage of first and second year teachers not aware of effective implementation of DLI model. Parents also lack the understanding of how the model looks during the delivery of the lesson. School will need to work on inviting parents to inform them on the model and help them understand that it takes time for students to mastery the content and language.</p>

## Student Learning

**Problem Statement 5:** Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

**Problem Statement 6:** The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. **Root Cause:** Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.

**Problem Statement 7:** The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.

## School Processes & Programs

**Problem Statement 3:** ELL and at risk students struggle academically and often score low on our state and district assessments. **Root Cause:** Last year we focused on Seidlitz strategies that equipped our teachers with effective ESL strategies that were implemented in the classroom. Trainings were provided at the BOY and MOY. We need to follow up with implementation and provide feedback to our teachers in order to continue growing in the delivery of the instruction.

**Problem Statement 4:** Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

**Problem Statement 5:** The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. **Root Cause:** Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.

**Problem Statement 6:** The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.

**Problem Statement 9:** Lack of knowledge in our Dual Language/trilingual program from our parents, students and faculty. **Root Cause:** High percentage of first and second year teachers not aware of effective implementation of DLI model. Parents also lack the understanding of how the model looks during the delivery of the lesson. School will need to work on inviting parents to inform them on the model and help them understand that it takes time for students to mastery the content and language.

## Perceptions

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

**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.

**High Priority**





**Evaluation Data Sources:** STAAR, MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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> <ul style="list-style-type: none"> <li>* 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.</li> <li>* 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.</li> <li>* 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.</li> <li>* ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days.</li> <li>* ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments.</li> <li>* 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.</li> <li>* 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.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> General and Special Education Teachers , Administration, Counselors and Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2, 3, 4, 5, 6 - Student Learning 1, 3, 5, 7, 8 - School Processes &amp; Programs 2, 3, 4, 6, 7, 8 - Perceptions 2</p> <p><b>Funding Sources:</b> Tutorials and planning time support - 211 - Title 1-A - \$30,000</p>	Formative			Summative
	Nov	Jan	May	June



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 1) Expectations PLC - Data days, enrichment, tutorials, small group instruction, Eagle Academy, professional development to support math curriculum</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> General and Special Education Teachers , Administration, Counselors and Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1, 2, 3, 5 - Student Learning 3, 5, 6, 7 - School Processes &amp; Programs 2, 3, 4, 5, 6 - Perceptions 2 <b>Funding Sources:</b> curriculum resources - 211 - Title 1-A - \$15,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Bring in subject matter experts in Math and DLI to support staff to strengthen their ability to support our ESL, DLI and high-risk students. Contract educational experts will help focus on developing our teachers in the curriculum and best practices. Coaching ideas to focus on Lesson Planning, Instructional Coaching, Curriculum backward design and math.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased knowledge of explicit instruction through modeling and PD. An increase in lesson planning in providing multiple for students to practice and respond to skills and concepts. Better knowledge of curriculum and TEKS to help increase student performance. Student achievement will increase as teachers confidence and knowledge increases in effective delivery of lessons. Increase student achievement for all our special populations and demographic.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches, GLAs and Teachers</p> <p><b>Title I:</b> 2.5, 2.6, 4.2 <b>Problem Statements:</b> Demographics 2, 3, 5, 6 - Student Learning 1, 5, 7 - School Processes &amp; Programs 3, 4, 6, 8 - Perceptions 2 <b>Funding Sources:</b> math professional development - 211 - Title 1-A - \$15,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide training in digital learning to our parents, teachers and students which will support at home learning. Instructional Coach will help close the gap within our sup pops by reviewing data and providing math instructional strategies to math teachers</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> General and Special Education Teachers , Administration, Counselors and Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1, 2, 3, 6 - Student Learning 1, 4, 6, 7 - School Processes &amp; Programs 1, 3, 5, 6, 8 - Perceptions 1, 2 <b>Funding Sources:</b> materials, curriculum support - 211 - Title 1-A - \$15,000</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. <b>Root Cause:</b> Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.</p> <p><b>Problem Statement 2:</b> ELL and at risk students struggle academically and often score low on our state and district assessments. <b>Root Cause:</b> Last year we focused on Seidlitz strategies that equipped our teachers with effective ESL strategies that were implemented in the classroom. Trainings were provided at the BOY and MOY. We need to follow up with implementation and provide feedback to our teachers in order to continue growing in the delivery of the instruction.</p> <p><b>Problem Statement 3:</b> The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. <b>Root Cause:</b> For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.</p> <p><b>Problem Statement 4:</b> Attendance percentage has not reached 97% overall. COVID led to an increase in absences for students and teachers. <b>Root Cause:</b> There is a lack of parent involvement as well as inaccurate information on Skyward due to it not being updated by parents. COVID caused fear in our families, who preferred for their child to be at home regardless of child's success.</p>

## Demographics

**Problem Statement 5:** Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

**Problem Statement 6:** The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.

## Student Learning

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

**Problem Statement 3:** Eagle Academy causes confusion with families and students. **Root Cause:** Eagle Academy is an after school program designed to assist our students when they fail to master content, homework, assignments or tests. Parents are not aware that Eagle Academy is mandatory and the purpose behind it. Parents also do not understand the process and teachers fail to update the current information on a daily basis. Campus is improving Eagle Academy process for this upcoming school

**Problem Statement 4:** Concern on the effectiveness of our Chinese and Spanish language implementation. Families are concern on the level and rigor are not up to par for our students. They want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents not aware of the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor and student participation.

**Problem Statement 5:** Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

**Problem Statement 6:** The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. **Root Cause:** Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.

**Problem Statement 7:** The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.

**Problem Statement 8:** Attendance percentage has not reached 97% overall. COVID led to an increase in absences for students and teachers. **Root Cause:** There is a lack of parent involvement as well as inaccurate information on Skyward due to it not being updated by parents. COVID caused fear in our families, who preferred for their child to be at home regardless of child's success.

## School Processes & Programs

**Problem Statement 1:** Concern on the effectiveness of our Chinese and Spanish language implementation. Families are concern on the level and rigor are not up to par for our students. They want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents not aware of the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor and student participation.

**Problem Statement 2:** Eagle Academy causes confusion with families and students. **Root Cause:** Eagle Academy is an after school program designed to assist our students when they fail to master content, homework, assignments or tests. Parents are not aware that Eagle Academy is mandatory and the purpose behind it. Parents also do not understand the process and teachers fail to update the current information on a daily basis. Campus is improving Eagle Academy process for this upcoming school

**Problem Statement 3:** ELL and at risk students struggle academically and often score low on our state and district assessments. **Root Cause:** Last year we focused on Seidlitz strategies that equipped our teachers with effective ESL strategies that were implemented in the classroom. Trainings were provided at the BOY and MOY. We need to follow up with implementation and provide feedback to our teachers in order to continue growing in the delivery of the instruction.

## School Processes & Programs

**Problem Statement 4:** Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

**Problem Statement 5:** The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. **Root Cause:** Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.

**Problem Statement 6:** The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.

**Problem Statement 7:** Attendance percentage has not reached 97% overall. COVID led to an increase in absences for students and teachers. **Root Cause:** There is a lack of parent involvement as well as inaccurate information on Skyward due to it not being updated by parents. COVID caused fear in our families, who preferred for their child to be at home regardless of child's success.

**Problem Statement 8:** The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.

## Perceptions

**Problem Statement 1:** Concern on the effectiveness of our Chinese and Spanish language implementation. Families are concern on the level and rigor are not up to par for our students. They want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents not aware of the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor and student participation.

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

**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.

**High Priority**





**Evaluation Data Sources:** STAAR and MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) Expectations PLC - Data days, enrichment, tutorials, small group instruction, Eagle Academy, professional development</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> General and Special Education Teachers , Administration, Counselors and Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1, 2, 5 - Student Learning 5, 6 - School Processes &amp; Programs 3, 4, 5 - Perceptions 2 <b>Funding Sources:</b> professional development, differentiation, - 211 - Title 1-A</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Bring in subject matter experts in Social Studies and DLI to support staff to strengthen their ability to support our ESL, DLI and high-risk students. Contract educational experts will help focus on developing our teachers in the curriculum and best practices. Golding Touch coach and guide our year one to three teachers on the new ELA TEKS and best comprehension strategies. Coaching ideas to focus on Lesson Planning, Instructional Coaching, Curriculum backward design and Guided Reading. Send campus to the Cosecha to strengthen the ability to support our DLI program to increase student achievement</p> <p><b>Strategy's Expected Result/Impact:</b> Increased knowledge of explicit instruction through modeling and PD. An increase in lesson planning in providing multiple for students to practice and respond to skills and concepts. Better knowledge of curriculum and TEKS to help increase student performance. Student achievement will increase as teachers confidence and knowledge increases in effective delivery of lessons. Increase student achievement for all our special populations and demographic.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches, GLAs and Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2, 3, 5 - Student Learning 2, 5, 7 - School Processes &amp; Programs 3, 4, 6, 9 - Perceptions 2</p> <p><b>Funding Sources:</b> Experts to provide PD to our teachers, Admin - 211 - Title 1-A - \$300,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Early intervention with an hourly lecture during the day, Enrichment/Remediation, Reading Fitness WIN Intervention pullouts and Saturday tutorials to support ongoing sheltered instruction training for all teachers of Emergent Bilinguals.</p> <ul style="list-style-type: none"> <li>* 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.</li> <li>* 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.</li> <li>* 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.</li> <li>* ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days.</li> <li>* ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments.</li> <li>* 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.</li> <li>* ILTexas will provide High school Emergent Bilingual students additional SAT test prep sessions to increase their performance on the SAT test.</li> <li>* 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.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> General and Special Education Teachers , Administration, Counselors and Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2, 5 - Student Learning 2, 5 - School Processes &amp; Programs 3, 4, 9 - Perceptions 2</p> <p><b>Funding Sources:</b> materials, books - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Principal, Assistant Principal, GLA and District Instructional Coaches will help close the gap within our sup pops by reviewing data and providing instructional strategies to Science and Social teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> General and Special Education Teachers , Administration, Counselors and Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2, 5 - Student Learning 5 - School Processes &amp; Programs 3, 4 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. <b>Root Cause:</b> Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.</p>
<p><b>Problem Statement 2:</b> ELL and at risk students struggle academically and often score low on our state and district assessments. <b>Root Cause:</b> Last year we focused on Seidlitz strategies that equipped our teachers with effective ESL strategies that were implemented in the classroom. Trainings were provided at the BOY and MOY. We need to follow up with implementation and provide feedback to our teachers in order to continue growing in the delivery of the instruction.</p>
<p><b>Problem Statement 3:</b> The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. <b>Root Cause:</b> For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.</p>
<p><b>Problem Statement 5:</b> Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) <b>Root Cause:</b> Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>
Student Learning
<p><b>Problem Statement 2:</b> Lack of knowledge in our Dual Language/trilingual program from our parents, students and faculty. <b>Root Cause:</b> High percentage of first and second year teachers not aware of effective implementation of DLI model. Parents also lack the understanding of how the model looks during the delivery of the lesson. School will need to work on inviting parents to inform them on the model and help them understand that it takes time for students to mastery the content and language.</p>



## Student Learning

**Problem Statement 5:** Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

**Problem Statement 6:** The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. **Root Cause:** Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.

**Problem Statement 7:** The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.

## School Processes & Programs

**Problem Statement 3:** ELL and at risk students struggle academically and often score low on our state and district assessments. **Root Cause:** Last year we focused on Seidlitz strategies that equipped our teachers with effective ESL strategies that were implemented in the classroom. Trainings were provided at the BOY and MOY. We need to follow up with implementation and provide feedback to our teachers in order to continue growing in the delivery of the instruction.

**Problem Statement 4:** Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

**Problem Statement 5:** The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. **Root Cause:** Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.

**Problem Statement 6:** The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.

**Problem Statement 9:** Lack of knowledge in our Dual Language/trilingual program from our parents, students and faculty. **Root Cause:** High percentage of first and second year teachers not aware of effective implementation of DLI model. Parents also lack the understanding of how the model looks during the delivery of the lesson. School will need to work on inviting parents to inform them on the model and help them understand that it takes time for students to mastery the content and language.

## Perceptions





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

**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, 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.

**High Priority**

**Evaluation Data Sources:** Rhithm Insight reports and assessments compared to 2023 - 2024 data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Support students through rhythm and provide teachers with opportunities for building community circles and student support.</p> <p><b>Strategy's Expected Result/Impact:</b> A decrease in student discipline, higher percentage on attendance</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and counselors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2, 3, 4, 5 - Student Learning 5, 7, 8 - School Processes &amp; Programs 3, 4, 6, 7 - Perceptions 2</p> <p><b>Funding Sources:</b> rhythm - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 4 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> ELL and at risk students struggle academically and often score low on our state and district assessments. <b>Root Cause:</b> Last year we focused on Seidlitz strategies that equipped our teachers with effective ESL strategies that were implemented in the classroom. Trainings were provided at the BOY and MOY. We need to follow up with implementation and provide feedback to our teachers in order to continue growing in the delivery of the instruction.</p> <p><b>Problem Statement 3:</b> The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. <b>Root Cause:</b> For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.</p>

## Demographics

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

**Problem Statement 5:** Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

## Student Learning

**Problem Statement 5:** Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

**Problem Statement 7:** The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.

**Problem Statement 8:** Attendance percentage has not reached 97% overall. COVID led to an increase in absences for students and teachers. **Root Cause:** There is a lack of parent involvement as well as inaccurate information on Skyward due to it not being updated by parents. COVID caused fear in our families, who preferred for their child to be at home regardless of child's success.

## School Processes & Programs

**Problem Statement 3:** ELL and at risk students struggle academically and often score low on our state and district assessments. **Root Cause:** Last year we focused on Seidlitz strategies that equipped our teachers with effective ESL strategies that were implemented in the classroom. Trainings were provided at the BOY and MOY. We need to follow up with implementation and provide feedback to our teachers in order to continue growing in the delivery of the instruction.

**Problem Statement 4:** Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

**Problem Statement 6:** The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.

**Problem Statement 7:** Attendance percentage has not reached 97% overall. COVID led to an increase in absences for students and teachers. **Root Cause:** There is a lack of parent involvement as well as inaccurate information on Skyward due to it not being updated by parents. COVID caused fear in our families, who preferred for their child to be at home regardless of child's success.

## Perceptions

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

**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.

**High Priority**

**Evaluation Data Sources:** ACTFL, LOTE assessments, competitions

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will provide ongoing sheltered instruction for all teachers of Emergent Bilingual thus increasing fine arts teachers capacity to positively impact EBs in cross-curricular learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement for emergent bilinguals on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> LPAC, Administrator, Principal, district coaches</p> <p><b>Title I:</b> 2.6, 4.2</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 3, 5 - Student Learning 5, 6, 7 - School Processes &amp; Programs 4, 5, 6</p> <p><b>Funding Sources:</b> training - 211 - Title 1-A - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus will hire and retain highly qualified fine arts teachers. Improve classroom management by utilizing PBIS, Champs strategies thus improving first instruction for fine arts classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease discipline referrals, improve student engagement and teacher-student relationships</p> <p><b>Staff Responsible for Monitoring:</b> Administrations, teacher, GLA, district coaches</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 3, 4, 5, 6 - Student Learning 1, 5, 6, 7, 8 - School Processes &amp; Programs 4, 5, 6, 7, 8</p> <p><b>Funding Sources:</b> professional development and trainings - 211 - Title 1-A - \$15,000</p>	Formative			Summative
	Nov	Jan	May	June






**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. <b>Root Cause:</b> Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.</p> <p><b>Problem Statement 3:</b> The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. <b>Root Cause:</b> For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.</p> <p><b>Problem Statement 4:</b> Attendance percentage has not reached 97% overall. COVID led to an increase in absences for students and teachers. <b>Root Cause:</b> There is a lack of parent involvement as well as inaccurate information on Skyward due to it not being updated by parents. COVID caused fear in our families, who preferred for their child to be at home regardless of child's success.</p> <p><b>Problem Statement 5:</b> Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) <b>Root Cause:</b> Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p> <p><b>Problem Statement 6:</b> The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. <b>Root Cause:</b> For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.</p>

## Student Learning

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

**Problem Statement 5:** Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

**Problem Statement 6:** The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. **Root Cause:** Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.

**Problem Statement 7:** The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.

**Problem Statement 8:** Attendance percentage has not reached 97% overall. COVID led to an increase in absences for students and teachers. **Root Cause:** There is a lack of parent involvement as well as inaccurate information on Skyward due to it not being updated by parents. COVID caused fear in our families, who preferred for their child to be at home regardless of child's success.

## School Processes & Programs

**Problem Statement 4:** Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

**Problem Statement 5:** The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. **Root Cause:** Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.

**Problem Statement 6:** The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.

**Problem Statement 7:** Attendance percentage has not reached 97% overall. COVID led to an increase in absences for students and teachers. **Root Cause:** There is a lack of parent involvement as well as inaccurate information on Skyward due to it not being updated by parents. COVID caused fear in our families, who preferred for their child to be at home regardless of child's success.

**Problem Statement 8:** The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.

**Goal 2:** By the end of the 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, all 8th grade students who have been with ILTexas for at least 7 years will reach at least an Intermediate Low proficiency level in Chinese and Spanish.

**High Priority**

**Evaluation Data Sources:** AAPL and ACTFL ratings

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Team will foster parent involvement of all students and increase knowledge of our languages. We will support by retaining highly effective Chinese and Spanish teachers. 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><b>Strategy's Expected Result/Impact:</b> Improved student achievement for Emergent Bilinguals on STAAR. Improve student performance on ACTFL.</p> <p><b>Staff Responsible for Monitoring:</b> administration, district coaches and teachers</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 3, 5 - Student Learning 5, 6, 7 - School Processes &amp; Programs 4, 5, 6</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We will foster improved classroom management in specials including Chinese through PBIS training. In addition provide shelter instruction strategies to support our EB students which make up to 50% of our population.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement in assessments and decrease in discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teachers, and district coaches</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2, 6 - Student Learning 1, 4, 6 - School Processes &amp; Programs 1, 3, 5, 8 - Perceptions 1, 2</p> <p><b>Funding Sources:</b> training opportunities for our teachers - 211 - Title 1-A - \$12,000</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. <b>Root Cause:</b> Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.</p> <p><b>Problem Statement 2:</b> ELL and at risk students struggle academically and often score low on our state and district assessments. <b>Root Cause:</b> Last year we focused on Seidlitz strategies that equipped our teachers with effective ESL strategies that were implemented in the classroom. Trainings were provided at the BOY and MOY. We need to follow up with implementation and provide feedback to our teachers in order to continue growing in the delivery of the instruction.</p> <p><b>Problem Statement 3:</b> The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. <b>Root Cause:</b> For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.</p> <p><b>Problem Statement 5:</b> Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) <b>Root Cause:</b> Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p> <p><b>Problem Statement 6:</b> The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. <b>Root Cause:</b> For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.</p>



## Student Learning

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

**Problem Statement 4:** Concern on the effectiveness of our Chinese and Spanish language implementation. Families are concern on the level and rigor are not up to par for our students. They want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents not aware of the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor and student participation.

**Problem Statement 5:** Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

**Problem Statement 6:** The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. **Root Cause:** Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.

**Problem Statement 7:** The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.

## School Processes & Programs

**Problem Statement 1:** Concern on the effectiveness of our Chinese and Spanish language implementation. Families are concern on the level and rigor are not up to par for our students. They want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents not aware of the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor and student participation.

**Problem Statement 3:** ELL and at risk students struggle academically and often score low on our state and district assessments. **Root Cause:** Last year we focused on Seidnitz strategies that equipped our teachers with effective ESL strategies that were implemented in the classroom. Trainings were provided at the BOY and MOY. We need to follow up with implementation and provide feedback to our teachers in order to continue growing in the delivery of the instruction.

**Problem Statement 4:** Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

**Problem Statement 5:** The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. **Root Cause:** Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.

**Problem Statement 6:** The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.

**Problem Statement 8:** The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.

## Perceptions

**Problem Statement 1:** Concern on the effectiveness of our Chinese and Spanish language implementation. Families are concern on the level and rigor are not up to par for our students. They want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents not aware of the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor and student participation.

## Perceptions

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

**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.

**High Priority**

**Evaluation Data Sources:** Administration, teachers, district coaches

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will hire highly qualified Chinese and Spanish teachers</p> <p><b>Strategy's Expected Result/Impact:</b> By hiring highly qualified teachers we will see improved student engagement and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teachers, district coaches</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 5 - Student Learning 5, 6 - School Processes &amp; Programs 4, 5</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Students will improve ACTFL scores by increasing student engagement</p> <p><b>Staff Responsible for Monitoring:</b> Administration, coaches and PBIS committee</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 3, 5, 6 - Student Learning 1, 4, 5, 6, 7 - School Processes &amp; Programs 1, 4, 5, 6, 8 - Perceptions 1</p> <p><b>Funding Sources:</b> training and professional development - 211 - Title 1-A - \$25,000</p>	Formative			Summative
	Nov	Jan	May	June






**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. <b>Root Cause:</b> Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.</p>
<p><b>Problem Statement 3:</b> The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. <b>Root Cause:</b> For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.</p>
<p><b>Problem Statement 5:</b> Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) <b>Root Cause:</b> Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>
<p><b>Problem Statement 6:</b> The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. <b>Root Cause:</b> For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. <b>Root Cause:</b> For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.</p>

## Student Learning

**Problem Statement 4:** Concern on the effectiveness of our Chinese and Spanish language implementation. Families are concern on the level and rigor are not up to par for our students. They want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents not aware of the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor and student participation.

**Problem Statement 5:** Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

**Problem Statement 6:** The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. **Root Cause:** Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.

**Problem Statement 7:** The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.

## School Processes & Programs

**Problem Statement 1:** Concern on the effectiveness of our Chinese and Spanish language implementation. Families are concern on the level and rigor are not up to par for our students. They want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents not aware of the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor and student participation.

**Problem Statement 4:** Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

**Problem Statement 5:** The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. **Root Cause:** Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.

**Problem Statement 6:** The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.

**Problem Statement 8:** The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.

## Perceptions

**Problem Statement 1:** Concern on the effectiveness of our Chinese and Spanish language implementation. Families are concern on the level and rigor are not up to par for our students. They want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents not aware of the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor and student participation.





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

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

**High Priority**

**Evaluation Data Sources:** TELPAS 22-23

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administration and LPAC Administrator</p> <p><b>Title I:</b> 4.1, 4.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 2, 3, 4 - School Processes &amp; Programs 1, 2, 3, 5, 9 - Perceptions 1, 2</p> <p><b>Funding Sources:</b> parent involvement meetings - 211 - Title 1-A - \$15,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase use of technology platforms such as Zearn, IXL, Istation and St Math to our bilingual statements.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve usage on platforms for our students and that will provide an increase of language development.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, GLAs and district coaches.</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 5, 6 - Student Learning 1, 2, 3, 5 - School Processes &amp; Programs 2, 4, 8, 9</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> We will provide ongoing sheltered instruction training for all teachers of Emergent Bilingual.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement for Emergent Bilinguals on STAAR and other assessments .</p> <p><b>Staff Responsible for Monitoring:</b> LPAC administrator, administration, district coaches</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 5 - Student Learning 2, 4, 5, 6 - School Processes &amp; Programs 1, 4, 5, 9 - Perceptions 1</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 4 Problem Statements:**

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

## Demographics

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

**Problem Statement 5:** Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

**Problem Statement 6:** The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.

## Student Learning

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

**Problem Statement 2:** Lack of knowledge in our Dual Language/trilingual program from our parents, students and faculty. **Root Cause:** High percentage of first and second year teachers not aware of effective implementation of DLI model. Parents also lack the understanding of how the model looks during the delivery of the lesson. School will need to work on inviting parents to inform them on the model and help them understand that it takes time for students to mastery the content and language.

**Problem Statement 3:** Eagle Academy causes confusion with families and students. **Root Cause:** Eagle Academy is an after school program designed to assist our students when they fail to master content, homework, assignments or tests. Parents are not aware that Eagle Academy is mandatory and the purpose behind it. Parents also do not understand the process and teachers fail to update the current information on a daily basis. Campus is improving Eagle Academy process for this upcoming school

**Problem Statement 4:** Concern on the effectiveness of our Chinese and Spanish language implementation. Families are concern on the level and rigor are not up to par for our students. They want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents not aware of the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor and student participation.

**Problem Statement 5:** Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

**Problem Statement 6:** The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. **Root Cause:** Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.

## School Processes & Programs

**Problem Statement 1:** Concern on the effectiveness of our Chinese and Spanish language implementation. Families are concern on the level and rigor are not up to par for our students. They want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents not aware of the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor and student participation.

**Problem Statement 2:** Eagle Academy causes confusion with families and students. **Root Cause:** Eagle Academy is an after school program designed to assist our students when they fail to master content, homework, assignments or tests. Parents are not aware that Eagle Academy is mandatory and the purpose behind it. Parents also do not understand the process and teachers fail to update the current information on a daily basis. Campus is improving Eagle Academy process for this upcoming school

**Problem Statement 3:** ELL and at risk students struggle academically and often score low on our state and district assessments. **Root Cause:** Last year we focused on Seidlitz strategies that equipped our teachers with effective ESL strategies that were implemented in the classroom. Trainings were provided at the BOY and MOY. We need to follow up with implementation and provide feedback to our teachers in order to continue growing in the delivery of the instruction.



## School Processes & Programs

**Problem Statement 4:** Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

**Problem Statement 5:** The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. **Root Cause:** Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.

**Problem Statement 8:** The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.

**Problem Statement 9:** Lack of knowledge in our Dual Language/trilingual program from our parents, students and faculty. **Root Cause:** High percentage of first and second year teachers not aware of effective implementation of DLI model. Parents also lack the understanding of how the model looks during the delivery of the lesson. School will need to work on inviting parents to inform them on the model and help them understand that it takes time for students to mastery the content and language.

## Perceptions

**Problem Statement 1:** Concern on the effectiveness of our Chinese and Spanish language implementation. Families are concern on the level and rigor are not up to par for our students. They want to see increase in levels on the ACTFL assessments. **Root Cause:** Parents not aware of the trilingual program, expecting fast results in the grasping of language. A change in Chinese teachers has helped increase the rigor and student participation.

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





**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**

**Evaluation Data Sources:** Survey and district data, turnover rate

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train teachers on use of technology platforms such as Zearn, IXL, Istation and ST Math. In addition provide ongoing sheltered instruction training for all teachers of Emergent Bilingual.</p> <p><b>Strategy's Expected Result/Impact:</b> Thus positively impacting teacher efficacy and morale. Teachers will feel equipped on comfortable in their job performances which will result in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, GLAs, Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3, 5 - Student Learning 5, 7 - School Processes &amp; Programs 4, 6 <b>Funding Sources:</b> training - 211 - Title 1-A - \$50,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Promote a positive work environment through PBIS, Champs and opportunities to share and reflect.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher retention will allow student success.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, GLA, teachers, students and families</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 3, 5 - Student Learning 5, 6, 7 - School Processes &amp; Programs 4, 5, 6</p> <p><b>Funding Sources:</b> stipends to retain - 211 - Title 1-A - \$50,000</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. <b>Root Cause:</b> Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.</p>
<p><b>Problem Statement 3:</b> The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. <b>Root Cause:</b> For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.</p>
<p><b>Problem Statement 5:</b> Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) <b>Root Cause:</b> Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>
<b>Student Learning</b>
<p><b>Problem Statement 5:</b> Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) <b>Root Cause:</b> Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>
<p><b>Problem Statement 6:</b> The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. <b>Root Cause:</b> Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.</p>
<p><b>Problem Statement 7:</b> The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. <b>Root Cause:</b> For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.</p>

## School Processes & Programs

**Problem Statement 4:** Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

**Problem Statement 5:** The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. **Root Cause:** Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.





**Problem Statement 6:** The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.

**Goal 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.

**High Priority**

**Evaluation Data Sources:** Survey and retention rate

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will train teachers on use of technology platforms and onboard our teachers to support them through the curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will stay with our campus due to the support and in return will benefit our students achievement and parent support.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, GLA, teachers, district Sped coaches and personal</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 3, 5 - Student Learning 5, 6, 7 - School Processes &amp; Programs 4, 5, 6</p> <p><b>Funding Sources:</b> Stipends and material - 211 - Title 1-A - \$25,000</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 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. <b>Root Cause:</b> Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.</p> <p><b>Problem Statement 3:</b> The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. <b>Root Cause:</b> For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.</p> <p><b>Problem Statement 5:</b> Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) <b>Root Cause:</b> Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>

## Student Learning

**Problem Statement 5:** Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

**Problem Statement 6:** The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. **Root Cause:** Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.

**Problem Statement 7:** The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.

## School Processes & Programs

**Problem Statement 4:** Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners(economically disadvantaged students, gifted and talented students, and our English learners) **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

**Problem Statement 5:** The communication between administration and parents is positive. However, there is a lack of communication between parents and teachers which has improved but continues to be a work in progress. **Root Cause:** Our K-3rd grade teachers use class Dojo while the 4-8th grade teachers use Skyward to communicate. This has been helpful in keeping up with communication, however, there is a lack of one on one phone calls with parents due to time restraints, and a lack of sending emails from Skyward.

**Problem Statement 6:** The number of new teachers versus experience teachers has decreased throughout the years but it continues to be disproportionate. This results in a shortage of peer guidance and mentorship opportunity. **Root Cause:** For this upcoming year teacher pay was increased, and certification has been a push for our teachers. This helps us recruit teachers with a couple of years of experience and not just newly enrolled in programs.

# Campus Funding Summary

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	professional development, differentiation,		\$0.00
1	1	2	Experts to provide PD to our teachers, Admin		\$300,000.00
1	1	3	materials, books		\$10,000.00
1	2	1	Tutorials and planning time support		\$30,000.00
1	2	2	curriculum resources		\$15,000.00
1	2	3	math professional development		\$15,000.00
1	2	4	materials, curriculum support		\$15,000.00
1	3	1	professional development, differentiation,		\$0.00
1	3	2	Experts to provide PD to our teachers, Admin		\$300,000.00
1	3	3	materials, books		\$10,000.00
1	4	1	rhythm		\$10,000.00
2	1	1	training		\$20,000.00
2	1	2	professional development and trainings		\$15,000.00
2	2	2	training opportunities for our teachers		\$12,000.00
2	3	2	training and professional development		\$25,000.00
2	4	1	parent involvement meetings		\$15,000.00
3	1	1	training		\$50,000.00
3	1	2	stipends to retain		\$50,000.00
3	2	1	Stipends and material		\$25,000.00
<b>Sub-Total</b>					<b>\$917,000.00</b>

# Addendums



# WINDMILL LAKES MIDDLE SCHOOL DEMOGRAPHIC REPORTS

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

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

**Student Total**

6th Grade  
7th Grade  
8th Grade

Count	Percent
<b>458</b>	<b>100%</b>
150	32.75%
156	34.06%
152	33.19%

**Administration**

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

Principal Mayra Arreola

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

Count Percent

**Gender**

Female

241 52.62%

Male

217 47.38%

**Ethnicity**

Hispanic-Latino

374 81.66%

**Race**

American Indian - Alaskan Native

1 0.22%

Asian

2 0.44%

Black - African American

72 15.72%

Native Hawaiian - Pacific Islander

0 0.00%

White

6 1.31%

Two-or-More

3 0.66%

<b>Student Programs</b> (2022 - 2023 Fall PEIMS file loaded 01/23/2023)	Count	Percent
Dyslexia	5	1.09%
Gifted and Talented	24	5.24%
Regional Day School Program for the Deaf	0	0.00%
Section 504	14	3.06%
Special Education (SPED)	30	6.55%
<b>Bilingual/ESL</b>		
Emergent Bilingual (EB)	267	58.30%
Bilingual	0	0.00%
English as a Second Language (ESL)	89	19.43%
Alternative Bilingual Language Program	1	0.22%
Alternative ESL Language Program	177	38.65%
<b>Title I Part A</b>		
Schoolwide Program	458	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

<b>Student Indicators</b> (2022 - 2023 Fall PEIMS file loaded 01/23/2023)	Count	Percent
At-Risk	373	81.44%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	7	1.53%
Intervention Indicator	14	3.06%
Migrant	0	0.00%
Military Connected	8	1.75%
Transfer In Students	0	0%
Unschooling Asylee/Refugee	0	0%
<b>Economic Disadvantage</b>		
Economic Disadvantage Total	365	79.69%
Free Meals	35	7.64%
Reduced-Price Meals	15	3.28%
Other Economic Disadvantage	315	68.78%

Attendance & Discipline

STAAR 3-8 & EOC

TELPAS

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
22-23	Sixth six weeks	93.83%		80%	780	↑
22-23	Fifth six weeks	93.96%		80%	747	↑
22-23	Fourth six weeks	94.65%		80%	738	↓
22-23	Third six weeks	91.93%		80%	988	↑
22-23	Second six weeks	93.5%		80%	780	↑
22-23	First six weeks	95.13%		80%	583	↑

Year	Discipline	Status	Flag	Goal	Incidents	Incidents Trend
22-23	Sixth six weeks	11.9%	🚩	5%	65	↓
22-23	Fifth six weeks	12.69%	🚩	5%	77	↑
22-23	Fourth six weeks	8.75%	🚩	5%	57	↓
22-23	Third six weeks	10.58%	🚩	5%	66	↑
22-23	Second six weeks	6.37%	🚩	5%	35	↑
22-23	First six weeks	3.53%		5%	19	↓

