

International Leadership of Texas
Garland High
2022-2023 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 High School is a college preparatory experience focused on creating well rounded, global leaders possessing personal humility, cultural empathy, and social responsibility. Our graduates are prepared to start their journey, leave their mark, and begin their legacy. €

Motto

Others Before Self

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Comprehensive Needs Assessment

Demographics

Demographics Summary

International Leadership of Texas Garland High School is an open-enrollment public charter high school. We have capacity for a total of 800 students and 196 international students, and domestic students are enrolled via the district lottery procedures (Board Documents). Our college prep high school focuses on servant leadership and trilliteracy. In 2022-2023, our school will serve approximately 675, including 50 international students.

We will be serving students from various academic backgrounds that include public school, home school, private school and charter schools, from within Texas, various other states, and other countries. Our diverse student population is comprised of 66.84% Hispanic, 6.80% White, 14.97% Black, 8.27% Asian and 2.59% two or more. Further breakdown shows 59.93% Economically disadvantaged, 7.91% Gifted and Talented, 11.92% ESL, 5.63% SPED, and 6.24% 504. 100% of our students participate in a CTE pathway.

We have a dedicated, highly qualified staff of 48 teachers and 22 support personnel (including campus administrators, front office personnel, instructional aides, counselors, instructional coach, technology support, media specialist and a nurse) who believe in our mission and are committed to student success.

Demographics Strengths

ILTexas is a school of choice, which means that families make a determination to be part of the campus.

- Strengthens bonds between school and family. Students are here with a purpose.
- Diversity of Learners-
 1. International students from China, Korea, and Vietnam give all students a unique learning experience from most US high schools.
 2. Domestic students can come from a six county area which represents a diverse economic and social demographic.
 3. Domestic students represent a wide range of cultures, countries, and educational backgrounds.
- This diversity supports our core mission to 'prepare students for exceptional leadership roles in the international community.'

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 54% of all students taking advanced coursework (Advanced Placement and Dual Credit) are Economically Disadvantaged as opposed to 62% in total population. **Root Cause:** Lack of student and family understanding of the benefits of advanced coursework and willingness to commit to the additional requirements

Problem Statement 2 (Prioritized): Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish

and Chinese, based on AAPPL scores. **Root Cause:** Alignment of the course progression of advanced languages classes

Problem Statement 3 (Prioritized): We serve students from over 60 zip codes **Root Cause:** We are a school of choice

Problem Statement 4 (Prioritized): 38% of English 1 students, 24% of English 2, and 41% of Algebra 1 students did not meet 'approaches' or higher on STAAR EOC exams **Root Cause:** COVID learning gap and teacher vacancies

Student Learning

Student Learning Summary

Student Achievement as determined by the state EOC results:

2022 EOC	Approaches	Meets	Masters
	Percent	Percent	Percent
Algebra 1	59	24	9
Biology	82	50	13
English I	62	46	6
English II	76	58	3
US History	93	76	46

	Summarized Results				
	Total Students	Yearly Progress Indicator			
		Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels Higher
ILTexas Garland HS	203	70.91%	28.18%	0.91%	0%

Student Learning Strengths

- Best school rating in US News and World Report Best School
- 99% 4-year graduation rate
- \$20,500,000 in scholarships awarded

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 38 students failed STAAR EOC English or Math as 8th graders and 9th graders, requiring Accelerated Learning **Root Cause:** Impact of pandemic, teacher efficacy, remediation, student learning gaps.

Problem Statement 2 (Prioritized): There remains a significant salary gap between ILTexas and surrounding school districts **Root Cause:** Funding inequity between ISDs and Charter schools

Problem Statement 3 (Prioritized): Student attendance average 94.5 % (1.5% lower than pre-pandemic rates) **Root Cause:** Impact of COVID illnesses

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Problem Statement 5 (Prioritized): Only 29% of Emergent Bilingual students achieved one or more level growth in TELPAS **Root Cause:** COVID learning gap

Problem Statement 6 (Prioritized): Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. **Root Cause:** Alignment of the course progression of advanced languages classes

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Problem Statement 8 (Prioritized): There was an average of 6.3 personal absences per faculty member, with a total of 312.5 personal days taken among the 49 faculty members. Only 2 teachers had perfect attendance. **Root Cause:** Climate and teacher appreciation, longer school day.

School Processes & Programs

School Processes & Programs Summary

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 body, mind and character.

Teachers are issued lap top computers and every student is issued a Chromebooks. Teachers have access to a variety of instructional software and websites including Google Classroom, Skyward, Edmentum, MAP, Mathia, 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.

The Master Schedule supports teacher collaboration and input into decision making process by grouping grade level and content area teachers into specific professional learning communities. All teachers participate in a grade level and content PLC every other day. Each PLC is headed by a GLA (Grade Level) or Lead (Content Area) that promotes problem solving and decision making. Questions and concerns are captured weekly for every staff member via a "Red-Yellow-Green" google form that is individualized per teacher, but accessible by all members of campus leadership team. Committees are formed to find solutions and take action.

Students are educated using the Fitness curriculum which encourages students to be leaders, solving problems and implementing solutions, using the positive Core Leadership Traits. Students are enrolled in eight mandatory classes; English, Science, Mathematics, Social Studies, Mandarin Chinese, Spanish, Fitness, and Leadership. Students have two elective classes, to be chosen from a variety of options, including JROTC, Fine Arts (Dance, Theatre, Guitar, Band, Choir, Art), and Academic Electives (Computer Science, Academic Decathlon, Foreign Service and Diplomacy, Engineering, Digital Media, Political Science, Medical Terminology, Forensics). The schedule is a 90-minute block shedule, 5 classes meeting on A-days and 5 classes meeting on B-days.

Students have the opportunity to enroll in advanced academic coursework in 17 Advanced Placement classes and Dual Credit courses through a partnership with Richland College. A dedicated college counselor assists studetns and families in applying for college and financial aid.

Students participate in Student Government, and take a planning role in campus based assemblies and the Others Before Self Service project. Multicultural and Guidance assemblies are frequent on campus. Every student is required to complete 15 hours of community service per year, and actively participate in the grade level service project.

72 of 80 staff members are returning.

School Processes & Programs Strengths

- School has its own technology assistant.
- One to one chromebooks for students.
- Teachers have laptop and access to interactive white board in every room.
- Over 40 clubs and organizations - including many that are student created
- Grade Level and Content Area PLC provides support for all teachers - planning and student information
- Professional development through Region X, NMSI, College Board, Confucius Institute, in addition to campus and district based PD
- School has two guidance counselors and one college counselor
- School has RN

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There was an average of 6.3 personal absences per faculty member, with a total of 312.5 personal days taken among the 49 faculty members. Only 2 teachers had perfect attendance. **Root Cause:** Climate, inadequate teacher appreciation, longer school day.

Problem Statement 2 (Prioritized): 54% of all students taking advanced coursework (Advanced Placement and Dual Credit) are Economically Disadvantaged as opposed to 62% in total population. **Root Cause:** Lack of student and family understanding of the benefits of advanced coursework and willingness to commit to the additional requirements

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Problem Statement 8 (Prioritized): We serve students from over 60 zip codes **Root Cause:** We are a school of choice

Perceptions

Perceptions Summary

At IL Texas Garland students and staff feel safe. Students are empowered to improve our community through our "Others Before Self" project in which every student must research a community need, formulate a solution, present the solution to peers and then each grade level class chooses one project to implement.

At IL Texas our student's social and emotional health and safety is important to our service. Counselors and Leadership teachers us Rhithm as a check-in for SEL.

Students state the ILTexas pledge every morning during announcements, and can recite the ILTexas mission.

IL Texas Garland started the year with an active PTO. Parents met and approved the CNA and Parent Compact. Parent survey was a part of our data compiled over the last year. All grade levels are required to complete a service project that incorporate athlos characteristics to serve the greater community. All students are required to complete 60 hours of community service in order to graduate.

Parents are regularly contacted by teachers regarding both successes and areas of improvement. Students have constant access to student grades and progress through the Skyward parent portal.

Sunday Evening Message is sent home to parents every week to notify them of upcoming events. Communication is reinforced through FB, Remind, campus website and informal "Coffee with the Principal" meetings and Open Houses. At Open House and Coffee with the Principal - families have the opportunity to ask questions and interface face to face with members of staff. Parents are informed of absences, special messages and Homework Academy via School Messenger - in Spanish and English, and Remind101. We use WeChat to communicate with parents in China. Parents can use Parent Portal to track grades and absences.

Perceptions Strengths

Based upon the survey of students, staff, and community, our strengths include - strong sense of equality, strong sense of safety and very strong sense of a challenging and motivating curriculum. There is a community feeling to the school and a lack of 'cliques'.

Students planned and led the International Festival, and multiple cultural events throughout the year.

Student participation in extra-curriculars increased.

100% of seniors achieved service goal.

Problem Statements Identifying Perceptions Needs

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Priority Problem Statements

Problem Statement 1: 54% of all students taking advanced coursework (Advanced Placement and Dual Credit) are Economically Disadvantaged as opposed to 62% in total population.

Root Cause 1: Lack of student and family understanding of the benefits of advanced coursework and willingness to commit to the additional requirements

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

Problem Statement 2: Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores.

Root Cause 2: Alignment of the course progression of advanced languages classes

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

Problem Statement 4: 38 students failed STAAR EOC English or Math as 8th graders and 9th graders, requiring Accelerated Learning

Root Cause 4: Impact of pandemic, teacher efficacy, remediation, student learning gaps.

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

Problem Statement 10: There was an average of 6.3 personal absences per faculty member, with a total of 312.5 personal days taken among the 49 faculty members. Only 2 teachers had perfect attendance.

Root Cause 10: Climate, inadequate teacher appreciation, longer school day.

Problem Statement 10 Areas: School Processes & Programs - Perceptions

Problem Statement 5: There remains a significant salary gap between ILTexas and surrounding school districts

Root Cause 5: Funding inequity between ISDs and Charter schools

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

Problem Statement 7: There was an average of 6.3 personal absences per faculty member, with a total of 312.5 personal days taken among the 49 faculty members. Only 2 teachers had perfect attendance.

Root Cause 7: Climate and teacher appreciation, longer school day.

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

Problem Statement 3: We serve students from over 60 zip codes

Root Cause 3: We are a school of choice

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

Problem Statement 6: Student attendance average 94.5 % (1.5% lower than pre-pandemic rates)

Root Cause 6: Impact of COVID illnesses

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

Problem Statement 9: 38% of English 1 students, 24% of English 2, and 41% of Algebra 1 students did not meet 'approaches' or higher on STAAR EOC exams

Root Cause 9: COVID learning gap and teacher vacancies

Problem Statement 9 Areas: Demographics - Student Learning

Problem Statement 8: Only 29% of Emergent Bilingual students achieved one or more level growth in TELPAS

Root Cause 8: COVID learning gap

Problem Statement 8 Areas: Student Learning

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) 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 released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Section 504 data
- Homeless data
- Gifted and talented data

- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent 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
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: June 15, 2022

Goal 1: By the end of the 22-23 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 22-23 school year, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Reading/Language Arts and 25% of EB students will perform at the meets level of achievement on STAAR Reading/Language Arts.

Strategy 1 Details	Reviews			
Strategy 1: Utilization of Peer to Peer tutoring (NHS and Mentor to Mentors), and Mandatory Tutoring as needed Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates Staff Responsible for Monitoring: Associate Principal, Lead SPED teacher, Counselors Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2, 4 - Student Learning 1, 4, 6, 7 - School Processes & Programs 2, 3, 6 - Perceptions 1	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize supplemental instructional materials, computer/web based programs - ProjectEd, Rhithm, Study Island, Flocabulary, Edpuzzle, Measuring Up, MAP, Plato, Mathia, Bilingual dictionaries, leveled readers, READ 180, and MATH 180 and All in Learning to track progress. Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates Staff Responsible for Monitoring: AP Title I: 2.4, 2.5 Problem Statements: Demographics 1 - Student Learning 7 - School Processes & Programs 2 Funding Sources: - 211 - Title 1-A - \$12,000	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
Strategy 3: Use Saturday School and after-school tutoring and extended year services such as Summer School in order to provide additional instruction for students in Math, English, Science and Social Studies based on data analysis of student needs Strategy's Expected Result/Impact: Increase in student scores on state exams Staff Responsible for Monitoring: Associate Principal, GLAs Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 4 - Student Learning 1, 4, 5 - School Processes & Programs 3 Funding Sources: - 211 - Title 1-A - \$3,000	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
Strategy 4: 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. Strategy's Expected Result/Impact: 100% of Emergent Bilingual students will achieve a minimum of Approaches on STAAR Reading. Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1, 4 - Student Learning 1, 4, 7 - School Processes & Programs 2, 3 Funding Sources: Conference - 263 - Title III - \$3,000	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
Strategy 5: 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. Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in	Formative			Summative
	Nov	Jan	May	June

being successful at school. Provide online access to CNA/CIP.

Strategy's Expected Result/Impact: Increased student performance, increased parent engagement

Staff Responsible for Monitoring: AP

Title I:

4.1, 4.2

Problem Statements: Demographics 1, 4 - Student Learning 3, 4, 7 - School Processes & Programs 2, 5

Funding Sources: Teachers - 263 - Title III - \$1,500



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: 54% of all students taking advanced coursework (Advanced Placement and Dual Credit) are Economically Disadvantaged as opposed to 62% in total population. **Root Cause:** Lack of student and family understanding of the benefits of advanced coursework and willingness to commit to the additional requirements

Problem Statement 2: Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. **Root Cause:** Alignment of the course progression of advanced languages classes

Problem Statement 4: 38% of English 1 students, 24% of English 2, and 41% of Algebra 1 students did not meet 'approaches' or higher on STAAR EOC exams **Root Cause:** COVID learning gap and teacher vacancies

Student Learning

Problem Statement 1: 38 students failed STAAR EOC English or Math as 8th graders and 9th graders, requiring Accelerated Learning **Root Cause:** Impact of pandemic, teacher efficacy, remediation, student learning gaps.

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School Processes & Programs

Problem Statement 2: 54% of all students taking advanced coursework (Advanced Placement and Dual Credit) are Economically Disadvantaged as opposed to 62% in total population. **Root Cause:** Lack of student and family understanding of the benefits of advanced coursework and willingness to commit to the additional requirements

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Perceptions

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Goal 1: By the end of the 22-23 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 22-23 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.

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Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	May	June

Strategy 3: Use Saturday School and after-school tutoring to provide additional instruction for students in Math, English, Science and Social Studies





Strategy's Expected Result/Impact: Increase in student scores on state exams

Staff Responsible for Monitoring: Associate Principal, GLAs

Title I:
2.4, 2.5

Problem Statements: Demographics 4 - Student Learning 1, 4, 5 - School Processes & Programs 3

Funding Sources: - 211 - Title 1-A - \$3,000

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: 54% of all students taking advanced coursework (Advanced Placement and Dual Credit) are Economically Disadvantaged as opposed to 62% in total population. Root Cause: Lack of student and family understanding of the benefits of advanced coursework and willingness to commit to the additional requirements</p> <p>Problem Statement 2: Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. Root Cause: Alignment of the course progression of advanced languages classes</p> <p>Problem Statement 4: 38% of English 1 students, 24% of English 2, and 41% of Algebra 1 students did not meet 'approaches' or higher on STAAR EOC exams Root Cause: COVID learning gap and teacher vacancies</p>
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Goal 1: By the end of the 22-23 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: The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 74% to 77% by June 2023.

High Priority

Evaluation Data Sources: SAT, AP, DUAL CREDIT, CTE

Strategy 1 Details	Reviews			
Strategy 1: Schedule 100% seniors who have not CCMR by Aug 9, 2022 into a math or English class with College Bridge program. Strategy's Expected Result/Impact: 100% of seniors will complete CCMR readiness in both English and Math Staff Responsible for Monitoring: Associate Title I: 2.5 Problem Statements: Demographics 4 - Student Learning 4	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Campus will use Title funds to facilitate student registration of AP Exams. Strategy's Expected Result/Impact: Increased enrollment in AP exams Staff Responsible for Monitoring: Associate Principal Title I: 2.5 Problem Statements: Demographics 1 - Student Learning 7 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
Strategy 3: Provide Career & Technical Education resources including but not limited to teacher professional development, hardware, software, peripherals, online resources, and industry-based tools to support the established Programs of Study. Strategy's Expected Result/Impact: increased efficacy of CTE programs	Formative			Summative
	Nov	Jan	May	June

Staff Responsible for Monitoring: CTE Lead, AP Title I: 2.5 Problem Statements: Demographics 1 - Student Learning 7 - School Processes & Programs 2				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: 54% of all students taking advanced coursework (Advanced Placement and Dual Credit) are Economically Disadvantaged as opposed to 62% in total population. Root Cause: Lack of student and family understanding of the benefits of advanced coursework and willingness to commit to the additional requirements Problem Statement 4: 38% of English 1 students, 24% of English 2, and 41% of Algebra 1 students did not meet 'approaches' or higher on STAAR EOC exams Root Cause: COVID learning gap and teacher vacancies
Student Learning
Problem Statement 4: 38% of English 1 students, 24% of English 2, and 41% of Algebra 1 students did not meet 'approaches' or higher on STAAR EOC exams Root Cause: COVID learning gap and teacher vacancies Problem Statement 7: 54% of all students taking advanced coursework (Advanced Placement and Dual Credit) are Economically Disadvantaged as opposed to 62% in total population. Root Cause: Lack of student and family understanding of the benefits of advanced coursework and willingness to commit to the additional requirements
School Processes & Programs
Problem Statement 2: 54% of all students taking advanced coursework (Advanced Placement and Dual Credit) are Economically Disadvantaged as opposed to 62% in total population. Root Cause: Lack of student and family understanding of the benefits of advanced coursework and willingness to commit to the additional requirements

Goal 1: By the end of the 22-23 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 22-23 school year, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Social Studies and 25% of EB students will perform at the meets level of achievement on STAAR Social Studies.

Strategy 1 Details	Reviews			
Strategy 1: Utilization of Peer to Peer tutoring (NHS and Mentor to Mentors), and Mandatory Tutoring as needed Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates Staff Responsible for Monitoring: Associate Principal, Lead SPED teacher, Counselors Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2, 4 - Student Learning 1, 4, 6, 7 - School Processes & Programs 2, 3, 6 - Perceptions 1	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize supplemental instructional materials, computer/web based programs - ProjectEd, Rhithm, Study Island, Flocabulary, Edpuzzle, Measuring Up, MAP, Plato, Mathia, READ 180, and MATH 180 and All in Learning to track progress. Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates Staff Responsible for Monitoring: AP Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 4 - Student Learning 4 Funding Sources: - 211 - Title 1-A - \$12,000	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
Strategy 3: Use Saturday School and after-school tutoring to provide additional instruction for students in Math, English, Science and Social Studies Strategy's Expected Result/Impact: Increase in student scores on state exams Staff Responsible for Monitoring: Associate Principal, GLAs Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 4 - Student Learning 1, 4, 5 - School Processes & Programs 3 Funding Sources: - 211 - Title 1-A - \$3,000	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
Strategy 4: Utilization of Peer to Peer tutoring (NHS and Mentor to Mentors), and Mandatory Tutoring as needed Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates Staff Responsible for Monitoring: Associate Principal, Lead SPED teacher, Counselors Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2, 4 - Student Learning 1, 4, 6, 7 - School Processes & Programs 2, 3, 6 - Perceptions 1	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
Strategy 5: Utilize supplemental instructional materials, computer/web based programs - ProjectEd, Rhithm, Study Island, Flocabulary, Edpuzzle, Measuring Up, MAP, Plato, Mathia, READ 180, and MATH 180 and All in Learning to track progress. Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates Staff Responsible for Monitoring: AP Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 4 - Student Learning 4 Funding Sources: - 211 - Title 1-A - \$12,000	Formative			Summative
	Nov	Jan	May	June

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	May	June

Strategy 6: Use Saturday School and after-school tutoring to provide additional instruction for students in Math, English, Science and Social Studies





Strategy's Expected Result/Impact: Increase in student scores on state exams

Staff Responsible for Monitoring: Associate Principal, GLAs

Title I:
2.4, 2.5, 2.6

Problem Statements: Demographics 4 - Student Learning 1, 4, 5 - School Processes & Programs 3

Funding Sources: - 211 - Title 1-A - \$3,000

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: 54% of all students taking advanced coursework (Advanced Placement and Dual Credit) are Economically Disadvantaged as opposed to 62% in total population. Root Cause: Lack of student and family understanding of the benefits of advanced coursework and willingness to commit to the additional requirements</p> <p>Problem Statement 2: Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. Root Cause: Alignment of the course progression of advanced languages classes</p> <p>Problem Statement 4: 38% of English 1 students, 24% of English 2, and 41% of Algebra 1 students did not meet 'approaches' or higher on STAAR EOC exams Root Cause: COVID learning gap and teacher vacancies</p>
Student Learning
<p>Problem Statement 1: 38 students failed STAAR EOC English or Math as 8th graders and 9th graders, requiring Accelerated Learning Root Cause: Impact of pandemic, teacher efficacy, remediation, student learning gaps.</p> <p>Problem Statement 4: 38% of English 1 students, 24% of English 2, and 41% of Algebra 1 students did not meet 'approaches' or higher on STAAR EOC exams Root Cause: COVID learning gap and teacher vacancies</p> <p>Problem Statement 5: Only 29% of Emergent Bilingual students achieved one or more level growth in TELPAS Root Cause: COVID learning gap</p> <p>Problem Statement 6: Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. Root Cause: Alignment of the course progression of advanced languages classes</p> <p>Problem Statement 7: 54% of all students taking advanced coursework (Advanced Placement and Dual Credit) are Economically Disadvantaged as opposed to 62% in total population. Root Cause: Lack of student and family understanding of the benefits of advanced coursework and willingness to commit to the additional requirements</p>
School Processes & Programs
<p>Problem Statement 2: 54% of all students taking advanced coursework (Advanced Placement and Dual Credit) are Economically Disadvantaged as opposed to 62% in total population. Root Cause: Lack of student and family understanding of the benefits of advanced coursework and willingness to commit to the additional requirements</p> <p>Problem Statement 3: 38 students failed STAAR EOC English or Math as 8th graders and 9th graders, requiring Accelerated Learning Root Cause: Impact of pandemic, teacher efficacy, remediation, student learning gaps.</p>

School Processes & Programs
Problem Statement 6: Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. Root Cause: Alignment of the course progression of advanced languages classes
Perceptions
Problem Statement 1: Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. Root Cause: Alignment of the course progression of advanced languages classes

Goal 1: By the end of the 22-23 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 5: By the end of the 22-23 school year, 70% of ILTexas students will increase performance on traditionally low standards on 5th grade STAAR Science and 8th grade STAAR Science. 50% of ILTexas high school freshmen will increase performance on traditionally low standards on G9 Bio STAAR EOC

Strategy 1 Details	Reviews			
Strategy 1: Utilization of Peer to Peer tutoring (NHS and Mentor to Mentors), and Mandatory Tutoring as needed Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates Staff Responsible for Monitoring: Associate Principal, Lead SPED teacher, Counselors Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2, 4 - Student Learning 1, 4, 6, 7 - School Processes & Programs 2, 3, 6 - Perceptions 1	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize supplemental instructional materials, computer/web based programs - ProjectEd, Rhithm, Study Island, Flocabulary, Edpuzzle, Measuring Up, MAP, Plato, Mathia, READ 180, and MATH 180 and All in Learning to track progress. Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates Staff Responsible for Monitoring: AP Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 4 - Student Learning 4 Funding Sources: - 211 - Title 1-A - \$12,000	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	May	June

Strategy 3: Use Saturday School and after-school tutoring to provide additional instruction for students in Math, English, Science and Social Studies





Strategy's Expected Result/Impact: Increase in student scores on state exams

Staff Responsible for Monitoring: Associate Principal, GLAs

Title I:
2.4, 2.5, 2.6

Problem Statements: Demographics 4 - Student Learning 1, 4, 5 - School Processes & Programs 3

Funding Sources: - 211 - Title 1-A - \$3,000

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: 54% of all students taking advanced coursework (Advanced Placement and Dual Credit) are Economically Disadvantaged as opposed to 62% in total population. Root Cause: Lack of student and family understanding of the benefits of advanced coursework and willingness to commit to the additional requirements</p> <p>Problem Statement 2: Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. Root Cause: Alignment of the course progression of advanced languages classes</p> <p>Problem Statement 4: 38% of English 1 students, 24% of English 2, and 41% of Algebra 1 students did not meet 'approaches' or higher on STAAR EOC exams Root Cause: COVID learning gap and teacher vacancies</p>
Student Learning
<p>Problem Statement 1: 38 students failed STAAR EOC English or Math as 8th graders and 9th graders, requiring Accelerated Learning Root Cause: Impact of pandemic, teacher efficacy, remediation, student learning gaps.</p> <p>Problem Statement 4: 38% of English 1 students, 24% of English 2, and 41% of Algebra 1 students did not meet 'approaches' or higher on STAAR EOC exams Root Cause: COVID learning gap and teacher vacancies</p> <p>Problem Statement 5: Only 29% of Emergent Bilingual students achieved one or more level growth in TELPAS Root Cause: COVID learning gap</p> <p>Problem Statement 6: Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. Root Cause: Alignment of the course progression of advanced languages classes</p> <p>Problem Statement 7: 54% of all students taking advanced coursework (Advanced Placement and Dual Credit) are Economically Disadvantaged as opposed to 62% in total population. Root Cause: Lack of student and family understanding of the benefits of advanced coursework and willingness to commit to the additional requirements</p>
School Processes & Programs
<p>Problem Statement 2: 54% of all students taking advanced coursework (Advanced Placement and Dual Credit) are Economically Disadvantaged as opposed to 62% in total population. Root Cause: Lack of student and family understanding of the benefits of advanced coursework and willingness to commit to the additional requirements</p> <p>Problem Statement 3: 38 students failed STAAR EOC English or Math as 8th graders and 9th graders, requiring Accelerated Learning Root Cause: Impact of pandemic, teacher efficacy, remediation, student learning gaps.</p>





School Processes & Programs
Problem Statement 6: Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. Root Cause: Alignment of the course progression of advanced languages classes
Perceptions
Problem Statement 1: Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. Root Cause: Alignment of the course progression of advanced languages classes

Goal 1: By the end of the 22-23 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 6: By the end of the 22-23 school year, ILTexas students enrolled in the Special Education program will maintain a Meets achievement standard at a 9% rate for Math and a 10% rate for English Language Arts and Reading state assessments.

Evaluation Data Sources: MAP, Interim assessments, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Utilization of Peer to Peer tutoring (NHS and Mentor to Mentors), and Mandatory Tutoring as needed Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates Staff Responsible for Monitoring: Associate Principal, Lead SPED teacher, Counselors Title I: 2.4, 2.5 Problem Statements: Demographics 1, 2, 4 - Student Learning 1, 4, 6, 7 - School Processes & Programs 2, 3, 6 - Perceptions 1	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize supplemental instructional materials, computer/web based programs - ProjectEd, Rhithm, Study Island, Flocabulary, Edpuzzle, Measuring Up, MAP, Plato, Mathia, READ 180, and MATH 180 and All in Learning to track progress. Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates Staff Responsible for Monitoring: AP Title I: 2.4, 2.5 Problem Statements: Demographics 4 - Student Learning 4 Funding Sources: - 211 - Title 1-A - \$12,000	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details		Reviews			
Strategy 3: Use Saturday School and after-school tutoring to provide additional instruction for students in Math, English, Science and Social Studies Strategy's Expected Result/Impact: Increase in student scores on state exams Staff Responsible for Monitoring: Associate Principal, GLAs Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 4 - Student Learning 1, 4, 5 - School Processes & Programs 3 Funding Sources: - 211 - Title 1-A - \$3,000		Formative			Summative
		Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 6 Problem Statements:





Demographics
Problem Statement 1: 54% of all students taking advanced coursework (Advanced Placement and Dual Credit) are Economically Disadvantaged as opposed to 62% in total population. Root Cause: Lack of student and family understanding of the benefits of advanced coursework and willingness to commit to the additional requirements Problem Statement 2: Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. Root Cause: Alignment of the course progression of advanced languages classes Problem Statement 4: 38% of English 1 students, 24% of English 2, and 41% of Algebra 1 students did not meet 'approaches' or higher on STAAR EOC exams Root Cause: COVID learning gap and teacher vacancies
Student Learning
Problem Statement 1: 38 students failed STAAR EOC English or Math as 8th graders and 9th graders, requiring Accelerated Learning Root Cause: Impact of pandemic, teacher efficacy, remediation, student learning gaps. Problem Statement 4: 38% of English 1 students, 24% of English 2, and 41% of Algebra 1 students did not meet 'approaches' or higher on STAAR EOC exams Root Cause: COVID learning gap and teacher vacancies Problem Statement 5: Only 29% of Emergent Bilingual students achieved one or more level growth in TELPAS Root Cause: COVID learning gap Problem Statement 6: Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. Root Cause: Alignment of the course progression of advanced languages classes Problem Statement 7: 54% of all students taking advanced coursework (Advanced Placement and Dual Credit) are Economically Disadvantaged as opposed to 62% in total population. Root Cause: Lack of student and family understanding of the benefits of advanced coursework and willingness to commit to the additional requirements
School Processes & Programs
Problem Statement 2: 54% of all students taking advanced coursework (Advanced Placement and Dual Credit) are Economically Disadvantaged as opposed to 62% in total population. Root Cause: Lack of student and family understanding of the benefits of advanced coursework and willingness to commit to the additional requirements Problem Statement 3: 38 students failed STAAR EOC English or Math as 8th graders and 9th graders, requiring Accelerated Learning Root Cause: Impact of pandemic, teacher efficacy, remediation, student learning gaps.

School Processes & Programs
Problem Statement 6: Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. Root Cause: Alignment of the course progression of advanced languages classes
Perceptions
Problem Statement 1: Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. Root Cause: Alignment of the course progression of advanced languages classes

Goal 1: By the end of the 22-23 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 7: 90% of students will receive credit for 100% of their courses at the end of the 2022-23 school year.





Evaluation Data Sources: Skyward Failure Report

Strategy 1 Details	Reviews			
Strategy 1: 1 to 1 Chromebook to Student ratio - while also utilizing supplemental instructional materials, computer/web based programs including: Mathia, Read 180, Math 180, Study Island, Plato, Kuder, Google Classroom, Flubaroo and Kahoot. Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates Staff Responsible for Monitoring: Associate Principal and GLAs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: By the end of the 22-23 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 8: By the end of the 22-23 school year, students' learning readiness indicator as measured by Rhithm, will increase 10% with the help of subject matter experts and specialized programs/resources aimed at improving the social emotional health of our students with a focus on safety.

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





Strategy 1 Details	Reviews			
Strategy 1: Bring in subject matter experts (such as but not limited to Youth Equipped to Succeed) and purchase resources (such as but not limit to SEL and mental health curriculum for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students) to improve students' readiness to learn. Strategy's Expected Result/Impact: Improve learning readiness as measured by Rhithm. Staff Responsible for Monitoring: Principal, APs, Counselors Title I: 2.5, 2.6 Problem Statements: Student Learning 1 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 8 Problem Statements:

Student Learning
Problem Statement 1: 38 students failed STAAR EOC English or Math as 8th graders and 9th graders, requiring Accelerated Learning Root Cause: Impact of pandemic, teacher efficacy, remediation, student learning gaps.
School Processes & Programs
Problem Statement 3: 38 students failed STAAR EOC English or Math as 8th graders and 9th graders, requiring Accelerated Learning Root Cause: Impact of pandemic, teacher efficacy, remediation, student learning gaps.

Goal 2: By the end of the 22-23 school year, at least 75% of students graduate meeting language (students enrolled at ILTexas 7 years or more are 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 22-23 school year, 90% of K-12 fine art students will be successful in completing the specific TEKS required for all fine art courses.

Strategy 1 Details	Reviews			
Strategy 1: 100% of Fine Arts teachers will receive content specific professional development. Strategy's Expected Result/Impact: Increased teacher efficacy Staff Responsible for Monitoring: AP, Director of Fine Arts Title I: 2.5 Problem Statements: Student Learning 3 - School Processes & Programs 5	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Student attendance average 94.5 % (1.5% lower than pre-pandemic rates) Root Cause: Impact of COVID illnesses
School Processes & Programs
Problem Statement 5: Student attendance average 94.5 % (1.5% lower than pre-pandemic rates) Root Cause: Impact of COVID illnesses

Goal 2: By the end of the 22-23 school year, at least 75% of students graduate meeting language (students enrolled at ILTexas 7 years or more are 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 22-23 school year, the percentage of seniors receiving trilingual cord will increase from 40% to 45%.

Evaluation Data Sources: AAPPL Chinese & Spanish.





Strategy 1 Details	Reviews			
Strategy 1: 100% of LOTE teachers will receive content specific professional development. Strategy's Expected Result/Impact: Increased Teacher Efficacy Staff Responsible for Monitoring: AP, Director of Spanish, Director of Chinese, IC Title I: 2.5 Problem Statements: Demographics 2 - Student Learning 6 - School Processes & Programs 6 - Perceptions 1	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. Root Cause: Alignment of the course progression of advanced languages classes
Student Learning
Problem Statement 6: Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. Root Cause: Alignment of the course progression of advanced languages classes
School Processes & Programs
Problem Statement 6: Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. Root Cause: Alignment of the course progression of advanced languages classes
Perceptions
Problem Statement 1: Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. Root Cause: Alignment of the course progression of advanced languages classes

Goal 2: By the end of the 22-23 school year, at least 75% of students graduate meeting language (students enrolled at ILTexas 7 years or more are 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 22-23 school year, 100% of students in 12th grade students will be tested by AAPPL Chinese and Spanish and receive score reports.

Strategy 1 Details	Reviews			
Strategy 1: Campus Testing Coordinator will need to follow district assessment calendar and attend AAPPL trainings. LOTE teachers will prepare students for AAPPL testing. Strategy's Expected Result/Impact: The completion rate of AAPPL Chinese and Spanish testing will increase. Staff Responsible for Monitoring: CTC Title I: 2.5 Problem Statements: Demographics 2 - Student Learning 6 - School Processes & Programs 6 - Perceptions 1	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. Root Cause: Alignment of the course progression of advanced languages classes
Student Learning
Problem Statement 6: Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. Root Cause: Alignment of the course progression of advanced languages classes
School Processes & Programs
Problem Statement 6: Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. Root Cause: Alignment of the course progression of advanced languages classes
Perceptions
Problem Statement 1: Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. Root Cause: Alignment of the course progression of advanced languages classes

Goal 3: By the end of the 22-23 school year ILTexas will retain 75% of teachers, an increase from 74% achieved in the 2021-22 school year.

Performance Objective 1: ILTexas will provide onboarding training for all new teachers in the classroom.

Strategy 1 Details	Reviews			
Strategy 1: Before new teachers enter a classroom, new teacher onboarding and training will be provided by the curriculum departments who support the content the teacher will teach. Strategy's Expected Result/Impact: Increased teacher efficacy and retention Staff Responsible for Monitoring: HR, Principal, IC Title I: 2.5 Problem Statements: Student Learning 1, 2, 8 - School Processes & Programs 1, 3, 4, 7 - Perceptions 2, 3	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Title 1 Instructional Coach to increase teacher support, classroom management, and increase student achievement through classroom modeling Strategy's Expected Result/Impact: Increase teacher efficacy Staff Responsible for Monitoring: Director of PD, Campus Admin Title I: 2.5, 2.6 Problem Statements: Demographics 4 - Student Learning 1, 2, 4, 8 - School Processes & Programs 3, 4, 7 - Perceptions 2	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
Strategy 3: ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff in order to strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Reading assessment	Formative			Summative
	Nov	Jan	May	June

<p>Strategy's Expected Result/Impact: Increased staff efficacy and retention</p> <p>Staff Responsible for Monitoring: IC, AP, GLA, District Curriculum</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2, 4 - Student Learning 1, 2, 4, 6, 8 - School Processes & Programs 3, 4, 6, 7 - Perceptions 1, 2</p> <p>Funding Sources: Subject Matter Experts - 263 - Title III - \$2,000</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. Root Cause: Alignment of the course progression of advanced languages classes</p>
<p>Problem Statement 4: 38% of English 1 students, 24% of English 2, and 41% of Algebra 1 students did not meet 'approaches' or higher on STAAR EOC exams Root Cause: COVID learning gap and teacher vacancies</p>
Student Learning
<p>Problem Statement 1: 38 students failed STAAR EOC English or Math as 8th graders and 9th graders, requiring Accelerated Learning Root Cause: Impact of pandemic, teacher efficacy, remediation, student learning gaps.</p>
<p>Problem Statement 2: There remains a significant salary gap between ILTexas and surrounding school districts Root Cause: Funding inequity between ISDs and Charter schools</p>
<p>Problem Statement 4: 38% of English 1 students, 24% of English 2, and 41% of Algebra 1 students did not meet 'approaches' or higher on STAAR EOC exams Root Cause: COVID learning gap and teacher vacancies</p>
<p>Problem Statement 6: Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. Root Cause: Alignment of the course progression of advanced languages classes</p>
<p>Problem Statement 8: There was an average of 6.3 personal absences per faculty member, with a total of 312.5 personal days taken among the 49 faculty members. Only 2 teachers had perfect attendance. Root Cause: Climate and teacher appreciation, longer school day.</p>
School Processes & Programs
<p>Problem Statement 1: There was an average of 6.3 personal absences per faculty member, with a total of 312.5 personal days taken among the 49 faculty members. Only 2 teachers had perfect attendance. Root Cause: Climate, inadequate teacher appreciation, longer school day.</p>
<p>Problem Statement 3: 38 students failed STAAR EOC English or Math as 8th graders and 9th graders, requiring Accelerated Learning Root Cause: Impact of pandemic, teacher efficacy, remediation, student learning gaps.</p>

School Processes & Programs

Problem Statement 4: There remains a significant salary gap between ILTexas and surrounding school districts **Root Cause:** Funding inequity between ISDs and Charter schools

Problem Statement 6: Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. **Root Cause:** Alignment of the course progression of advanced languages classes

Problem Statement 7: There was an average of 6.3 personal absences per faculty member, with a total of 312.5 personal days taken among the 49 faculty members. Only 2 teachers had perfect attendance. **Root Cause:** Climate and teacher appreciation, longer school day.

Perceptions





Problem Statement 1: Only 50% of seniors achieved tri-literacy language cord acknowledgement, indicating intermediate or greater proficiency in English, Spanish and Chinese, based on AAPPL scores. **Root Cause:** Alignment of the course progression of advanced languages classes

Problem Statement 2: There was an average of 6.3 personal absences per faculty member, with a total of 312.5 personal days taken among the 49 faculty members. Only 2 teachers had perfect attendance. **Root Cause:** Climate and teacher appreciation, longer school day.

Problem Statement 3: There was an average of 6.3 personal absences per faculty member, with a total of 312.5 personal days taken among the 49 faculty members. Only 2 teachers had perfect attendance. **Root Cause:** Climate, inadequate teacher appreciation, longer school day.

Goal 3: By the end of the 22-23 school year ILTexas will retain 75% of teachers, an increase from 74% achieved in the 2021-22 school year.

Performance Objective 2: By the end of 2022-23 we will increase the percent retention of our special education, math and reading teachers by 1%.

Strategy 1 Details	Reviews			
Strategy 1: Title 1 Instructional Coach to increase teacher support, classroom management, and increase student achievement through classroom modeling Strategy's Expected Result/Impact: Increase teacher efficacy Staff Responsible for Monitoring: Director of PD, Campus Admin Title I: 2.5, 2.6 Problem Statements: Demographics 4 - Student Learning 1, 2, 4, 8 - School Processes & Programs 3, 4, 7 - Perceptions 2	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Create incentive program for staff attendance. Strategy's Expected Result/Impact: Increased attendance for staff Staff Responsible for Monitoring: Campus Admin Title I: 2.5 Problem Statements: Student Learning 8 - School Processes & Programs 7 - Perceptions 2	Formative			Summative
	Nov	Jan	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: 38% of English 1 students, 24% of English 2, and 41% of Algebra 1 students did not meet 'approaches' or higher on STAAR EOC exams Root Cause: COVID learning gap and teacher vacancies
Student Learning
Problem Statement 1: 38 students failed STAAR EOC English or Math as 8th graders and 9th graders, requiring Accelerated Learning Root Cause: Impact of pandemic, teacher efficacy, remediation, student learning gaps. Problem Statement 2: There remains a significant salary gap between ILTexas and surrounding school districts Root Cause: Funding inequity between ISDs and Charter schools

Student Learning

Problem Statement 4: 38% of English 1 students, 24% of English 2, and 41% of Algebra 1 students did not meet 'approaches' or higher on STAAR EOC exams **Root Cause:** COVID learning gap and teacher vacancies

Problem Statement 8: There was an average of 6.3 personal absences per faculty member, with a total of 312.5 personal days taken among the 49 faculty members. Only 2 teachers had perfect attendance. **Root Cause:** Climate and teacher appreciation, longer school day.

School Processes & Programs

Problem Statement 3: 38 students failed STAAR EOC English or Math as 8th graders and 9th graders, requiring Accelerated Learning **Root Cause:** Impact of pandemic, teacher efficacy, remediation, student learning gaps.

Problem Statement 4: There remains a significant salary gap between ILTexas and surrounding school districts **Root Cause:** Funding inequity between ISDs and Charter schools

Problem Statement 7: There was an average of 6.3 personal absences per faculty member, with a total of 312.5 personal days taken among the 49 faculty members. Only 2 teachers had perfect attendance. **Root Cause:** Climate and teacher appreciation, longer school day.

Perceptions

Problem Statement 2: There was an average of 6.3 personal absences per faculty member, with a total of 312.5 personal days taken among the 49 faculty members. Only 2 teachers had perfect attendance. **Root Cause:** Climate and teacher appreciation, longer school day.

Campus Funding Summary

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$12,000.00
1	1	3			\$3,000.00
1	2	2			\$12,000.00
1	2	3			\$3,000.00
1	4	2			\$12,000.00
1	4	3			\$3,000.00
1	4	5			\$12,000.00
1	4	6			\$3,000.00
1	5	2			\$12,000.00
1	5	3			\$3,000.00
1	6	2			\$12,000.00
1	6	3			\$3,000.00
Sub-Total					\$90,000.00
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Conference		\$3,000.00
1	1	5	Teachers		\$1,500.00
3	1	3	Subject Matter Experts		\$2,000.00
Sub-Total					\$6,500.00