







### 1882 Dual Language Community Lab Schools Campus Pillars, Needs, and Focus Areas 2022-2023

	 <b>Bonham Academy</b>	 <b>Washington Irving Dual Language Academy</b>	 <b>Mark Twain Dual Language Academy</b>	 <b>Graebner Elementary School</b>
<b>Campus Pillars</b>	Science	<b>High levels of bilingualism and biliteracy</b>	High levels of bilingualism and biliteracy	<b>Integrated Student Support</b>
	Language	<b>High academic achievement in both languages</b>	High academic achievement in both languages	<b>Expanded and Enriched Learning Times and Opportunities (Cultural Arts, PBL, Science/S.S. integration)</b>
	Fine Arts	<b>Socio Cultural Competence</b>	Socio Cultural Competence	<b>Active Family and Community Engagement</b>
<b>Campus Needs</b>				<b>Collaborative Leadership and Practices</b>
	Math achievement low in the middle school grades	<b>Kindergarten student achievement low as measured by reading MAP results</b>	Increase multiplication fluency in middle school grades	<b>Increase student achievement</b>
	Increase student science experiences	<b>Increase percentage of 1st and 2nd graders performing at TIERS I in MAP skills</b>	Increase phonic and phonological awareness proficiency in grades K-2	<b>Increase student attendance rates</b>
	Increase family engagement	<b>Increase student attendance</b>	Increase the percentage of students in grades 5 and 6 who show growth as measured by MAP skills	<b>Reduce student attrition rate</b>
	Meeting the diverse needs of all students	<b>Communicating the research behind the 80/20 model and language acquisition with parents</b>	Increase addition and subtraction fluency with regrouping among 2nd graders	<b>Train and support new teachers on the staff</b>
	Lack of equity among diverse school populations and diverse families	<b>Increasing literacy development in both languages</b>	Raise percentage of 3rd-6th graders reading achievement to 90% Approaches, 70% Meets, 50% Masters as measured by STAAR	<b>Raise percentage of 3rd-6th graders reading achievement to 90% Approaches, 70% Meets, 50% Masters as measured by STAAR</b>
	Close gap in student achievement between dual language and monolingual students	<b>Supporting Social Emotional Learning</b>	Develop biliteracy and cross-linguistic connections	<b>Develop biliteracy and cross-linguistic connections</b>
<b>Campus Dual Language Program</b>	Increasing student engagement (7 steps of language rich interactive classroom)	<b>Increasing student engagement (7 steps of language rich interactive classroom)</b>	Increasing student engagement (7 Steps of Language Rich Interactive Classroom)	<b>Increasing student engagement (7 Steps of Language Rich Interactive Classroom)</b>
	Design experiences that develop high levels of bilingualism, biliteracy and multiculturalism among students	<b>Design experiences that develop high levels of bilingualism, biliteracy and multiculturalism among students</b>	Design experiences that develop high levels of bilingualism, biliteracy and multiculturalism among students	<b>Design experiences that develop high levels of bilingualism, biliteracy and multiculturalism among students</b>
	Supporting Social Emotional Learning		Supporting Social Emotional Learning	<b>Supporting Social Emotional Learning</b>