

**International Leadership of Texas**  
**Keller Saginaw High**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

The mission of International Leadership of Texas 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 body, mind and character.

## Vision

ILTexas Keller-Saginaw High School is a college preparatory experience where our language acquisition programs and rigorous educational opportunities are unparalleled in the DFW area. It is our expectation that our students will explore all opportunities available as they matriculate through their high school years and get involved in every aspect of our school through academics, athletics and servant leadership.

## Motto

"Others Before Self"

Campus Creed: **FLIGHT**

Finish What You Start

Lead By Example

Improve Daily

Give Your Best Effort

Honor and Respect Yourself and Others

Take Responsibility

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

ILTexas Keller-Saginaw High School is a college-prep high school that focuses on International leadership and trilingual education. Our curriculum includes Spanish, Mandarin, fitness, and a grade-level community service project which is student-initiated and implemented. Our international focus includes an agreement with a private school to educate students from China with the goal of high school graduation, college admission, and college graduation. We create global citizens by focusing on educating the body, mind, and character.

<b>Female</b>	<b><u>369</u></b>	<b>50.90%</b>
Male	<u>356</u>	49.10%
Ethnicity		
Hispanic-Latino	<u>383</u>	52.83%
Race		
American Indian - Alaskan Native	<u>1</u>	0.14%
Asian	<u>52</u>	7.17%
Black - African American	<u>122</u>	16.83%
Native Hawaiian - Pacific Islander	<u>2</u>	0.28%
White	<u>131</u>	18.07%
Two-or-More	<u>34</u>	4.69%

Student by Program (2020 - 2021 Preliminary Fall PEIMS file loaded 01/11/2021)	Count	Percent
Limited English Proficient (LEP)	<u>139</u>	19.17%
Bilingual	0	0.00%
English as a Second Language (ESL)	<u>79</u>	10.90%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	<u>61</u>	8.41%
Gifted and Talented	<u>83</u>	11.45%
Special Education (SPED)	<u>51</u>	7.03%
Title I Participation	<u>725</u>	100.00%
Dyslexia	<u>26</u>	3.59%
Economic Disadvantage		
Economic Disadvantage Total	<u>313</u>	43.17%

Free Meals	<a href="#">64</a>	8.83%
Reduced-Price Meals	<a href="#">54</a>	7.45%
Other Economic Disadvantage	<a href="#">195</a>	26.90%
Homeless Statuses		
Homeless Status Total	<a href="#">1</a>	0.14%
Shelter	0	0.00%
Doubled Up	0	0.00%
Unsheltered	0	0.00%
Hotel/Motel	<a href="#">1</a>	0.14%

**Other Student Information (2020 - 2021 Preliminary Fall PEIMS file loaded 01/11/2021) Count Percent**

At-Risk	<a href="#">308</a>	42.48%
Title I Homeless	0	0.00%
Immigrant	<a href="#">8</a>	1.10%
Migrant	0	0.00%
Military Connected	<a href="#">32</a>	4.41%
Foster Care	0	0.00%
Section 504	<a href="#">68</a>	9.38%
Intervention Indicator	<a href="#">40</a>	5.52%

**Role/Auxiliary Role ID Gender/Ethn Summary Report 2020 for Itexas Kell**

County-District Number: 057848 District Name:

Role ID	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native
(003) - Assistant Principal	0	0	1	0
(008) - Counselor	0	1	0	0
(013) - Librarian	0	0	0	0
(020) - Principal	0	1	0	0
(022) - School Nurse	0	0	1	0
(026) - Speech Therapist/Speech-Language Pathologist	0	0	0	0
(033) - Educational Aide	0	0	2	0
(087) - Teacher	7	6	6	1
(202) - Campus Office/clerical (Receptionist, Secretary, Certification Specialist, Bookkeeper, Data Clerk, Peims Data Clerk, Registrar)	0	0	4	0

**Demographics Strengths**

1. Our staff is a reflection of our student body, which is diverse and able to pull from various cultures and ethnic backgrounds to enrich the learning process.
2. We celebrate diversity in our program, not only by requiring students to study the Spanish and Mandarin Chinese language, but we also celebrate the cultures of our students that represent various countries around the world through our International Festival and other campus activities.
3. We have a number of parents and families that speak only Spanish. For these families, correspondence from our school via School-Messenger will be in English and Spanish. We also employ a number of faculty members who are available to translate meetings if needed.

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

**Problem Statement 1 (Prioritized):** Increased number of special populations (Special Education students). **Root Cause:** Increased enrollment in the freshman class

**Problem Statement 2 (Prioritized):** Increase in low SES students **Root Cause:** Increased enrollment and marketing to students and parents

**Problem Statement 3 (Prioritized):** Time to triage the most needy students **Root Cause:** Triage structure

**Problem Statement 4 (Prioritized):** 69 % teacher retention rate **Root Cause:** teachers feeling overwhelmed with increase of duties and responsibilities

**Problem Statement 5 (Prioritized):** Increase in the number of EL students that are not performing on grade level. **Root Cause:** Lack of PD for teachers in implementing EL strategies.

# Student Learning

## Student Learning Summary

### STAAR EOC Performance for 2020 - 2021 School Year

20-21	EOC Algebra I	51%	80%
20-21	EOC Biology	81%	80%
20-21	EOC English I	66%	80%
20-21	EOC English II	84%	80%
20-21	EOC U.S. History	96%	80%

## Student Learning Strengths

Students in all EOC tested areas continue to outperform other district high schools in comparison. Despite the impact of the Covid 19 Pandemic, students performed above average in comparison to surrounding schools.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Students not performing at the Meets Performance Level **Root Cause:** Ineffective tier 1 instruction that meets the needs of all students

**Problem Statement 2 (Prioritized):** Increased number of special populations (Special Education students). **Root Cause:** Increased enrollment in the freshman class

**Problem Statement 3 (Prioritized):** Increase in low SES students **Root Cause:** Increased enrollment and marketing to students and parents

**Problem Statement 4 (Prioritized):** The need for larger class sizes **Root Cause:** Increase in student population

**Problem Statement 5 (Prioritized):** Increase in the number of EL students that are not performing on grade level. **Root Cause:** Lack of PD for teachers in implementing EL strategies.



# School Processes & Programs

## School Processes & Programs Summary

### Technology:

- Teachers are issued laptop computers
- students are issued Chromebooks
- Teachers have access to a variety of instructional software and websites including Google Classroom, Skyward, TEKS Resource Service, and PLATO.
- Each classroom is equipped with a projector and an interactive whiteboard and Document cameras

### Teacher Support/Collaboration/Coaching

- Master Schedule supports teacher collaboration and input into the decision-making process by grouping grade level and content area teachers into specific learning communities.
- Each PLC is facilitated by a GLA (Grade Level) or Lead (Content Area) that promotes problem-solving and decision making.
- All new teachers are partnered with a mentor to support them with instructional needs and questions as well as emotional support
- Questions are encouraged and forwarded to Cabinet Leadership Team and responses are communicated to staff in informal and formal
- Weekly staff newsletter
- Committees are formed to find solutions and take action.
- Monthly GLA newsletters

### Student Leadership

- Students are encouraged to form a club proposal to submit to the principal for approval
- Students promote a college-going atmosphere by joining the ASP leadership group to support underclassman in the college selection and application process
- Selective seniors volunteer time at the K8 feeder schools to support teachers and students

### Focus on "mind, body, and character"

- Students engage in life-long fitness activities through a daily fitness class
- leadership development is supported and encouraged through a school-wide leadership course. The course focuses on positive leadership traits and servant leadership.
- Students are required to attend Flight Training (tutorials) and/or Eagle Academy (Academic support) when identified as a student that would benefit from extra support

### School Leadership:

- Increase in teacher retention compared to the previous year
- 6 new staff members were added to the staff
- 2 new allocated positions (aides) due to increase in SpEd needs
- 1 new Grade Level Administrators (promoted from within due to a GLA reassignment)
- Diverse Leadership staff (AA/F, H/M, C/F)

## School Processes & Programs Strengths

Diverse staff and student body

Expectations for data-driven instruction through collaboration and more structured content area PLCs

- Weekly meetings to discuss planning; review/share resources (alignment)
- Support new teacher issues related to student behavior, content, etc.
- Utilize data to drive instruction
- Observe master teachers
- Master teachers model lessons, observe and give unofficial feedback and support

Expectations for frequent classroom visits/walkthroughs with feedback to promote continuous improvement

- More intentional feedback sessions to dialogue
- Feedback is support for growth and continuous improvement

Improved discipline measures (more structured in-school suspension and addition of before school discipline)

Increase in student clubs and leadership opportunities

- Continue to support the students in their vision/goal for the club's objective

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** The need for larger class sizes **Root Cause:** Increase in student population

**Problem Statement 2 (Prioritized):** Time to triage the most needy students **Root Cause:** Triage structure

**Problem Statement 3 (Prioritized):** Students not performing at the Meets Performance Level **Root Cause:** Ineffective tier 1 instruction that meets the needs of all students

**Problem Statement 4 (Prioritized):** Communication is perceived as not effective **Root Cause:** Perceptions of too much, not enough, and/or the timeliness of information within the school community

**Problem Statement 5 (Prioritized):** Student and parent perception of expectations being too strict **Root Cause:** New principal with expectations clearly defines and strictly enforced for staff and students

**Problem Statement 6 (Prioritized):** Increase in the number of EL students that are not performing on grade level. **Root Cause:** Lack of PD for teachers in implementing EL strategies.

# Perceptions

## Perceptions Summary

At IL Texas Keller-Saginaw High school:

- Students and staff feel safe.
- Teachers are encouraged to put relationships first in order to connect with students to increase the likelihood of positive classroom climate to promote learning for all
- Students are empowered to improve our community through our "Others Before Self" projects (seek assistance from the counseling department for organizations)
- student's social and emotional health and safety is important to our service
- Students are given a platform to openly share their ideas and talents through multiple clubs and activities supported by the staff
- Students are reminded daily of the expectations for success (FLIGHT).
- Students are recognized, praised, and rewarded for exemplifying the character traits of an ILTexas student (Eagle feathers)
- House System to promote belonging, student achievement and friendly competition

Communication:

- A campus newsletter is published once a month
- students and parents receive a WAAG (Week-at-a-glance), which is weekly updates of upcoming events and deadlines
- Principal meets with parents and community members once a month (Lattes with Layne) to celebrate accomplishments, discuss current issues that impact student achievement and growth, and to gather feedback for continuous improvement
- Students have been included in all email correspondence that is sent to parents
- Campus utilizes social media and other forms of immediate contact to communicate with parents

## Perceptions Strengths

- Students feel safe to openly engage in learning opportunities
- KSHS is an academically sound school with students and teachers working towards a common goal of "student success"
- Parents support most school activities and events

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Communication is perceived as not effective **Root Cause:** Perceptions of too much, not enough, and/or the timeliness of information within the school community

**Problem Statement 2 (Prioritized):** Student and parent perception of expectations being too strict **Root Cause:** New principal with expectations clearly defines and strictly enforced for staff and students

**Problem Statement 3 (Prioritized):** 69 % teacher retention rate **Root Cause:** teachers feeling overwhelmed with increase of duties and responsibilities

# Priority Problem Statements

**Problem Statement 1:** Increase in low SES students

**Root Cause 1:** Increased enrollment and marketing to students and parents

**Problem Statement 1 Areas:** Demographics - Student Learning

**Problem Statement 2:** Increased number of special populations (Special Education students).

**Root Cause 2:** Increased enrollment in the freshman class

**Problem Statement 2 Areas:** Demographics - Student Learning

**Problem Statement 3:** Students not performing at the Meets Performance Level

**Root Cause 3:** Ineffective tier 1 instruction that meets the needs of all students

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

**Problem Statement 4:** The need for larger class sizes

**Root Cause 4:** Increase in student population

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

**Problem Statement 5:** Time to triage the most needy students

**Root Cause 5:** Triage structure

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

**Problem Statement 6:** Communication is perceived as not effective

**Root Cause 6:** Perceptions of too much, not enough, and/or the timeliness of information within the school community

**Problem Statement 6 Areas:** School Processes & Programs - Perceptions

**Problem Statement 7:** Student and parent perception of expectations being too strict

**Root Cause 7:** New principal with expectations clearly defines and strictly enforced for staff and students

**Problem Statement 7 Areas:** School Processes & Programs - Perceptions

**Problem Statement 10:** 69 % teacher retention rate

**Root Cause 10:** teachers feeling overwhelmed with increase of duties and responsibilities

**Problem Statement 10 Areas:** Demographics - Perceptions

**Problem Statement 11:** Increase in the number of EL students that are not performing on grade level.

**Root Cause 11:** Lack of PD for teachers in implementing EL strategies.

**Problem Statement 11 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

### **Parent/Community Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals





Revised/Approved: June 15, 2021

**Goal 1:** The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

**Performance Objective 1:** The percent of English learners that score "Meets Grade Level" on STAAR Reading will increase from 34% (2019) to 39% by June 2022 considering also the COVID gap.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Reading, English EOC

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide researched-based PD to teachers to increase their knowledge and implementation of EL strategies. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement for EL students <b>Staff Responsible for Monitoring:</b> Principal, APs, GLAs, Instructional Coach <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Problem Statements:</b> Demographics 5 - Student Learning 5 - School Processes & Programs 6 <b>Funding Sources:</b> - 211 - Title 1-A	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
<b>Problem Statement 5:</b> Increase in the number of EL students that are not performing on grade level. <b>Root Cause:</b> Lack of PD for teachers in implementing EL strategies.
Student Learning
<b>Problem Statement 5:</b> Increase in the number of EL students that are not performing on grade level. <b>Root Cause:</b> Lack of PD for teachers in implementing EL strategies.
School Processes & Programs
<b>Problem Statement 6:</b> Increase in the number of EL students that are not performing on grade level. <b>Root Cause:</b> Lack of PD for teachers in implementing EL strategies.







**Goal 1:** The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

**Performance Objective 2:** By June 2022, EL students at ILTexas will increase the TELPAS performance level from 31% ( 2019) to, at least, 36% in 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** 2021 TELPAS

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Include Writing Across the Curriculum as a campus priority for all classes. <b>Strategy's Expected Result/Impact:</b> Increase in writing skills and student achievement for all students <b>Staff Responsible for Monitoring:</b> Principal, APs, IC, GLAs <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Demographics 5 - Student Learning 5 - School Processes & Programs 6 <b>Funding Sources:</b> - 211 - Title 1-A - \$3,000	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 2 Problem Statements:**





<b>Demographics</b>
<b>Problem Statement 5:</b> Increase in the number of EL students that are not performing on grade level. <b>Root Cause:</b> Lack of PD for teachers in implementing EL strategies.
<b>Student Learning</b>
<b>Problem Statement 5:</b> Increase in the number of EL students that are not performing on grade level. <b>Root Cause:</b> Lack of PD for teachers in implementing EL strategies.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 6:</b> Increase in the number of EL students that are not performing on grade level. <b>Root Cause:</b> Lack of PD for teachers in implementing EL strategies.

**Goal 2:** The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022.

**Performance Objective 1:** The percent of English learners that score "Meets Grade Level" on STAAR Math will increase from 35% (2019) to 40% by June 2022 taking also into consideration the COVID gaps that need to be addressed.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Math

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> After school and Saturday support for all students with a focus on EL students.  <b>Strategy's Expected Result/Impact:</b> Increase in student achievement as evidenced by an increase in students scores at the "Meets Level".  <b>Staff Responsible for Monitoring:</b> Principal, APs, Math Teachers, IC  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6  <b>Problem Statements:</b> Demographics 5 - Student Learning 1, 5 - School Processes &amp; Programs 3, 6  <b>Funding Sources:</b> - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.  <b>Strategy's Expected Result/Impact:</b> Increased Student Achievement  <b>Staff Responsible for Monitoring:</b> Principal, APs, Teachers, IC  <b>Title I Schoolwide Elements:</b> 3.1, 3.2  <b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 3</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 5:</b> Increase in the number of EL students that are not performing on grade level. <b>Root Cause:</b> Lack of PD for teachers in implementing EL strategies.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Students not performing at the Meets Performance Level <b>Root Cause:</b> Ineffective tier 1 instruction that meets the needs of all students</p>
<p><b>Problem Statement 5:</b> Increase in the number of EL students that are not performing on grade level. <b>Root Cause:</b> Lack of PD for teachers in implementing EL strategies.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 3:</b> Students not performing at the Meets Performance Level <b>Root Cause:</b> Ineffective tier 1 instruction that meets the needs of all students</p>
<p><b>Problem Statement 6:</b> Increase in the number of EL students that are not performing on grade level. <b>Root Cause:</b> Lack of PD for teachers in implementing EL strategies.</p>

**Goal 3:** The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2022.

**Performance Objective 1:** The percent of CCMR students that meet the requirement for Career or Military Ready will increase from 10% to 11% in 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** SAT, TSIA2, AP, DUAL- CREDIT, ASVAB

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure that teachers facilitating the courses for CPELA and CPMAT are progress monitoring student achievement weekly. <b>Strategy's Expected Result/Impact:</b> Increase in the number of students that are identified as college-ready. <b>Staff Responsible for Monitoring:</b> Principal, APS, Teachers of record. <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide study sessions for students preparing to take the TSI exam. <b>Strategy's Expected Result/Impact:</b> Increase in the number of students identified as college ready. <b>Staff Responsible for Monitoring:</b> Principal, APS, IC, Teachers of record <b>Title I Schoolwide Elements:</b> 2.5, 2.6 <b>Problem Statements:</b> Demographics 5 - Student Learning 5 - School Processes & Programs 6	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide digital resources including but not limited to computer hardware, computer software, peripherals, and industry based tools. <b>Strategy's Expected Result/Impact:</b> Increased academic performance and CCMR percentage. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Content Leads <b>TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Nov	Jan	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 5:</b> Increase in the number of EL students that are not performing on grade level. <b>Root Cause:</b> Lack of PD for teachers in implementing EL strategies.
Student Learning
<b>Problem Statement 1:</b> Students not performing at the Meets Performance Level <b>Root Cause:</b> Ineffective tier 1 instruction that meets the needs of all students
<b>Problem Statement 5:</b> Increase in the number of EL students that are not performing on grade level. <b>Root Cause:</b> Lack of PD for teachers in implementing EL strategies.

## School Processes & Programs

**Problem Statement 3:** Students not performing at the Meets Performance Level **Root Cause:** Ineffective tier 1 instruction that meets the needs of all students





**Problem Statement 6:** Increase in the number of EL students that are not performing on grade level. **Root Cause:** Lack of PD for teachers in implementing EL strategies.

**Goal 4:** The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2022.

**Performance Objective 1:** Secondary LOTE classes students will complete language performance assessments to demonstrate language proficiency as documented in their Seesaw language portfolio by the end of June 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** AAPPL

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure that all LOTE teachers are teaching to fidelity <b>Strategy's Expected Result/Impact:</b> Increase in student achievement and language proficiency <b>Staff Responsible for Monitoring:</b> Principal, APs, IC, LOTE teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 3	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Additional after school and Saturday support for students performing below expectations for language acquisition <b>Strategy's Expected Result/Impact:</b> Increase in language proficiency <b>Staff Responsible for Monitoring:</b> Principal, APs, LOTE Teachers, IC <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 3 <b>Funding Sources:</b> - 211 - Title 1-A - \$3,000	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
<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:**





<b>Student Learning</b>
<b>Problem Statement 1:</b> Students not performing at the Meets Performance Level <b>Root Cause:</b> Ineffective tier 1 instruction that meets the needs of all students
<b>School Processes &amp; Programs</b>
<b>Problem Statement 3:</b> Students not performing at the Meets Performance Level <b>Root Cause:</b> Ineffective tier 1 instruction that meets the needs of all students

**Goal 5:** The percent of teachers retained annually will increase from 76% to 80% by June 2022.

**Performance Objective 1:** By June 2022, ILTexas will coordinate a frequent and robust professional development plan for mentor teachers and APs over mentor teachers with a 25% greater time for training than previous year.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Track Frequency of Scheduled trainings for Mentors and Mentee teachers  
Track survey responses for ongoing Mentor sessions

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Designate specific time that mentors meet with mentees <b>Strategy's Expected Result/Impact:</b> Increase in frequency of meetings to ensure proper and timely support of new teacher <b>Staff Responsible for Monitoring:</b> Principal, APs, LOTE Teachers, IC <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> School Processes & Programs 4 - Perceptions 1	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Conference with new teachers 1 per grading cycle to praise, discuss performance, and offer support as needed. <b>Strategy's Expected Result/Impact:</b> Improved communication and stronger relationships <b>Staff Responsible for Monitoring:</b> Principal and APs <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Demographics 4 - School Processes & Programs 4 - Perceptions 1, 3	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
<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:**

<b>Demographics</b>
<b>Problem Statement 4:</b> 69 % teacher retention rate <b>Root Cause:</b> teachers feeling overwhelmed with increase of duties and responsibilities
<b>School Processes &amp; Programs</b>
<b>Problem Statement 4:</b> Communication is perceived as not effective <b>Root Cause:</b> Perceptions of too much, not enough, and/or the timeliness of information within the school community
<b>Perceptions</b>
<b>Problem Statement 1:</b> Communication is perceived as not effective <b>Root Cause:</b> Perceptions of too much, not enough, and/or the timeliness of information within the school community





## Perceptions

**Problem Statement 3:** 69 % teacher retention rate **Root Cause:** teachers feeling overwhelmed with increase of duties and responsibilities

**Goal 5:** The percent of teachers retained annually will increase from 76% to 80% by June 2022.

**Performance Objective 2:** Human Resources department will develop and maintain robust onboarding procedures to ensure a supportive school environment(May 2022). The onboarding plan of action will discuss in depth; policies, procedures, and protocols to support teachers and staff.

**Targeted or ESF High Priority**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure that communication between HR , campus and new hires are aligned and effective. <b>Strategy's Expected Result/Impact:</b> Decrease onboarding issues. <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Demographics 4 - Perceptions 3	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
<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 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 4:</b> 69 % teacher retention rate <b>Root Cause:</b> teachers feeling overwhelmed with increase of duties and responsibilities
<b>Perceptions</b>
<b>Problem Statement 3:</b> 69 % teacher retention rate <b>Root Cause:</b> teachers feeling overwhelmed with increase of duties and responsibilities



**Goal 5:** The percent of teachers retained annually will increase from 76% to 80% by June 2022.

**Performance Objective 3:** ILTexas comprehensive salary analysis to be completed by March 2022 will incentivize teacher and staff retention.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Join committee to give input on how to increase the number of teachers that are eligible for incentives <b>Strategy's Expected Result/Impact:</b> Increase number of teachers that are eligible for incentive pay <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Problem Statements:</b> Demographics 4 - Perceptions 3	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 3 Problem Statements:**





<b>Demographics</b>
<b>Problem Statement 4:</b> 69 % teacher retention rate <b>Root Cause:</b> teachers feeling overwhelmed with increase of duties and responsibilities
<b>Perceptions</b>
<b>Problem Statement 3:</b> 69 % teacher retention rate <b>Root Cause:</b> teachers feeling overwhelmed with increase of duties and responsibilities

**Goal 6:** Provide instructional material and tutorial services for students; opportunities for teachers, administrators, and district support staff to attend conferences/Professional development to strengthen their ability to support all students with a focus on ESL, DLI, and other programs that will increase student achievement at the Meets level in reading/English for English learners.

**Performance Objective 1:** Provide instructional material and tutorial services for students; opportunities for teachers, administrators, and district support staff to attend conferences/Professional development to strengthen their ability to support all students with a focus on ESL, DLI, and other programs.

**Evaluation Data Sources:** EOC results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hire consultants services, subject-matter experts to assist teachers, charter support staff, and administrators in strengthening their ability to support all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of EL students scoring at the Meets level on the English EOCs</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, IC, Teachers, charter level personnel.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Demographics 5 - Student Learning 5 - School Processes &amp; Programs 6</p> <p><b>Funding Sources:</b> - 263 - Title III</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> send campus staff and HQ staff to conferences to grow their knowledge and skills in order to best support all students, however particularly in ESL and DLI programs.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principals, APs, IC, Teachers, HQ support staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Demographics 5 - Student Learning 5 - School Processes &amp; Programs 6</p> <p><b>Funding Sources:</b> - 263 - Title III</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Purchase supplemental material and technology and provide professional development in implementing the materials IXL, Lead4ward, Imagine Language, Measuring Up, People's Education, Study Island, All in Learning)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, IC, Teachers, charter level personnel</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 5 - Student Learning 5 - School Processes &amp; Programs 6</p> <p><b>Funding Sources:</b> - 263 - Title III</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Newcomer ESL students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extended learning time, and parental engagement. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement and parental engagement <b>Staff Responsible for Monitoring:</b> Principal, APs, IC, Teachers HQ staff <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 <b>Problem Statements:</b> Demographics 5 - Student Learning 5 - School Processes & Programs 6 <b>Funding Sources:</b> - 263 - Title III	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide supplemental tutoring sessions to English learners <b>Strategy's Expected Result/Impact:</b> Acceleration of their performance on formative and state assessments <b>Staff Responsible for Monitoring:</b> Principal, APs, IC, Teachers HQ staff <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 263 - Title III	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> EL students will receive additional SAT prep <b>Strategy's Expected Result/Impact:</b> Increase in the number of EL students scoring in the middle to high percentile on the SAT <b>Staff Responsible for Monitoring:</b> Principal, APs, IC, Teachers HQ staff <b>Funding Sources:</b> - 263 - Title III	Formative			Summative
	Nov	Jan	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**


Demographics
<b>Problem Statement 5:</b> Increase in the number of EL students that are not performing on grade level. <b>Root Cause:</b> Lack of PD for teachers in implementing EL strategies.
Student Learning
<b>Problem Statement 5:</b> Increase in the number of EL students that are not performing on grade level. <b>Root Cause:</b> Lack of PD for teachers in implementing EL strategies.
School Processes & Programs
<b>Problem Statement 6:</b> Increase in the number of EL students that are not performing on grade level. <b>Root Cause:</b> Lack of PD for teachers in implementing EL strategies.


**Goal 7:** To improve the culture and climate of our campuses by the end of the 2021-2022 school year.


**Performance Objective 1:** The culture and climate of our campuses will improve 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 and security from 50% to 75% by the end of 2021-2022 school year.


**Evaluation Data Sources:** Student and family surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Bring in subject matter experts (such as but not limited to AIM for Success) and purchase resources (such as but not limited to purchasing kits for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety, and addressing the social-emotional health of our students).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased knowledge and awareness of safety and social-emotional health</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Nov	Jan	May	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

# State Compensatory

## Personnel for Keller Saginaw High

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
TBD	Instructional Coach		

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
TBD	Instructional Coach	Instructional Support	

# Plan Notes

ILTexas KSHS

CNA/CIP Notes

5/25/21

8:30am-9:30am

## Google Form Sign-In

Timestamp	Username	I attended the CNA/CIP Meeting on Tuesday 5/25 @ 8:30 am
2021/05/27 9:39:12 AM EST	avandeventer@iltexas.org	Yes
2021/05/27 12:21:54 PM EST	bleisy@iltexas.org	Yes
2021/05/28 1:53:02 PM EST	bleisy@iltexas.org	Yes
2021/06/01 9:00:15 PM EST	sschieler@iltexas.org	Yes
2021/07/27 3:26:23 PM EST	bwilliams1@iltexas.org	Yes
2021/07/27 3:26:27 PM EST	anevarez@iltexas.org	Yes
2021/07/27 3:30:34 PM EST	ssanders@iltexas.org	No
2021/07/27 3:51:01 PM EST	smartin1@iltexas.org	Yes
2021/07/27 4:03:51 PM EST	djordan@iltexas.org	Yes
2021/07/28 7:02:36 AM EST	abrown@iltexas.org	No

## Mission/Vision

- Welcome
  - Dr. Layne opened the meeting with the purpose of the meeting and reviewed the agenda
  - Recognition/sign-in of members of Campus Advisory Council
    - Members signed in via Google Form
    - Review the purpose of CNA/CIP
      - CNA- Campus data
        - Reviewed the summaries for Multiple Measures of Data
    - Demographics

- Increase in student population by 200 students
- Anticipating an increase in the Hispanic population (possible ELs)
- Increase in SPED population as identified from enrollment data
- Student Learning
  - Review EOC data (Red flags for Math and English I)
  - Increase in funding for additional student support during Eagle Academy
- School Processes & Programs
  - Need for improved communication
  - Need for campus-based issues to be addressed on campus with little to no HQ interference (causing slower response time)
- Perceptions
  - Need to increase positive communication with stakeholders
- All stakeholders given an opportunity to share feedback
  - Shalem Scheiler (graduating senior)- improve communication and response time to allow for proper planning and student notice
- Teachers requested more onsite training and support for current systems and processes
- Recruiting efforts:
  - More involvement in community events for exposure
  - Signage
  - Posters

Meeting adjourned



# Campus Funding Summary

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$3,000.00
2	1	1			\$10,000.00
4	1	2			\$3,000.00
<b>Sub-Total</b>					<b>\$16,000.00</b>
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1			\$0.00
6	1	2			\$0.00
6	1	3			\$0.00
6	1	4			\$0.00
6	1	5			\$0.00
6	1	6			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>Grand Total</b>					<b>\$16,000.00</b>

# Addendums