International Leadership of Texas

Aggieland High School

2023-2024 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 Aggieland High School will grow and nurture students while guiding them as they reach their academic capacity. While attending ILTexas, students will build relationships and excel academically. At the same time, learners will develop a love for serving others and a desire to live ahealthy lifestyle.

Value Statement

All students have value. All students have potential. All students have the right to high expectations, caring teachers and a loving learning environment. Our job is to receive students as they are, then move them forward as much as possible. School and parent collaboration is paramount.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: June 9, 2023

Demographics

Demographics Summary

Student Demographics Summary

ILTexas serves students from various academic backgrounds that include different public school districts, charter schools, private schools and homeschool. Our campus population for the year 2022 - 2023 had a total of 212 students. A variety of different ethnic groups are represented, with the top three being Hispanic/Latino 46%, White 40%, and 7% Black/ African American.

212	Students	46%	Hispanic-Latino
55/45%	Female/Male	7%	African American
25%	GT	40%	White
9%	SPED	3%	Asian
13%	Section 504	1%	Pacific Islander
52%	Economically Disadvantaged	3%	Two or More
50%	At-Risk	15%	Emergent Bilingual

Aggieland High School is a college preparatory high school which will focus on International Leadership and trilingual education. Our projected enrollment for the 2023-2024 school year will be 285 students. We are also expecting a 9th grade class consisting of 110 coming from our College Station K8 and students new to the ILTexas charter. Our curriculum will not only include the four traditional core, but also Spanish, Mandarin, Leadership, Fitness, and community service projects which will be led by our students. Our focus will be to foster exceptional leaders for the international community by strengthening the body, mind and character.

Demographics Strengths

At ILTexas Aggieland HS, we have a diverse student body who are from varying economic, cultural, and geographic backgrounds. Our students will receive high quality instruction focusing on core content and Career Tech courses, while also acquiring foreign languages in Spanish and Mandarin. All students will receive Leadership development to prepare them to be leaders in the international community.

- ILTexas is a School of Choice - Our families decide to send their students to our school based on the mission, class sizes, expectations, and culture as opposed to attending based on geographic location.

- ILTexas Aggieland High School has built a family community and safe environment which both students and parents appreciate.
- Students participate in leadership events and hear from influential leaders around the community, national, and world.
- AHS is currently offering 13 Advanced Placement courses and has a partnership with Blinn College for students to earn college and high school credit simultaneously.
- 100% Graduation Rate, CCMR, and 4-year university acceptance from Class of 2023.
- 95% Teacher Retention rate going into 2023-2024.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 60% of Juniors did not meet college readiness on their SAT in Math. 27% of Juniors did not meet college readiness on their SAT in English. **Root Cause:** Students lack problem solving, inferring, and reasoning skills for these areas.

Problem Statement 2 (Prioritized): Students without English as a first language struggle to master content. **Root Cause:** Students have a lack of academic vocabulary in English.

Problem Statement 3 (Prioritized): Percentage of students to achieve the Meets and Masters level of STAAR. **Root Cause:** Teacher capacity to better understand standards and level of rigor needed.

Problem Statement 4 (Prioritized): Teacher development to have a better capacity to address diverse learners in the classroom. **Root Cause:** Students come from various ISD's, charters, homeschool, and learn a variety of different ways.

Student Learning

Student Learning Summary

	April 2022 STAAR English I EOC Preliminary					
	Total Students	**Scale Score**	**Approaches**	**Meets**	**Masters**	**Date Taken**
ILTexas Aggieland HS	69	4141	78.26%	56.52%	17.39%	04/05/22
Economic Disadvantage	25	4092	76%	48%	16%	04/05/22
Asian	1	4977	100%	100%	100%	04/05/22
Black/African American	7	3719	42.86%	14.29%	0%	04/05/22
Hispanic	31	4003	70.97%	41.94%	6.45%	04/05/22
Two or More Races	4	4233	75%	75%	50%	04/05/22
White	26	4374	96.15%	80.77%	26.92%	04/05/22
Currently Emergent Bilingual	9	3971	66.67%	33.33%	11.11%	04/05/22
First Year of Monitoring	1	3575	0%	0%	0%	04/05/22
Special Ed Indicator	3	3396	0%	0%	0%	04/05/22

	April 2022 STAAR English II EOC Preliminary					
	Total Students	**Scale Score**	**Approaches**	**Meets**	**Masters**	**Date Taken**
ILTexas Aggieland HS	39	4340	92.31%	82.05%	17.95%	04/07/22
Economic Disadvantage	14	4345	100%	92.86%	21.43%	04/07/22
Asian	1	4461	100%	100%	0%	04/07/22
Black/African American	8	4348	100%	75%	25%	04/07/22
Hispanic	18	4319	88.89%	77.78%	16.67%	04/07/22
Two or More Races	2	4528	100%	100%	50%	04/07/22
White	10	4323	90%	90%	10%	04/07/22
Currently Emergent Bilingual	3	3865	66.67%	66.67%	0%	04/07/22
First Year of Monitoring	1	4314	100%	100%	0%	04/07/22
Special Ed Indicator	5	3596	40%	20%	0%	04/07/22

	Spring 2022 STAAR EOC, Algebra I							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ILTexas Aggieland HS	61	31	3950	57.57%	85.25%	36.07%	24.59%	05/01/22
Economic Disadvantage	23	29	3896	54.22%	82.61%	21.74%	17.39%	05/01/22
Black/African American	8	24	3671	45.25%	62.50%	12.50%	12.50%	05/01/22
Hispanic	29	31	3932	57.28%	89.66%	31.03%	20.69%	05/01/22
Two or More Races	2	24	3617	43.50%	50%	0%	0%	05/01/22
White	22	34	4105	63.73%	90.91%	54.55%	36.36%	05/01/22
Currently Emergent Bilingual	9	31	3975	57%	100%	22.22%	22.22%	05/01/22
First Year of Monitoring	1	36	4094	67%	100%	100%	0%	05/01/22
Special Ed Indicator	2	18	3349	32.50%	50%	0%	0%	05/01/22

	Spring 2022 STAAR EOC, Biology							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ILTexas Aggieland HS	68	35	4360	70.79%	92.65%	77.94%	27.94%	05/01/22
Economic Disadvantage	24	33	4201	65.17%	87.50%	62.50%	29.17%	05/01/22
Asian	1	44	4851	88%	100%	100%	100%	05/01/22
Black/African American	6	23	3720	46.67%	66.67%	33.33%	0%	05/01/22
Hispanic	29	33	4186	66.48%	93.10%	72.41%	13.79%	05/01/22
Two or More Races	4	37	4433	73.50%	100%	75%	25%	05/01/22
White	28	40	4651	79.43%	96.43%	92.86%	46.43%	05/01/22
Currently Emergent Bilingual	10	32	4130	63.20%	80%	60%	20%	05/01/22
First Year of Monitoring	1	32	4087	64%	100%	100%	0%	05/01/22
Special Ed Indicator	2	21	3590	41%	50%	0%	0%	05/01/22

	Spring 2022 STAAR EOC, US History							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ILTexas Aggieland HS	28	53	4494	77.50%	100%	85.71%	60.71%	05/01/22
Economic Disadvantage	17	51	4403	75.47%	100%	88.24%	52.94%	05/01/22
Black/African American	2	54	4474	79%	100%	100%	50%	05/01/22
Hispanic	17	50	4352	73.76%	100%	82.35%	47.06%	05/01/22
White	9	57	4766	84.22%	100%	88.89%	88.89%	05/01/22
Currently Emergent Bilingual	3	48	4218	70.33%	100%	100%	33.33%	05/01/22
Second Year of Monitoring	1	50	4292	74%	100%	100%	0%	05/01/22
Special Ed Indicator	1	40	3931	59%	100%	0%	0%	05/01/22

Student Learning Strengths

- US History - 100% Approaches, 86% Meets, 61% Masters

  English II - 92% Approaches, 82% Meets, 18% Masters

  Biology - 93% Approaches, 78% Meets, 28% Masters

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers have a lack of experience going in depth within online platforms. **Root Cause:** Professional development has been surface level on

newly adopted programs.

Problem Statement 2 (Prioritized): Timeliness of communication can frustrate families and community. **Root Cause:** Campus receives last minute communication.

Problem Statement 3 (Prioritized): 60% of Juniors did not meet college readiness on their SAT in Math. 27% of Juniors did not meet college readiness on their SAT in English. **Root Cause:** Students lack problem solving, inferring, and reasoning skills for these areas.

Problem Statement 4 (Prioritized): Students without English as a first language struggle to master content. **Root Cause:** Students have a lack of academic vocabulary in English.

Problem Statement 5 (Prioritized): Percentage of students to achieve the Meets and Masters level of STAAR. **Root Cause:** Teacher capacity to better understand standards and level of rigor needed.

Problem Statement 6 (Prioritized): Teacher development to have a better capacity to address diverse learners in the classroom. **Root Cause:** Students come from various ISD's, charters, homeschool, and learn a variety of different ways.

School Processes & Programs

School Processes & Programs Summary

Staff Demographics

Last year at Aggieland HS we have a total of 9 teachers, 2 for foreign languages, 4 core content and 1 physical fitness, 1 for fine arts, and 1 for SPED. This year, we will be doubling our staff as our student body is doubling. Our teachers are dedicated to their profession and the students and work hard for the mission of ILTexas.

STAFF QUALITY, RECRUITMENT AND RETENTION SUMMARY

- Virutal/physical job fairs
- Teacher stipends for growth in STAAR ELA/Math
- Mentor teachers
- Instructional Coach
- Math/Science Stipend
- PD teacher development
- Inclusive Culture

ILTexas Aggieland curriculum is TEKS based and is required to follow a scope and sequence rooted in state standards. Teachers are required to use these resources to guide their planning, instruction and assessment. Planning, instruction and assessment will be aligned - horizontally and vertically. Curriculum, instruction and assessment will be at the heart of all PLC meetings. Planning and instruction will be driven by and responsive to student data.

All teachers and students will have access to current technolgy and resources on a daily basis to enhance instruction. All teachers will have a Smart TV in the classroom and recieve training. Each student has their own Chromebook and a number of online platforms to utilize.

School Processes & Programs Strengths

Aggieland HS has an inclusive culture that encourages staff from all social economic class, ethinicities, cultures and walks of life.

- Monthly recognition for teachers
- Positve campus culture
- Stipends for mentors (mentor program)
- Mentor/buddy program for new teachers and new to ILTexas
- Stipends for math and science content teachers
- Stipends for lead representative positions

CURRRICULUM, INSTRUCTION, & ASSESSMENT

- Structured intervention on a daily basis
- Instruction will be driven by a range of data points
- Data days will allow for teachers to review and plan to be responsive to student data
- PLCs with each grade level team and by content area

- TEKS-based resources
- Academic tools, online platforms
- Use of creativity in lesson design
- Pearson Envision is a useful tool, closely aligned to the TEKS
- Chromebooks will allow teachers to support technological literacy and incorporate various medias into their instruction
- Students will utilize technology daily for their instruction and learning
- Texas A&M partnership with Dr. Wijekumar, ELA strategies

- 1:1 campus with technology.
- Media specialist to support teachers and students with this technology.
- Access to programs that promote student learning.
- CTE pathway for AV and Engineering/Robotics

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers have a lack of experience going in depth within online platforms. **Root Cause:** Professional development has been surface level on newly adopted programs.

Problem Statement 2 (Prioritized): Timeliness of communication can frustrate families and community. **Root Cause:** Campus receives last minute communication.

Problem Statement 3 (Prioritized): Notification of changes are last minute. **Root Cause:** Receiving information last minute to communicate out.

Perceptions

Perceptions Summary

- Active PTO
- Multicultural Festival
- Student Service Projects
- Monthly Coffee with the Principal
- Language Classes for parents

Perceptions Strengths

Parents surveyed yields, overall 95.44% of our parents feel that our campus staff are welcoming, knowledgeable, and professional. There were 2.54% of parents that did not agree, and around 2% of parents that felt neutral about this category.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Timeliness of communication can frustrate families and community.   **Root Cause:** Campus receives last minute communication.

Problem Statement 2 (Prioritized): Notification of changes are last minute.   **Root Cause:** Receiving information last minute to communicate out.

Problem Statement 3 (Prioritized): Teachers have a lack of experience going in depth within online platforms.   **Root Cause:** Professional development has been surface level on newly adopted programs.

Problem Statement 4 (Prioritized): Teacher development to have a better capacity to address diverse learners in the classroom.   **Root Cause:** Students come from various ISD's, charters, homeschool, and learn a variety of different ways.

Priority Problem Statements

Problem Statement 1: 60% of Juniors did not meet college readiness on their SAT in Math. 27% of Juniors did not meet college readiness on their SAT in English.
Root Cause 1: Students lack problem solving, inferring, and reasoning skills for these areas.
Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Students without English as a first language struggle to master content.
Root Cause 2: Students have a lack of academic vocabulary in English.
Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: Percentage of students to achieve the Meets and Masters level of STAAR.
Root Cause 3: Teacher capacity to better understand standards and level of rigor needed.
Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: Teacher development to have a better capacity to address diverse learners in the classroom.
Root Cause 4: Students come from various ISD's, charters, homeschool, and learn a variety of different ways.
Problem Statement 4 Areas: Demographics - Student Learning - Perceptions

Problem Statement 5: Teachers have a lack of experience going in depth within online platforms.
Root Cause 5: Professional development has been surface level on newly adopted programs.
Problem Statement 5 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 6: Timeliness of communication can frustrate families and community.
Root Cause 6: Campus receives last minute communication.
Problem Statement 6 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 7: Notification of changes are last minute.
Root Cause 7: Receiving information last minute to communicate out.
Problem Statement 7 Areas: School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

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

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
- Capacity and resources data

Goals

Goal 1: By the end of the 23-24 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 1: By the end of the 23-24 school year, 40% of Juniors will score at least a 530 on the math section of their SAT.

HB3 Goal

Evaluation Data Sources: Summative Assessments, Practice SAT, SAT

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide additional targeted SAT focused prep outside of the school day.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in SAT scores.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Admin				
Title I: 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 3 **Funding Sources:** - 211 - Title 1-A				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will work directly with an instructional coach to help develop capacity in instructional design and implementation.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increases in student achievement.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Admin				
Title I: 2.5 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 4 - Student Learning 6 - Perceptions 4 **Funding Sources:** - 211 - Title 1-A - $50,000				

Strategy 3 Details		Reviews			
Strategy 3: Provide technology and instructional resources to support teacher instruction, and promote student engagement in core content classroom. (such as, hybrid instructional tools - monitors, headphones, cameras, microphones to help students overcome fear of public speaking to actively engage in classroom presentations. etc.)		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase of students with Meets in Core Content Classrooms **Staff Responsible for Monitoring:** Teachers, Admin **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 3 - Student Learning 5 **Funding Sources:** - 211 - Title 1-A					

Strategy 4 Details		Reviews			
Strategy 4: ILTexas will provide High school Emergent Bilingual students additional SAT test prep sessions		**Formative**			**Summative**
Strategy's Expected Result/Impact: to increase their performance on the SAT test.		**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Admin **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 2 - Student Learning 4					

Strategy 5 Details		Reviews			
Strategy 5: Once a cycle, teachers will be provided with a substitute in order to work/plan through curriculum supported by campus instructional leaders.		**Formative**			**Summative**
Strategy's Expected Result/Impact: to increase performance in mathematics.		**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Admin **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Demographics 4 - Student Learning 6 - Perceptions 4 **Funding Sources:** Substitutes once a cycle - 211 - Title 1-A					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 60% of Juniors did not meet college readiness on their SAT in Math. 27% of Juniors did not meet college readiness on their SAT in English.   **Root Cause**: Students lack problem solving, inferring, and reasoning skills for these areas.
Problem Statement 2: Students without English as a first language struggle to master content.   **Root Cause**: Students have a lack of academic vocabulary in English.
Problem Statement 3: Percentage of students to achieve the Meets and Masters level of STAAR.   **Root Cause**: Teacher capacity to better understand standards and level of rigor needed.
Problem Statement 4: Teacher development to have a better capacity to address diverse learners in the classroom.   **Root Cause**: Students come from various ISD's, charters, homeschool, and learn a variety of different ways.

Student Learning
Problem Statement 3: 60% of Juniors did not meet college readiness on their SAT in Math. 27% of Juniors did not meet college readiness on their SAT in English.   **Root Cause**: Students lack problem solving, inferring, and reasoning skills for these areas.
Problem Statement 4: Students without English as a first language struggle to master content.   **Root Cause**: Students have a lack of academic vocabulary in English.
Problem Statement 5: Percentage of students to achieve the Meets and Masters level of STAAR.   **Root Cause**: Teacher capacity to better understand standards and level of rigor needed.
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Perceptions
Problem Statement 4: Teacher development to have a better capacity to address diverse learners in the classroom.   **Root Cause**: Students come from various ISD's, charters, homeschool, and learn a variety of different ways.

Goal 1: By the end of the 23-24 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 2: By the end of the 23-24 school year, English II scores for Meets will increase from 82% to 85%. Masters level will increase from 18% to 35%.

HB3 Goal

Evaluation Data Sources: Interim Assessments, ECAs, and STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide tutoring outside of school hours to provide additional support and practice.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student achievement. **Staff Responsible for Monitoring:** Admin **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 3	**Nov**	**Jan**	**May**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Teachers will work directly with an instructional coach to help develop capacity in instructional design and implementation.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increases in student achievement. **Staff Responsible for Monitoring:** Admin **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 4 - Student Learning 6 - Perceptions 4 **Funding Sources:** - 211 - Title 1-A - $50,000	**Nov**	**Jan**	**May**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Provide technology and instructional resources to support teacher instruction, and promote student engagement in core content classroom. (such as, hybrid instructional tools - monitors, headphones, cameras, microphones to help students overcome fear of public speaking to actively engage in classroom presentations. etc.)	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase of students with Meets in Core Content Classrooms **Staff Responsible for Monitoring:** Teachers, Admin **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 3 - Student Learning 5 **Funding Sources:** - 211 - Title 1-A				

Strategy 4 Details	Reviews			
Strategy 4: ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Reading assessment. **Staff Responsible for Monitoring:** Admin **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 4 - Student Learning 6 - Perceptions 4				

Strategy 5 Details	Reviews			
Strategy 5: ILTexas will purchase supplemental resources for Emergent Bilingual students such as instructional materials (bilingual dictionaries, leveled readers) and online platforms	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: to increase access to language acquisition and differentiation. **Staff Responsible for Monitoring:** Admin **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 2 - Student Learning 4				

Strategy 6 Details	Reviews			
Strategy 6: ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days and will provide supplemental tutoring sessions to Emergent Bilingual students	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: to accelerate their performance on both formative and state assessments. **Staff Responsible for Monitoring:** Administrators, Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 2 - Student Learning 4 **Funding Sources:** - 263 - Title III				

Strategy 7 Details	Reviews			
Strategy 7: ILTexas will provide parents of Emergent Bilingual students learning opportunities. 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.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: to support their children at home, understand the importance of state assessments, and receive college and career information. **Staff Responsible for Monitoring:** Administration **Title I:** 4.1, 4.2 **Problem Statements:** Student Learning 2 - School Processes & Programs 2 - Perceptions 1 **Funding Sources:** - 263 - Title III				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 60% of Juniors did not meet college readiness on their SAT in Math. 27% of Juniors did not meet college readiness on their SAT in English. **Root Cause**: Students lack problem solving, inferring, and reasoning skills for these areas.
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Student Learning
Problem Statement 2: Timeliness of communication can frustrate families and community. **Root Cause**: Campus receives last minute communication.
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Goal 1: By the end of the 23-24 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 3: By the end of the 23-24 school year, 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 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.		**Formative**		**Summative**
		Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase students' readiness to learn as measured by Rhithm **Staff Responsible for Monitoring:** Principal, AP, Counselors **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 4 - Student Learning 6 - Perceptions 4 **Funding Sources:** - 211 - Title 1-A				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: Teacher development to have a better capacity to address diverse learners in the classroom. **Root Cause**: Students come from various ISD's, charters, homeschool, and learn a variety of different ways.
Student Learning
Problem Statement 6: Teacher development to have a better capacity to address diverse learners in the classroom. **Root Cause**: Students come from various ISD's, charters, homeschool, and learn a variety of different ways.
Perceptions
Problem Statement 4: Teacher development to have a better capacity to address diverse learners in the classroom. **Root Cause**: Students come from various ISD's, charters, homeschool, and learn a variety of different ways.

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

Performance Objective 1: By the end of the 23-24 school year, at least 75% of students graduate meeting language level of at least Intermediate on AAPPL, 95% of students will have completed their service hour requirements and 75% of graduates will have met their Interactive Health Technology goals, and 100% CCMR.

    Evaluation Data Sources: AAPPL, Service Hours in Skyward, Leadership Logs for trainings

Strategy 1 Details		Reviews			
Strategy 1: Provide language acquisition classes/cultural immersion family nights for families to increase language acquisition and cultural immersion.		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase in language proficiency of students.					
Staff Responsible for Monitoring: Teachers and Admin					
Title I: 2.4, 2.5					
Problem Statements: Demographics 2 - Student Learning 4					
Funding Sources: - 211 - Title 1-A					

Strategy 2 Details		Reviews			
Strategy 2: 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.		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased Student Achievement					
Staff Responsible for Monitoring: Administrators, Teachers					
Title I: 2.4, 2.5					
Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 3					
Funding Sources: - 211 - Title 1-A					

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Title funds will be utilized to cover the cost of two AP exams per student, to incentivize and attract students to take AP courses and exams. This will help eliminate educational barriers and promote access to postsecondary education **Strategy's Expected Result/Impact:** Allow students access to AP Exams **Staff Responsible for Monitoring:** AP, Budget Clerk **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Learning 3 **Funding Sources:** - 211 - Title 1-A	**Nov**	**Jan**	**May**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 60% of Juniors did not meet college readiness on their SAT in Math. 27% of Juniors did not meet college readiness on their SAT in English.   **Root Cause**: Students lack problem solving, inferring, and reasoning skills for these areas.
Problem Statement 2: Students without English as a first language struggle to master content.   **Root Cause**: Students have a lack of academic vocabulary in English.
Student Learning
Problem Statement 1: Teachers have a lack of experience going in depth within online platforms.   **Root Cause**: Professional development has been surface level on newly adopted programs.
Problem Statement 3: 60% of Juniors did not meet college readiness on their SAT in Math. 27% of Juniors did not meet college readiness on their SAT in English.   **Root Cause**: Students lack problem solving, inferring, and reasoning skills for these areas.
Problem Statement 4: Students without English as a first language struggle to master content.   **Root Cause**: Students have a lack of academic vocabulary in English.
School Processes & Programs
Problem Statement 1: Teachers have a lack of experience going in depth within online platforms.   **Root Cause**: Professional development has been surface level on newly adopted programs.
Perceptions
Problem Statement 3: Teachers have a lack of experience going in depth within online platforms.   **Root Cause**: Professional development has been surface level on newly adopted programs.

Goal 3: By the end of the 23-24 school year ILTexas will retain 75% of teachers, an increase from 70% achieved in the previous school year

Performance Objective 1: By the end of the 23-24 school year ILTexas will retain 85% of teachers, an increase from 61% achieved during the 22-23 school year.

    Evaluation Data Sources: Teacher Surveys

Strategy 1 Details	Reviews			
Strategy 1: Support Teacher implementation of high quality instructional materials.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers are confident using the high quality instructional materials.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Principal, AP, IC **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 3 - Student Learning 5 **Funding Sources:** - 211 - Title 1-A				

Strategy 2 Details	Reviews			
Strategy 2: Support teacher growth through professional development.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Retention of teachers, increased engagement from students, and higher performance within the classroom.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Principal, AP, IC **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 4 - Student Learning 6 - Perceptions 4 **Funding Sources:** - 211 - Title 1-A				

Strategy 3 Details		Reviews			
Strategy 3: Teachers will work directly with an instructional coach to help develop capacity in instructional design and implementation.		Formative			Summative
		Nov	Jan	May	June
Strategy's Expected Result/Impact: Increases in student achievement. **Staff Responsible for Monitoring:** Admin **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 4 - Student Learning 6 - Perceptions 4 **Funding Sources:** - 211 - Title 1-A - $50,000					

Strategy 4 Details		Reviews			
Strategy 4: Provide technology and instructional resources to support teacher instruction, and promote student engagement in core content classroom. (such as, instructional tools and aides - monitors, headphones, cameras, microphones to help students overcome fear of public speaking to actively engage in classroom presentations. etc.)		Formative			Summative
		Nov	Jan	May	June
Strategy's Expected Result/Impact: Increase of students with Meets in Core Content Classrooms **Staff Responsible for Monitoring:** Teachers, Admin **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 3 - Student Learning 5 **Funding Sources:** - 211 - Title 1-A					

Strategy 5 Details		Reviews			
Strategy 5: ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, BEAM Symposium etc.)		Formative			Summative
		Nov	Jan	May	June
Strategy's Expected Result/Impact: to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students. **Staff Responsible for Monitoring:** Admin, IC **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 4 - Student Learning 6 - Perceptions 4 **Funding Sources:** - 211 - Title 1-A					

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Percentage of students to achieve the Meets and Masters level of STAAR.   **Root Cause**: Teacher capacity to better understand standards and level of rigor needed.
Problem Statement 4: Teacher development to have a better capacity to address diverse learners in the classroom.   **Root Cause**: Students come from various ISD's, charters, homeschool, and learn a variety of different ways.

Student Learning
Problem Statement 5: Percentage of students to achieve the Meets and Masters level of STAAR.   **Root Cause**: Teacher capacity to better understand standards and level of rigor needed.
Problem Statement 6: Teacher development to have a better capacity to address diverse learners in the classroom.   **Root Cause**: Students come from various ISD's, charters, homeschool, and learn a variety of different ways.

Perceptions
Problem Statement 4: Teacher development to have a better capacity to address diverse learners in the classroom.   **Root Cause**: Students come from various ISD's, charters, homeschool, and learn a variety of different ways.

Campus Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Robert Carpenter	Teacher
Classroom Teacher	Riqia Owens	Teacher
Classroom Teacher	Dena Favors	SPED Teacher
Administrator	Sheila Smith	Assistant Principal
Paraprofessional	Cecilia Munoz	Pupil Services Personnel
Student	Alexander Strange	Student
Administrator	Linda Birdwell	Principal
Paraprofessional	Kendel Hastings	Admin Assistant
Classroom Teacher	Megan Wilson	Teacher
Parent	Stephanie Shoemake	Parent
Community Representative	Rachel Lacy	Community Member
Classroom Teacher	Gary Peil	Teacher
Classroom Teacher	Kayla Anderson	SPED IA
Classroom Teacher	Brandi Gomez	Classroom Teacher
Classroom Teacher	Cortney Foster	Classroom Teacher
Classroom Teacher	Marcela Kury	Classroom Teacher
Business Representative	Leslea Hoftpowir	Business Representative

Campus Funding Summary

211 - Title 1-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$0.00
1	1	2			$50,000.00
1	1	3			$0.00
1	1	5	Substitutes once a cycle		$0.00
1	2	2			$50,000.00
1	2	3			$0.00
1	3	1			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$50,000.00
3	1	4			$0.00
3	1	5			$0.00
				Sub-Total	$150,000.00

263 - Title III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6			$0.00
1	2	7			$0.00
				Sub-Total	$0.00