

**International Leadership of Texas**  
**Lancaster 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

Our vision is to see our community filled with graduates making a positive impact on our local and global community. We see our school as a safe, encouraging, and visionary campus where we help student to see their value and potential and work daily to allow them opportunities to honor both.

## Value Statement

Others Before Self

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

International Leadership of Texas – Lancaster Desoto High School is an open enrollment public charter school serving 9th, 10th, 11th, and 12th grade students. This will be the fifth year of the campus. The projected enrollment based on parent completion of intent to return is 295 students. Graduated first class - graduating class of 27 students.

### Student Demographics

Female - approximately 60%

Male - approximately 40%

Hispanic - approximately 38%

Black - African American - approximately - 53%

White - approximately 5%

Two or More approximately 2%

International Leadership of Texas Lancaster Desoto High School is an open-enrollment public charter high school. We have capacity for a total of 340 students.

### Demographics Strengths

#### Demographic Strengths

International Leadership of Texas – Lancaster Desoto High School is a school of choice that pulls students from a wide geographic area in the southern Dallas area. This equates to creating a diverse student population that aligns firmly with our mission of building leaders in the international community. Most students come from Lancaster as feeder school is in Lancaster. Next, would be number of students from Desoto, as school is physically located in Desoto. Many transfers in from Desoto, and Lancaster iSD's. Students also come from City of Dallas, Hutchins, Cedar Hill and other surrounding areas.

Campus Diversity well represented at LDHS

We have a diverse staff ranging from local area residents, Chinese, Colombian, Thailand, other parts of Texas. Aligns well with the mission of international community.

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

**Problem Statement 1 (Prioritized):** Need increased number of students attending mandatory tutoring with consistency from Day 1 **Root Cause:** Adapting and adopting back to normal pre-COVID school year procedures and consistencies

**Problem Statement 2 (Prioritized):** Attendance - 4-5% points below of what our goal is **Root Cause:** Adapting and adopting back to normal pre-COVID school year procedures and consistencies (Truancy Filings, and incentives)

**Problem Statement 3 (Prioritized):** High number of preps per teachers - adversely affects ability to fully prepare lesson plans in depth **Root Cause:** increased enrollment could support additional staffing

# Student Learning

## Student Learning Summary

<b>English 1</b>	<b>DNM</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>State</b>	37%	15%	37%	11%
<b>Region 10</b>	36%	14%	37%	13%
<b>ILTexas</b>	35%	17%	40%	8%
<b>LDHS</b>	52%	20%	27%	1%

<b>English 2</b>	<b>DNM</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>State</b>	29%	14%	48%	9%
<b>Region 10</b>	29%	13%	48%	10%
<b>ILTexas</b>	26%	15%	53%	6%
<b>LDHS</b>	37%	19%	44%	0%

<b>Algebra 1</b>	<b>DNM</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>State</b>	28%	28%	16%	28%
<b>Region 10</b>	27%	26%	16%	32%
<b>ILTexas</b>	27%	36%	16%	21%
<b>LDHS</b>	26%	47%	14%	13%

<b>Biology</b>	<b>DNM</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>State</b>	19%	26%	34%	22%
<b>Region 10</b>	17%	24%	34%	25%
<b>ILTexas</b>	22%	33%	35%	10%
<b>LDHS</b>	23%	39%	35%	3%

<b>US History</b>	<b>DNM</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>State</b>	11%	19%	27%	43%
<b>Region 10</b>	12%	19%	26%	43%

<b>US History</b>	<b>DNM</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>ILTexas</b>	7%	22%	30%	41%
<b>LDHS</b>	13%	21%	38%	28%

### **Student Learning Strengths**

Students performed well absent a Biology for the entire school year - 13% points above the state average

Students performed at approaches and passing - 19% points ahead of the State

Students performed 11% above state average in MEETS category for US History

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Teacher vacancies and high number of subs impacted learning **Root Cause:** COVID-19 and high stress level contributed to vacancy and resignations (leaving education)

**Problem Statement 2 (Prioritized):** Need increased number of students attending mandatory tutoring with consistency from Day 1 **Root Cause:** Adapting and adopting back to normal pre-COVID school year procedures and consistencies

**Problem Statement 3 (Prioritized):** Attendance - 4-5% points below of what our goal is **Root Cause:** Adapting and adopting back to normal pre-COVID school year procedures and consistencies (Truancy Filings, and incentives)

**Problem Statement 4 (Prioritized):** Increased training and learning opportunities for Emerging Bilinguals - utilize Seidlitz and IXL **Root Cause:** Need more training in IXL and implementation of SEidlitz

**Problem Statement 5 (Prioritized):** Attendance - needs to be 4-5% higher average per day **Root Cause:** Changing registrar, attendance clerk, and lack of incentives for greater attendance

**Problem Statement 6 (Prioritized):** No building - need traditional school building **Root Cause:** Efforts toward obtaining building are currently in litigation

# School Processes & Programs

## School Processes & Programs Summary

### CURRICULUM, INSTRUCTION, & ASSESSMENT

We will utilize the TEKS Resoure Systems for scope and sequence and assessments, which tightly aligns with our state standards. We also have incorporated the use of Chromebooks (1 to 1 students), Google Classroom, and other technology based apps to enhance 21st century skills. Teachers utilize daily formative assessment and common summative assessments to measure student achievement and growth. Teachers develop instruction and assessment at a more rigorous level to mirror our Pre-AP level expectation and to adequately prepare our students for the rigor of EOC. We have increased the number of offerings of Dual Credit and AP Courses.

Assessments are derived from TEKS RS and teachers are planning with the end in mind - focused on state standards. All students attend Leadership class to focus on leadership skills, mentoring, character education, community service and remediation/enrichment. Curriculum developed by district staff, leadership team and campus staff. Plato online resources used to support classroom instruction, augment summer school and provide opportunities to expand curriculum and increase college readiness.

We utilize Lead4Ward as tool to focus on high leverage TEKS and methods of formative assessment to check for understanding.

We utilize Data from our Summative Assessments every 6 week cycle to determine what students have learned, what they still need to learn, and what are we going to do when they do not know it.

We have embedded days within the academic calendar to review data, and plan accordingly for data driven instruction.

### STAFF RECRUITMENT & RETENTION

Hiring teachers and staff utilizing Fast Track Applications within Skyward sytem, Virtual job fairs as presented from our HR department and Talent Acquisition. Red, Yellow, Green Communication system to allow teachers to reach out for support.

### SCHOOL ORGANIZATION

Master Schedule supports teacher collaboration and input into decision making process by grouping grade level and content area teachers into specific learning communities. Each PLC is headed by a GLA (Grade Level) or Lead (Content Area) that promotes problem solving and decision making. Questions are encouraged and forwarded to GLA/Principal Meeting and responses are communicated to staff in informal and formal ways including the Sunday Message to Staff. Committees are formed to find solutions and take action.

Students are educated using the Core Leadership traits in unique Leadership course where all staff particpates, further encouraging students to be leaders, solving problems and implementing solutions.

"Triage" is a formal meeting and structure to partake in collaborative action to support students academically and behaviorally - also by using data from the Skyward system - any failing grades, and disciplinary referral report.

### TECHNOLOGY

Teachers are issued lap top computers and students are issued Chromebooks. Teachers have access to a variety of instructional software and websites including Google Classroom, Skyward, Study Island, TEKS Resource System and PLATO.

IXL, SStudy Island



To help support students in increasing achievement in classroom, formative assessment, and summative assessment, we will be utilizing this technological resources for additional support.

### **School Processes & Programs Strengths**

One of our strongest components at LDHS is that we identify early the students that need critical support. This identification is through the utilization of previous school year data, formative and summative assessments from the current school year, and voluntary for any student or family that requests additional support for their child. This equates to at least 2 days of Mandatory Tutoring in the afternoons for students who need this additional support.

Monday meetings for Triage - This is the identification of students who need critical emergency intervention based on live data - discipline and current grades. Collaborative setting that supports student identification.

Eagle Academy - required attendance for students who have not completed or need additional "redo" for assignments they have not mastered (i.e. obtain at grade of 70)

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Consistency of positions filled and less absences from teachers **Root Cause:** COVID school year stresses and need for time off, competitive salaries

**Problem Statement 2 (Prioritized):** High number of preps per teachers - adversely affects ability to fully prepare lesson plans in depth **Root Cause:** increased enrollment could support additional staffing

**Problem Statement 3 (Prioritized):** Attendance - needs to be 4-5% higher average per day **Root Cause:** Changing registrar, attendance clerk, and lack of incentives for greater attendance

**Problem Statement 4 (Prioritized):** Increased training and learning opportunities for Emerging Bilinguals - utilize Seidlitz and IXL **Root Cause:** Need more training in IXL and implementation of SEidlitz

**Problem Statement 5 (Prioritized):** Need increased activities for students - clubs and organizations - enhance the HS experience - especially for Senior Class **Root Cause:** Learning senior class best practices 21-22 as this our first graduating class.

**Problem Statement 6 (Prioritized):** No building - need traditional school building **Root Cause:** Efforts toward obtaining building are currently in litigation

# Perceptions

## Perceptions Summary

- Servant Leadership is our mantra - we are here to serve our students and families first and foremost. Their customer experience is a main priority.
- We are driven by our mission of preparing students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body, and character.
- Our business and Campus Vision is to grow every student - each day, each second, each interaction represents an opportunity to move our children forward academically, and with their language, and leadership skills.
- We are the models of the 3 B's - Be on Time, Be Responsible, and Be Respectful
- Relationship building and counseling more of a restorative discipline practice as a conflict resolution method.
- Close relationships with families overall - small enough campus size where this is a bit easier and seamless.
- Teachers believe in one another at our campus, and they love the family environment created. I believe they do feel safe and have a sense of belongingness. They have all invested time in the students both in and outside of class time. They are part of a lot of after school activities with the kids. More can be implemented next year. The GLA is there to help each teacher as well as a mentor to new staff. There are plenty of PD classes available for all and we collaborate often concerning class strategies and lesson planning

### Parent Perspective:

Positive accessibility to administration and staff to communicate on all matters

### Community Connection:

Year 4 slightly increased coordination and collaboration with the Church in which we operate - DC3 Church

This also links in opportunity for service hours requirements - continue to build bridge to church building and service

## Perceptions Strengths

Teachers and staff are firmly dedicated to our mission, constructed our vision of growth, and practice our motto of "Others Before Self" each day.

Close connection to families - small enough campus to have individual relationships with our families.

Mission, vision, 3 B's, visible on campus

Teachers supportive of one another

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Need increased activities for students - clubs and organizations - enhance the HS experience - especially for Senior Class **Root Cause:** Learning senior class best practices 21-22 as this our first graduating class.

**Problem Statement 2 (Prioritized):** No building - need traditional school building **Root Cause:** Efforts toward obtaining building are currently in litigation

**Problem Statement 3 (Prioritized):** Teacher vacancies and high number of subs impacted learning **Root Cause:** COVID-19 and high stress level contributed to vacancy and resignations (leaving education)

**Problem Statement 4 (Prioritized):** Consistency of positions filled and less absences from teachers **Root Cause:** COVID school year stresses and need for time off, competitive salaries

**Problem Statement 5 (Prioritized):** High number of preps per teachers - adversely affects ability to fully prepare lesson plans in depth **Root Cause:** increased enrollment could support additional staffing

# Priority Problem Statements

**Problem Statement 1:** Need increased number of students attending mandatory tutoring with consistency from Day 1

**Root Cause 1:** Adapting and adopting back to normal pre-COVID school year procedures and consistencies

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

**Problem Statement 4:** Teacher vacancies and high number of subs impacted learning

**Root Cause 4:** COVID-19 and high stress level contributed to vacancy and resignations (leaving education)

**Problem Statement 4 Areas:** Student Learning - Perceptions

**Problem Statement 8:** Consistency of positions filled and less absences from teachers

**Root Cause 8:** COVID school year stresses and need for time off, competitive salaries

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

**Problem Statement 9:** Need increased activities for students - clubs and organizations - enhance the HS experience - especially for Senior Class

**Root Cause 9:** Learning senior class best practices 21-22 as this our first graduating class.

**Problem Statement 9 Areas:** School Processes & Programs - Perceptions

**Problem Statement 3:** High number of preps per teachers - adversely affects ability to fully prepare lesson plans in depth

**Root Cause 3:** increased enrollment could support additional staffing

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

**Problem Statement 2:** Attendance - 4-5% points below of what our goal is

**Root Cause 2:** Adapting and adopting back to normal pre-COVID school year procedures and consistencies (Truancy Filings, and incentives)

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

**Problem Statement 7:** No building - need traditional school building

**Root Cause 7:** Efforts toward obtaining building are currently in litigation

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

**Problem Statement 6:** Attendance - needs to be 4-5% higher average per day

**Root Cause 6:** Changing registrar, attendance clerk, and lack of incentives for greater attendance

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

**Problem Statement 5:** Increased training and learning opportunities for Emerging Bilinguals - utilize Seidlitz and IXL

**Root Cause 5:** Need more training in IXL and implementation of SEidlitz

**Problem Statement 5 Areas:** 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

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

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

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

### **Employee Data**

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

### **Parent/Community Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Other additional 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:** 100% of HS Campuses are expected to utilize Title Funds to facilitate student registration of AP Exams by the end of 2022-23 School Year.

**Evaluation Data Sources:** College Board

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Early communication and Parent meetings led by AP teachers and CTC. Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide online access to CNA/CIP.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased participation of AP Testers  <b>Staff Responsible for Monitoring:</b> AP Teachers and CTC</p> <p><b>Title I:</b>                      2.5, 4.1, 4.2                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math, Connect high school to career and college  <b>Problem Statements:</b> Demographics 1 - Student Learning 2</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Need increased number of students attending mandatory tutoring with consistency from Day 1 <b>Root Cause:</b> Adapting and adopting back to normal pre-COVID school year procedures and consistencies</p>
Student Learning
<p><b>Problem Statement 2:</b> Need increased number of students attending mandatory tutoring with consistency from Day 1 <b>Root Cause:</b> Adapting and adopting back to normal pre-COVID school year procedures and consistencies</p>







**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, students' learning readiness indicator as measured by Rhithm, will increase 10% with the help of subject matter experts and specialized programs/resources aimed at improving the social emotional health of our students with a focus on safety.

**Evaluation Data Sources:** Rhithm Insight reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Bring in subject matter experts (such as but not limited to Youth Equipped to Succeed) and purchase resources (such as but not limit to SEL and mental health curriculum for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students) to improve students' readiness to learn.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve learning readiness as measured by Rhithm</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Counselors</p> <p><b>Title I:</b> 2.5</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 3</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Attendance - 4-5% points below of what our goal is <b>Root Cause:</b> Adapting and adopting back to normal pre-COVID school year procedures and consistencies (Truancy Filings, and incentives)</p>
Student Learning
<p><b>Problem Statement 3:</b> Attendance - 4-5% points below of what our goal is <b>Root Cause:</b> Adapting and adopting back to normal pre-COVID school year procedures and consistencies (Truancy Filings, and incentives)</p>

**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

**Evaluation Data Sources:** Testing Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide Career &amp; 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Student access and achievement to a wider variety of students establishing wider variety and Programs of Study</p> <p><b>Staff Responsible for Monitoring:</b> GLA, AP, CTE Teachers, Principal</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 3 - School Processes &amp; Programs 2 - Perceptions 5</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 3:</b> High number of preps per teachers - adversely affects ability to fully prepare lesson plans in depth <b>Root Cause:</b> increased enrollment could support additional staffing</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> High number of preps per teachers - adversely affects ability to fully prepare lesson plans in depth <b>Root Cause:</b> increased enrollment could support additional staffing</p>
<b>Perceptions</b>
<p><b>Problem Statement 5:</b> High number of preps per teachers - adversely affects ability to fully prepare lesson plans in depth <b>Root Cause:</b> increased enrollment could support additional staffing</p>





**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:** All students will grow one level in STAAR EOC category of English Language Arts - DNM to Approaches, Approaches to Meets, Meets to Masters at minimum.

**High Priority**

**Evaluation Data Sources:** Staar EOC Results, Benchmarks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ALL IN LEARNING FOR ELAR will be utilized for additional support in the ELAR classrooms to support instruction and increased student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as advised student growth within EOC</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Teachers, AP, Principal, GLA's</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 4 Problem Statements:**





<b>Demographics</b>
<p><b>Problem Statement 1:</b> Need increased number of students attending mandatory tutoring with consistency from Day 1 <b>Root Cause:</b> Adapting and adopting back to normal pre-COVID school year procedures and consistencies</p>
<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Need increased number of students attending mandatory tutoring with consistency from Day 1 <b>Root Cause:</b> Adapting and adopting back to normal pre-COVID school year procedures and consistencies</p>

**Goal 2:** By the end of the 22-23 school year, at least 75% of students graduate meeting language requirements (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:** 95% of students will continue to grow minimum 1 ACTFL level in their LOTE courses

**Evaluation Data Sources:** Skyward, ACTFL Ratings and Spreadsheet

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Offer voluntary tutoring for language support to 100% of students in grades 9-12, with 25% of students required to attend tutoring from teachers. English, Spanish , and Chinese teachers will offer 2 days per week for tutoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased proficiency and higher ACTFL ratings/progression over 1 year</p> <p><b>Staff Responsible for Monitoring:</b> LOTE Teachers, GLA's, AP, IC, Principal,</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Need increased number of students attending mandatory tutoring with consistency from Day 1 <b>Root Cause:</b> Adapting and adopting back to normal pre-COVID school year procedures and consistencies</p>
Student Learning
<p><b>Problem Statement 2:</b> Need increased number of students attending mandatory tutoring with consistency from Day 1 <b>Root Cause:</b> Adapting and adopting back to normal pre-COVID school year procedures and consistencies</p>

**Goal 2:** By the end of the 22-23 school year, at least 75% of students graduate meeting language requirements (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:** 95% of students will be at 7-10 Service hours for the school year at conclusion of Semester 1

**Evaluation Data Sources:** Skyward, Counselor Check Ins

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Counselor will structure and set up scheduled check ins for all grade levels - work with GLA to support graduation</p> <p><b>Strategy's Expected Result/Impact:</b> Students will successfully complete their required service hours toward graduation</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, GLA</p> <p><b>Title I:</b> 2.5</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**





Demographics
<p><b>Problem Statement 1:</b> Need increased number of students attending mandatory tutoring with consistency from Day 1 <b>Root Cause:</b> Adapting and adopting back to normal pre-COVID school year procedures and consistencies</p>
Student Learning
<p><b>Problem Statement 2:</b> Need increased number of students attending mandatory tutoring with consistency from Day 1 <b>Root Cause:</b> Adapting and adopting back to normal pre-COVID school year procedures and consistencies</p>

**Goal 2:** By the end of the 22-23 school year, at least 75% of students graduate meeting language requirements (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:** 95% of EB students will make progress on STAAR/EOC, year to year analysis, anywhere from DNM to Masters. 100% of Teaching Staff will obtain some training to support our Emergent Bilinguals, 95% of EB students in 11th grade will show increase in their performance for SAT by the end of the 2022-23 School Year.

**High Priority**

**Evaluation Data Sources:** STATE ASSESSMENT DATA - STAAR/EOC, SAT, TELPAS, COLLEGE ACCEPTANCE STANDARDS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> * ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff * strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the * STAAR Reading assessment.</p> <p>* ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, * TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to * support Emergent Bilingual students.</p> <p>* ILTexas will purchase supplemental resources for Emergent Bilingual students such as instructional materials * (bilingual dictionaries, leveled readers) and online platforms to increase access to language acquisition and differentiation.</p> <p>* ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor * progress during data days.</p> <p>* ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their * performance on both formative and state assessments.</p> <p>* ILTexas will provide enrichment summer school to Emergent Bilingual students to develop and strengthen * their knowledge base as well as their English language proficiency in all four domains.</p> <p>* ILTexas will provide High school Emergent Bilingual students additional SAT test prep sessions to increase * their performance on the SAT test.</p> <p>* ILTexas will provide parents of Emergent Bilingual students learning opportunities to support their children at * home, understand the importance of state assessments, and receive college and career information.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement for our EB students</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, GLA's, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

**Demographics**

**Problem Statement 1:** Need increased number of students attending mandatory tutoring with consistency from Day 1 **Root Cause:** Adapting and adopting back to normal pre-COVID school year procedures and consistencies

**Student Learning**

**Problem Statement 2:** Need increased number of students attending mandatory tutoring with consistency from Day 1 **Root Cause:** Adapting and adopting back to normal pre-COVID school year procedures and consistencies



**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:** Increase number of professional development opportunities for teachers, coaching feedback within Whetstone, service in headquarter level committees, and leading of session on PD/Data days 50% by June 2022

**Evaluation Data Sources:** Whetstone, Region 10, HQ level PD's offered or recommended, Eduphoria, tracked internally at campus

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize Whetstone Teacher Evaluation Tool to help provide timely teacher feedback for continue growth and teacher development. Including Teacher to Teacher.</p> <p>Circle 4 - Observations (1).png EVALUATION &amp; PERFORMANCE MANAGEMENT Does your district have different rubrics for teachers, principals, and operations staff? All of them can live in Whetstone! All rubrics are customizable in Whetstone, and we make it easy to show the right rubrics to the right people so evaluation is a breeze.</p> <p>TIME-STAMPED NOTES Coaches use Whetstone's "Running Record" to capture what they're observing in the classroom second by second. Whether you call them literal notes, low-inference notes, or simply "notes," this tool will make it easy for you to identify critical moments during your observations to increase the impact of your coaching conversations.</p> <p>Circle 6 - Quick Feedback.png OBSERVATION &amp; DEBRIEF TEMPLATES Capture in-the-moment observations on your laptop or mobile device using any number of observation forms or templates. Observation forms are completely customizable, so you can focus your observations on your school's specific needs.</p> <p>ACTION STEPS &amp; GOALS Action Steps are bite-sized pieces of feedback teachers work on weekly or monthly. Whetstone's Action Step and Goal managers make it easy for coaches to assign and share action steps with teachers, as well as track mastery, allowing leaders to measure teachers' qualitative skill growth over time.</p> <p>WEEKLY DATA MEETINGS During Weekly Data Meetings (WDMs), instructional coaches help teachers identify student misconceptions and subsequently plan a re-teach lesson to help students master objectives. With Whetstone Meetings, schools can easily track every type of feedback meeting that occurs -- WDMs, O3s, 1:1s, or standard observation debriefs.</p> <p>INSTRUCTIONAL COACHING REPORTS Whetstone's Coaching Reports make it easy to see what action step each teacher across the school is working on, as well as what instructional skills they're struggling with. This helps instructional leaders deliver PD that is personalized to each teacher's individual growth needs.</p>	Formative			Summative
	Nov	Jan	May	June

**EVALUATION REPORTING**

Whetstone's Evaluation Reports make it easy for coaches, principals, HR managers, and data specialists to pull the evaluation data they need for end of year reporting.

**TEACHER DEVELOPMENT TIMELINE/PORTFOLIO**

Like your Facebook Feed, but for coaching! All coaching interactions over the school year roll up in a neat list to give teachers transparency into their professional growth and invest them in their place as a member of your school family.

**INSTRUCTIONAL RESOURCE LIBRARY**

When you identify a teacher's growth area, use Whetstone's resource suggestions to find and share videos, exemplars, and coaching plans targeted to individual's needs

**Strategy's Expected Result/Impact:** Teacher increased effectiveness and higher student achievement, through coaching philosophy and support to teachers

**Staff Responsible for Monitoring:** GLA, IC, AP, Principal

**Title I:**

2.4, 2.5

**- TEA Priorities:**

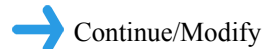
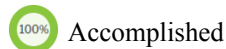
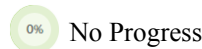
Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1 - Student Learning 2

**Funding Sources:** - 211 - Title 1-A - \$2,500



**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** Need increased number of students attending mandatory tutoring with consistency from Day 1 **Root Cause:** Adapting and adopting back to normal pre-COVID school year procedures and consistencies

**Student Learning**

**Problem Statement 2:** Need increased number of students attending mandatory tutoring with consistency from Day 1 **Root Cause:** Adapting and adopting back to normal pre-COVID school year procedures and consistencies

# Campus Funding Summary

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$2,500.00
<b>Sub-Total</b>					<b>\$2,500.00</b>