International Leadership of Texas

District Improvement Plan

2023-2024

Mission Statement

Our mission at 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 will fulfill the promises of the ILTexas mission, as increasingly evidenced by each graduating class.

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Demographics

Demographics Summary

International Leadership of Texas is a fast growth charter with changing student and staff demographics. We serve communities across Texas to include Dallas, Tarrant, Harris, Brazos and Cleveland county. Our student population comes from various academic backgrounds that include different public-school districts, charter schools, private schools and home school.

ILTexas has welcomed over 6,600 students with a current enrollment of 22,355. The sharp increase in enrollment is due to our expension into Cleveland, TX, with 2 additional campuses, ILTexas-BG Ramirez ES and ILTexas-BG Ramirez MS. A variety of different race and ethnicities are represented amongst our students, with the top three being Hispanic/ Latino 57.04%, Black/African Amer 26.36%, and White 8.67%. In addition, we serve a significant number of English Language Learners with 8,332 students served, approximately 37.30% of our total student population.

Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 09/28/2022)	Count	Percent
Gender		
Female	11,473	51.36%
Male	10,865	48.64%
Ethnicity		
Hispanic-Latino	12,741	57.04%
Race		
American Indian - Alaskan Native	80	0.36%
Asian	942	4.22%
Black - African American	5,888	26.36%
Native Hawaiian - Pacific Islander	27	0.12%
White	1,936	8.67%
Two-or-More	724	3.24%
Student Programs (2022 - 2023 Preliminary Fall PEIMS file loaded 09/28/2022)	Count	Percent
Dyslexia	514	2.30%
Gifted and Talented	1,311	5.87%

Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 09/28/2022)	Count	Percent
Regional Day School Program for the Deaf	0	0.00%
Section 504	949	4.25%
Special Education (SPED)	1,396	6.25%
Bilingual/ESL		
Emergent Bilingual (EB)	8,332	37.30%
Bilingual	373	1.67%
English as a Second Language (ESL)	562	2.52%
Alternative Bilingual Language Program	11,209	50.18%
Alternative ESL Language Program	3,459	15.48%
Title I Part A		
Schoolwide Program	19,547	87.51%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%
Student Indicators (2022 - 2023 Preliminary Fall PEIMS file loaded 09/28/2022)	Count	Percent
At-Risk	13,649	61.10%
Foster Care	9	0.04%
IEP Continuer	0	0.00%
Immigrant	160	0.72%
Intervention Indicator	1,106	4.95%
Migrant	7	0.03%
Military Connected	792	3.55%
Transfer In Students	0	0%
Unschooled Asylee/Refugee	0	0%

Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 09/28/2022)	Count	Percent
Economic Disadvantage		
Economic Disadvantage Total	15,493	69.36%
Free Meals	2,765	12.38%
Reduced-Price Meals	1,879	8.41%
Other Economic Disadvantage	10,849	48.57%
Homeless and Unaccompanied Youth		
Homeless Status Total	77	0.34%
Shelter	6	0.03%
Doubled Up	58	0.26%
Unsheltered	0	0.00%
Hotel/Motel	13	0.06%
Not Unaccompanied Youth	67	0.30%
Is Unaccompanied Youth	10	0.04%

Staff

International leadership of Texas employs a highly diverse population throughout multiple roles within the organization. The top four ethnicity's represented at ILTexas are Hispanic/ Latino(834), Black or African American(660), White (538) and Asian(166). The majority of our teaching staff, 50.8%, have between 1-5 years of experience, followed by beginning teachers, zero years of experiance, with 19.6%. Our beginning teachers are recent college graduates or professionals electing a change in profession in the later part of their career.

Staff Ethnicity Race Category

Legend:
- A - Asian
- B - Black or African American
- H - Hispanic/Latino
- I - American Indian or Alaska Native
- P - Native Hawaiian or Other Pacific Islander
- T - Two or More Races
- W - White

Values shown: 191, 660, 538, 28, 1, 6, 834
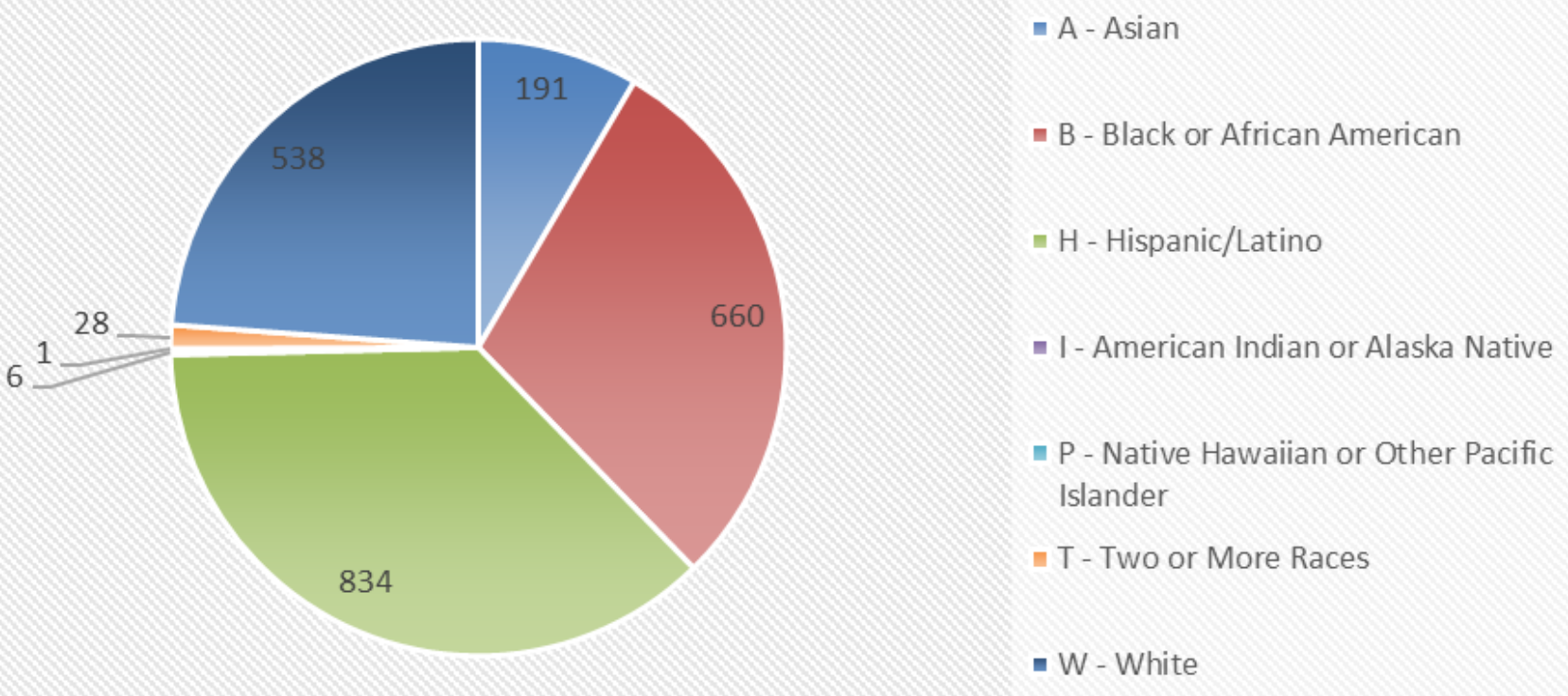
Teacher Years of Experience by Percentage

- Beginning Teachers — 19.6%
- 1 - 5 Years Experience — 50.80%
- 6 - 10 Years Experience — 16.10%
- 11 - 20 Years Experience — 11.0%
- Over 20 Years Experience — 2.50%
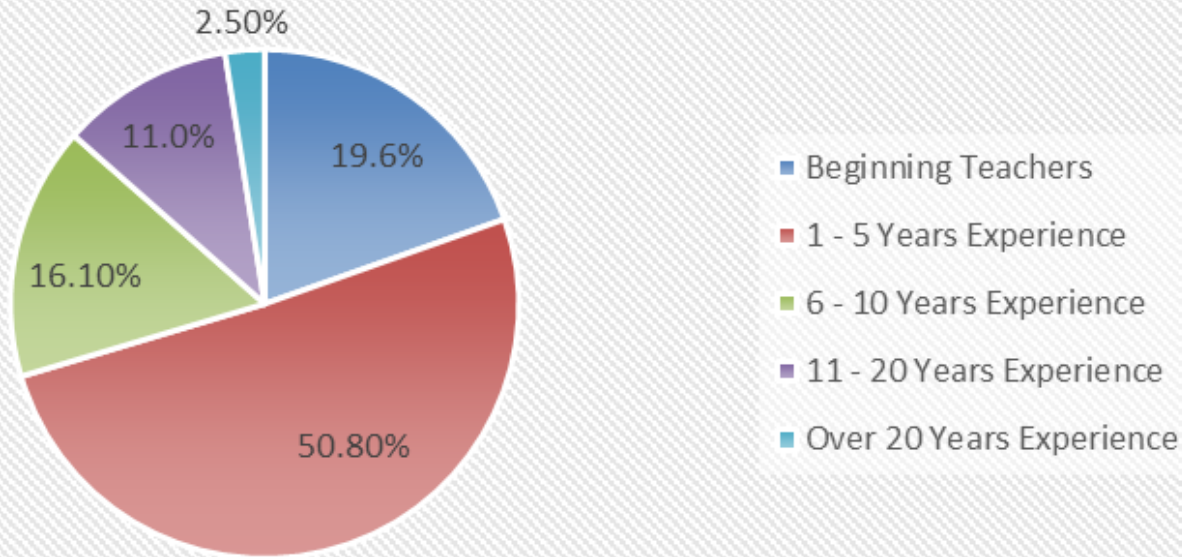
Demographics Strengths

* Student enrollment represents a wide range of educational backgrounds and cultures

* In 2022-2023 we predict serving over 56 different home languages and cultures represented among our 36 campuses

* With our partnership at our ILTexas Private School, our GHS students have an opportunity to take classes alongside international students from China, Vietnam, Rwanda and Taiwan. We project 50 international students for the upcoming year.

* At each campus Chinese and Spanish international teachers are a part of the instructional team for content (DLI program) and language courses (secondary).

* Over 140 international teachers projected in our classrooms for the 2022-2023 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase student attendance and absence reporting. **Root Cause:** Campus staff are unable to track and keep up with truancy prevention and truancy officer requirements.

Problem Statement 2 (Prioritized): There is a need to attract and retain skilled teachers.

Problem Statement 3 (Prioritized): Some students do not have access to high quality instruction because 70.3% of ILTexas teachers have less than 6 years of experience teaching.

Problem Statement 4 (Prioritized): On the STAAR Math test, 0 out of 13 targets were met for percentage of students performing at the Meets grade level standard and only 1 out of 12 targets were met for academic growth in math.

Problem Statement 5 (Prioritized): ILTexas does not meet the federal requirement of 36% on TELPAS. ILTexas EL/EB students scored 35% on TELPAS.

Problem Statement 6 (Prioritized): Per RDA, 26% of EL/EB students scored at Beginner/Intermediate levels after multiple years in U.S. schools. **Root Cause:** Lack of ESL certified teachers and insufficient implementation of sheltered instruction strategies.

Problem Statement 7 (Prioritized): Special Education students in STAAR tested grade levels, for Math and ELAR/Reading, performed between 10% and 23% lower than their general education peers at the Meets level. **Root Cause:** Due to mid-year staff turnover, post-pandemic, instructional use of research-based pedagogy drastically decreased.

Problem Statement 8 (Prioritized): We are in the need of increased opportunities for parental input, involvement and engagement. **Root Cause:** Being a charter school system, our families do not always live near the school and distance and the feel of community can be a challenge.

Problem Statement 9 (Prioritized): We need to ensure that the translation system for non-English speaking parents attending campus meetings/performances is always accessible and functional. **Root Cause:** While ILTexas has invested in the translation systems for use at campus and district functions, we often times cannot locate them, or they are not functional.

Student Learning

Student Learning Summary

ILTexas District received an overall accountability rating in 2022 of 86 = B. Eighteen campuses received an overall rating of B, twelve campuses received an overall rating of C, and three campuses were not rated (North Richland Hills MS and East Ft. Worth/Woodhaven MS would have earned a D and East Ft. Worth/Woodhaven ES would have earned an F. Twenty-three of our 34 campuses received their highest scores in the area of Academic Growth.

In 2022 twelve campuses earned a combined total of twenty-six Distinction Designations:

- (5) Academic Achievement in English Language Arts/Reading
- (3) Academic Achievement in Mathematics
- (5) Academic Achievement in Science
- (5) Academic Achievement in Social Studies
- (3) Top 25 Percent: Comparative Academic Growth
- (5) Postsecondary Readiness

In 2022 fourteen campuses were identified as "In School Improvement" under Federal accountability monitoring:

- (1) campuses were identified as Comprehensive Support: East Ft. Worth/Woodhaven ES
- (2) campuses were identified as Comprehensive Support Progress: Orem ES and Orem MS
- (11) campuses were identified as Targeted Support: Garland MS, Lancaster Elem and MS, North Richland Hills Elem and MS, Westpark MS, Saginaw Elem and MS, Windmill Lakes Elem and MS, and East Ft. Worth/Woodhaven MS

ILTexas had 556 graduates in 2021. Our 4-year graduation rate was 98.4% and our 5-year graduation rate was 99.6%. Of these graduates, 77% met one or more indicators as being College Ready.

Economically Disadvantaged Students:

38% of eco. dis. students performed at the Meets performance level or higher in Reading. In mathematics, 20% of eco. dis. student performed at the Meets level or higher.

Emergent Bilingual Students:

34% of EB students performed at the Meets performance level or higher in Reading. In mathematics, 18% of EB student performed at the Meets level or higher.

Special Education Students:

16% of SPED students performed at the Meets performance level or higher in Reading. In mathematics, 11% of SPED student performed at the Meets level or higher.

ACTFL & AAPPL:

Spanish Language Acquisition -

In 2022, 76% of elementary students were performing in the Novice range, 16% were performing in the Intermediate range, and 7% were performing in the Advanced range per ACTFL data. At the middle school level, 76% of elementary students were performing in the Novice range, 16% were performing in the Intermediate range, and 7% were performing in the Advanced range per ACTFL data. At the high school level, 76% of elementary students were performing in the Novice range, 16% were performing in the Intermediate range, and 7% were performing in the Advanced range per ACTFL data.

AAPPL data shows that xx%

From the class of 2022, 45% graduates earned the trilingual cord - up 15% points over class of 2021.

Student Learning Strengths

On the STAAR Reading test, 8 out of 13 targets were met for percentage of students performing at the Meets grade level standard and 12 out of 12 targets were met for academic growth in Reading.

For CCMR, 77% of graduates met CCMR - and 10 out of 10 targets were met for all sub-populations.

All students receive instruction in both Spanish and Mandarin Chinese beginning in Kindergarten and continuing through High School

Students at the elementary levels participate in a two-way dual language program

All campuses across the district operate on a common master schedule to allow for common planning times and inter-district PLC opportunities on a daily and weekly basis

Data Days are set aside for teachers to understand where students are and to purposefully plan for instruction, accelerated learning, and extensions

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On the STAAR Math test, 0 out of 13 targets were met for percentage of students performing at the Meets grade level standard and only 1 out of 12 targets were met for academic growth in math.

Problem Statement 2 (Prioritized): ILTexas does not meet the federal requirement of 36% on TELPAS. ILTexas EL/EB students scored 35% on TELPAS.

Problem Statement 3 (Prioritized): Per RDA, 26% of EL/EB students scored at Beginner/Intermediate levels after multiple years in U.S. schools. **Root Cause:** Lack of ESL certified teachers and insufficient implementation of sheltered instruction strategies.

Problem Statement 4: Junior SAT Cohort Average performance was 911 for 2022, EBRW was 470 and Math was 441. State CCMR is 1010 with 480 EBRW and 530 Math. **Root Cause:** First instruction and course selection rigor in ELA and Math does not align to the rigor of SAT

Problem Statement 5 (Prioritized): Special Education students in STAAR tested grade levels, for Math and ELAR/Reading, performed between 10% and 23% lower than their

general education peers at the Meets level.   **Root Cause:** Due to mid-year staff turnover, post-pandemic, instructional use of research-based pedagogy drastically decreased.

Problem Statement 6 (Prioritized): There is a need to increase student attendance and absence reporting.   **Root Cause:** Campus staff are unable to track and keep up with truancy prevention and truancy officer requirements.

Problem Statement 7 (Prioritized): There is a need to attract and retain skilled teachers.

Problem Statement 8 (Prioritized): Some students do not have access to high quality instruction because 70.3% of ILTexas teachers have less than 6 years of experience teaching.

Problem Statement 9 (Prioritized): We are in the need of increased opportunities for parental input, involvement and engagement.   **Root Cause:** Being a charter school system, our families do not always live near the school and distance and the feel of community can be a challenge.

Problem Statement 10 (Prioritized): We need to ensure that the translation system for non-English speaking parents attending campus meetings/performances is always accessible and functional.   **Root Cause:** While ILTexas has invested in the translation systems for use at campus and district functions, we often times cannot locate them, or they are not functional.

District Processes & Programs

District Processes & Programs Summary

*We teach the state required curriculum (TEKS) & ILTexas adopted High Quality Instructional Materials (HQIM)
*Charterwide, ILTexas follows the same scope and sequence (YAG: Year at a Glance & daily pacing tools) for our 8 coure departments (Math, RLA, Science, Social Studies, Chinese, Spanish, Fitness & Leadership)
*ILTexas High School Personal Graduation Plans (PGP) Guidelines.
*Adjustments and focus areas will be data driven and based off of Leadership Report Card/Lead4ward Priority Clusters (Priority TEKS Clusters) & MAP data (for relevant courses).
*Emphasis will be placed on data highlighting the most cricical COVID gaps and priority TEKS (not only highly weighted, but also those foundational for vertically aligned next course) while also addressing socio-cultural competence.
*Teacher course specific support and resources are available on the teacher C&I Landing Page (which has a deeper dive into each department).
Program Model:
*All K-5 Campuses will follow our research based K-5 Two-Way DLI Program Model to teach content through language and language through content.
Note: While we begin teaching the curriculum day 1, an emphasis and priority will be placed on building relationships and setting norms the first days of school (you can't Bloom without Maslow)
ILTexas Trilingual Trajectory 21-22
ILTexas Trilingual Labels K-12

Special Education Curriculum Guide

District Processes & Programs Strengths

* College Preparatory Trilingual Program

* Data Days/PD days built into the academic calendar, giving us opportunities to address our needs

* Daily opportunities within our uniform and unified master schedule for our teachers to Professional Learning Communities

* Partnership with TEKS Resource System and ACTFL to support our curriculum, instruction and assessment

* A research based character education program including teaching character and leadership traits and yearly Others Before Self Projects

STAFF RECRUITMENT & RETENTION

- Instructional stipends in high needs areas (Bilingual, Math, Science, Special Education)

- Differentiated compensation for certified teachers

- Mentor support to first year teachers

- District, campus, and grade level support provided to all new staff

- Professional development & leadership opportunities

- Recruit certified experienced teachers to build a strong foundation at the lower grade levels
- Continuous compensation assessment
- Assess recruitment strategies to improve the quality of candidates
- Establish partnerships with universities and ACP's

SCHOOL ORGANIZATION

1. What does the data reflect about classes, schedules, and student/staff teams?

We have a unique 10 period day structure at the K-8 level. We have 8 core classes (math, reading, science, social studies, Spanish, Chinese, performance training, and leadership) as opposed to the tradition 4 core in most districts. This structure provides a master schedule that helps us emphasize our mission as well as maximize instructional effectiveness through our Dual Language Immersion and FLES programs. After 4 years of operation, all schools have met STAAR accountability standards each year.

2. How is adequate time devoted to subjects in which students perform poorly?

Students with missing or failing work is assigned to "Eagle Academy" the following day to make up the work. Teachers also provide tutoring at least 2 days per week. Saturday school is also an option to support struggling students. Finally, teachers on each campus can refer struggling students to the Student Support Team (SST) which determines the best support plan for each student. Possible SST recommendations include RTI, PBIS, Restorative Discipline, among other options.

3. How do teachers have a voice in decision making and school policies?

Teachers participate in daily PLC's at the campus and weekly PLC's with the district staff on Wednesdays. Teachers are able to voice recommendation and concerns as well as receive feedback and support through this structure. Teachers can also make recommendations directly through the administrative support structure.

4. What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole?

All formative assessments are determined at the teacher's discretion. However, summative assessments prepared by district staff and administered at each campus.

5. Do school committees and decision-making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?

Yes. Each campus is required to have a PTO & SBDM to solicit input and support for all stakeholders in their school. Campuses may, at the principal's discretion, provide other committees and support organizations based upon campus needs. The district will also be rolling out our new "tip411" online or texting system where stakeholders can anonymously submit questions, comments, or concerns. All grade levels have a teacher representative on the school leadership team.

6. What are the students', parents' and community perceptions of the school?

According to recent surveys, perceptions of our schools are favorable overall.

7. What do school expectations reveal?

Students and staff rise to the level of expectation of its leadership. All students and staff are expected to uphold high moral and academic standards. This expectation has lead to 4 consecutive successful years of performance on the state accountability exams.

TECHNOLOGY

District training has been provided for teachers in using the Google Application Suite (Google Classroom, Docs, Sheets, etc.), Study Island, STEMScopes, and math related software applications such as Big Brainz and Think Through Math. Google Application Suite had the largest impact on both staff and students as teachers were able to integrate web based learning into their classroom by providing students with access to videos and other resources for their classes. Study Island, STEMScopes and the math related software encouraged students to practice what they have learned in their classroom and develop their mastery over the given content area. In addition, the campus Library Media Specialists are to meet with teachers and students in regular intervals to facilitate in the integration of technology.

Technology is being used in all of the core content areas. All content level teachers were encouraged to utilize what was learned during Google training as it can be applied to any grade level and subject area and Study Island can be used for many of the core content classes.

The science department provides students with individual student accounts that encourages students to use their Chromebooks as digital notebooks with STEMScopes by allowing students to record their observations, make digital drawings, and providing students with additional places to look online if students are curious about the topic.

Social Studies has subscribed to Studies weekly where students can read and listen to relevant content and practice mastery. In addition to Studies Weekly, teachershave access to StrataLogica, which provides teachers and students with access to digital and interactive maps and globes so that all students have the opportunity to observe the varying landforms and locations.

Language Arts and Reading have access to RazKids and Learning A-Z to act as a databank for different stories that can provide read-a-louds that will allow for students to listen and follow along in both languages along with students being able to use Chromebooks to practice their writing. IStation is available for most of the grade levels to provide assistance in growth in this content area as well. IStation provides online assessments to determine reading level and provides lessons for developing fluency.

Imagine Math and Imagine Math Facts are two of the primary online resources that math teachers use as way to encourage mastery on different mathematical components. Other resources online have been used by teachers to provide students with real world examples of costs for the financial literacy portion of the curriculum.

Many of the aforementioned resources are available in both English and Spanish. Additionally, there are many promoted websites to help students learn Chinese. These websites include tools such as online videos and vocabulary exercises to develop their language acquisition.

TexQuest is a cross-curricular website that provdies, videos, databases, and articles for students to access information. This resource provides core content subjects, along with other contents such as debate, music, and art, to also use this technology for research, videos, and pictures. The need for eportfolios and platforms to track language proficiency is urgent. For this, Seesaw is our vendor of choice, after our needs assessment/product review.

Measure of Academic Progress (MAP) testing is utilized to determine where students are performing in relation to their grade level and monitors how students are progressing through the year. This assessment tool works hand in hand with the Study Island software by differentiating the questions and activities for students based on how they performed on their MAP testing.

Technology is utilized during instruction to provide engagement opportunities with videos, puzzles, games, and to pose questions along with providing digital media to encourage students to practice using real world skills such as researching, recording, and developing projects that show student mastery in their content area. Teachers also use this technology to ease a portion of the burden of grading which allows teachers the time to analyze the data from assessments and determine what areas need to be retaught or enriched.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to attract and retain skilled teachers.

Problem Statement 2 (Prioritized): Some students do not have access to high quality instruction because 70.3% of ILTexas teachers have less than 6 years of experience teaching.

Problem Statement 3 (Prioritized): On the STAAR Math test, 0 out of 13 targets were met for percentage of students performing at the Meets grade level standard and only 1 out of 12 targets were met for academic growth in math.

Problem Statement 4 (Prioritized): Per RDA, 26% of EL/EB students scored at Beginner/Intermediate levels after multiple years in U.S. schools.   **Root Cause:** Lack of ESL certified teachers and insufficient implementation of sheltered instruction strategies.

Perceptions

Perceptions Summary

Families and community members have the opportunity to engage in meaningful activities that support student learning throughout the year. These activities include, but are not limited to:

- Open Houses, Meet the Teacher Nights, Curriculum Nights (i.e. Literacy Night, Science Night), STAAR Information Nights, Parent Education Nights, Parent Participation in Field Trips, PTO Participation, Volunteers In Public Schools, Family and Community Fairs and Festivals, i.e. Health Fair, Mulitcultural Festival, Chinese Festival, Others Before Self Showcase

Families and community members are involved in school decisions by:

- Serving on PTO Boards, or being a PTO Member
- Serving as a Watch D.O.G.
- Contributing feeback on ILTexas Parent Surveys
- Sharing ideas at Principal Coffees
- Serving on Principal interview panels
- Serving on Campus Improvement Committees

Faculty feedback indicatates that they strongly believe in the core values of ILTexas.

Perceptions Strengths

ILTexas strives to have strong ties with the families and communities it serves. This is done in part with continued open lines of communitcation, including but not limited to:

- Skyward - Parent access to grades, schedules, attendance, etc.
- School Messenger - parent notifiction, weekly Principal newsletter
- ILTexas Website
- ILTexa Facebook page and Twitter
- tip411 (annoymous tip line)
- Convenient email access to all ILTexas staff members
- Peachjar flyer distribution
- Parent Conferences
- PTO General Meetings

Parents eagerly participate in the following activities consistently:

- PTO activities - including meetings, fundraisers, special events
- Watch D.O.G.S. - National program aimed at getting fathers and father-figures active in our schools
- VIPS (Volunteers In Public Schools) - volunteer opportunities from helping with dismissal, reading to students, helping with school pictures, lunch duty
- Chaperoning field trips
- Ensuring that students participate in their Service Learning Project with the activities take place after school hours or on the weekend

- Supporting our sports teams, band, choir, etc.

ILTexas has a large Spanish speaking population. We strive to meet all linguistic needs of parents by providing translators if necessary, utilizing translation equipment at large functions, and providing written material to parents in both English and Spanish on a consistent basis.

Faculty Feedback indicates that staff members are happy and enjoy working with their teams.

SCHOOL CULTURE & CLIMATE

What does an analysis of discipline data reveal? What interventions are in place to increase appropriate behavior?

District Students Identify as a Behavioral and/or Academic Concern as of 01/31/2018

Criteria for Identification

1. Academic concern: Any 6-week grade 59% or lower and/or 2 failing 6-week grade in any subject
2. Behavioral Concern: Any student with 5 or more referrals

Comparison of SPED to 504 to Regular Education

School	Lancast	Westpark	Wind Mills	Katy	Garland	Saginaw	Keller	EFW	NRH	GP	Arling	Total	Percent
SPED	25	16	18	15	18	11	15	19	12	15	15	**179**	**8%**
504	15	15	6	11	13	22	14	17	27	11	4	**155**	**7%**
Reg. Ed.	178	231	160	91	172	134	83	246	151	265	164	**1875**	**85%**
Total	**218**	**262**	**184**	**117**	**203**	**167**	**112**	**282**	**190**	**291**	**183**	**2209**	

Breakdown of the Students of Concern by School Level

School	Lancast	Westpark	Wind Mills	Katy	Garland	Saginaw	Keller	EFW	NRH	GP	Arling	Total	Percent
K-2	11	46	15	19	16	20	18	68	13	32	13	**271**	**12%**
3-5	85	67	72	14	72	86	28	81	76	79	60	**720**	**33%**
6-8	122	149	97	84	115	61	66	133	101	180	110	**1218**	**55%**
Total	**218**	**262**	**184**	**117**	**203**	**167**	**112**	**282**	**190**	**291**	**183**	**2209**	

Breakdown of Student Concerns by School Level and Type

School	Lancast	Westpark	Wind Mills	Katy	Garland	Saginaw	Keller	EFW	NRH	GP	Arling	Total	Percent
K-2	**11**	**46**	**15**	**19**	**16**	**20**	**18**	**68**	**13**	**32**	**13**	**271**	**12%**
Behavioral	5	12	7	11	16	18	18	66	8	25	7	**193**	**71%**
Academic	5	33	8	8	0	2	0	2	5	6	5	**74**	**27%**
Both	1	1	0	0	0	0	0	0	0	1	1	**4**	**1%**
3-5	**85**	**67**	**72**	**14**	**72**	**86**	**28**	**81**	**76**	**79**	**60**	**720**	**33%**
Behavioral	52	15	15	9	10	19	18	34	14	50	20	**256**	**36%**
Academic	22	48	53	5	53	65	9	36	54	23	35	**403**	**56%**
Both	11	4	4	0	9	2	1	11	8	6	5	**61**	**8%**
6-8	**122**	**149**	**97**	**84**	**115**	**61**	**66**	**133**	**101**	**180**	**110**	**1218**	**55%**
Behavioral	29	14	13	10	20	38	33	44	15	113	44	**373**	**31%**
Academic	70	118	70	59	79	13	20	65	63	21	48	**626**	**51%**
Both	23	17	14	15	16	10	13	24	23	46	18	**219**	**18%**
Total	**218**	**262**	**184**	**117**	**203**	**167**	**112**	**282**	**190**	**291**	**183**	**2209**	

ISS and OSS Data/School and District Totals (1/31/18)

School	Lancast	Westpark	Wind Mills	Katy	Garland	Saginaw	Keller	EFW	NRH	GP	Arling	District Totals
K-2												**K-2**
ISS Students	10	19	6	1	17	1	1	0	3	11	1	**70**
ISS Days	12	32	8	1	22	1	1	0	4	12	1	**94**
OSS Students	28	23	7	29	22	29	29	39	13	13	3	**235**
OSS Days	40	28	10	41	34	41	41	58	23	18	10	**344**
Total ISS/OSS Students	**38**	**42**	**13**	**30**	**39**	**30**	**30**	**39**	**16**	**24**	**4**	**305**
Total ISS/OSS Days	**52**	**60**	**18**	**42**	**56**	**42**	**42**	**58**	**27**	**30**	**11**	**438**
Grades 3-5												**Grades 3-5**
ISS Students	40	6	39	0	7	0	0	2	1	5	0	**100**
ISS Days	42	6	66	0	7	0	0	2	2	6	0	**131**
OSS Students	38	16	9	15	11	16	16	22	11	17	10	**181**

School	Lancast	Westpark	Wind Mills	Katy	Garland	Saginaw	Keller	EFW	NRH	GP	Arling	District Totals
OSS Days	48	21	10	18	14	21	21	28	17	19	12	**229**
Total ISS/OSS Students	**78**	**22**	**48**	**15**	**18**	**16**	**16**	**24**	**12**	**22**	**10**	**281**
Total ISS/OSS Days	**90**	**27**	**76**	**18**	**21**	**21**	**21**	**30**	**19**	**25**	**12**	**360**
Grades 6-8												**Grades 6-8**
ISS Students	5	21	30	0	6	1	1	9	8	17	0	**98**
ISS Days	5	23	36	0	7	1	1	9	15	21	0	**118**
OSS Students	26	30	12	25	17	5	5	54	12	45	9	**240**
OSS Days	36	40	15	29	20	6	6	75	16	57	10	**310**
Total ISS/OSS Students	**31**	**51**	**42**	**25**	**23**	**6**	**6**	**63**	**20**	**62**	**9**	**338**
Total ISS/OSS Days	**41**	**63**	**51**	**29**	**27**	**7**	**7**	**84**	**31**	**78**	**10**	**428**
Total Students/School	**147***	**115***	**103**	**70**	**80**	**52**	**52**	**126***	**48**	**108**	**23**	**924**
Total ISS/OSS Days/ School	**183***	**150***	**145**	**89**	**104**	**70**	**70**	**172***	**77**	**133**	**33**	**1226**
Total ISS Days /School	**59**	**61**	**110**	**1**	**36**	**2**	**2**	**11**	**21**	**39**	**1**	**343**

*Restorative Discipline Campuses: Lancaster, West Park, East Fort Worth (High ISS/OSS numbers reflect the lack of RD training of administrator and teacher training and the lack of preplanning in integrating Restorative Discipline into the school culture and the use of the Student Code of Conduct)

Recommendations Based on Data Analysis

1. With 85% of the students identified as needing support being regular education students (Not 504 or SPED), there is need to assess the effectiveness of the implementation of Tier #1 research-based instructional strategies.
    1. Clear data on the level of education, type of certification (% of alt-cert), and the years of experience must be obtained and used to determine the differentiated training needs teaching staff
    2. On-going observation and support from teachers who are struggling by the AP and the instructional coach
    3. Re-assessment of training prior to the beginning of the year to determine ways of addressing the identified needs
    4. Training and on-going support for teachers who are coming from other countries (initially bi-weeks ½ day training to shift later to monthly 1 day training
    5. Focus on PBIS and the identifying, teaching, modelling, and re-enforcing of desired behavioral expectations
    6. With 71% of the identified student concerns in K-2 as being behavioral:
        1. Specific social-emotional learning program in essential

            i.   Momentous Institute – Brain Training

    ii.   My Fantastic Elastic Brain

    iii.   Why Try

    iv.   The Mindfulness Kindness curriculum

    v.   This will reduce the behavioral issues going forward in grades 3-5 and 6-8 and the program can be extended into these grade levels

1. PBIS Procedures need to be more effectively implemented

    i.   No specific conflict resolution model has been taught, modelled, and re-enforced

    ii.   Student training in procedures will greatly reduce the number of behavioral issues

1. Identifying students earlier for additional behavioral interventions and supports

    i.   Many referrals and suspensions occur before additional resources are requested/ if at all

1. Kinder to Grade 8 academic intervention plan needs to be developed and implemented
   1. K-2 only 2nd grade = 27%, 3-5 = 56%, 6-8 = 51%
   2. How will be the additional support for students/teacher on each campus at each grade level

    i.   Teacher-aides push in or pullout or both

    ii.   Instructional coach

    iii.   Counselor

    iv.   Behavior specialist

    v.   Additional tutoring and support

1. Schools #1, #2, #5, #8, #10 need immediate support as the academic and behavioral needs are high

ISS and OSS Data/School and District Totals (5/11/18)

School	Lancast	Westpark	Wind Mills	Katy	Garland	Saginaw	Keller	EFW	NRH	GP	Arling	District Totals
K-2												**K-2**
ISS Students	**18**	25	9	0	24	0	3	**0**	7	15	0	**101**
ISS Days	**21**	46	11	0	30	0	3	**0**	10	20	0	**141**
OSS Students	**38**	30	7	14	21	22	42	**33**	14	17	3	**241**
OSS Days	**67**	46	11	22	37	31	58	**77**	26	25	11	**411**

School	Lancast	Westpark	Wind Mills	Katy	Garland	Saginaw	Keller	EFW	NRH	GP	Arling	District Totals
Total ISS/OSS Students	**56**	**55**	**16**	**14**	**45**	**22**	**45**	**33**	**21**	**32**	**3**	**342**
Total ISS/OSS Days	**88**	**92**	**22**	**22**	**67**	**31**	**61**	**77**	**36**	**45**	**11**	**552**
Grades 3-5												**Grades 3-5**
ISS Students	49	17	44	0	13	0	0	**2**	5	7	0	**137**
ISS Days	62	18	75	0	13	0	0	**2**	7	9	0	**186**
OSS Students	52	29	17	25	11	24	29	**32**	15	26	14	**274**
OSS Days	84	32	20	38	17	35	36	**43**	26	32	20	**383**
Total ISS/OSS Students	**101**	**46**	**61**	**25**	**24**	**24**	**29**	**34**	**20**	**33**	**14**	**411**
Total ISS/OSS Days	**146**	**50**	**95**	**38**	**30**	**35**	**36**	**45**	**33**	**41**	**20**	**569**
Grades 6-8												**Grades 6-8**
ISS Students	9	21	40	0	5	0	1	**13**	10	17	0	**116**
ISS Days	10	23	62	0	6	0	1	**13**	13	21	0	**149**
OSS Students	39	52	22	21	22	21	8	**78**	20	63	17	**363**
OSS Days	55	70	26	24	26	24	10	**107**	25	81	17	**465**
Total ISS/OSS Students	**48**	**73**	**62**	**21**	**27**	**21**	**9**	**91**	**30**	**80**	**17**	**479**
Total ISS/OSS Days	**65**	**93**	**88**	**24**	**32**	**24**	**11**	**120**	**38**	**102**	**17**	**614**
Total Students/School	**205**	**174**	**139**	**60**	**96**	**67**	**83**	**158**	**71**	**145**	**34**	**1232**
Total ISS/OSS Days/ School	**299**	**235**	**205**	**84**	**129**	**90**	**108**	**242**	**107**	**188**	**48**	**1735**
Total ISS Days /School	**93**	**87**	**148**	**0**	**49**	**0**	**4**	**15**	**30**	**50**	**0**	**476**
Total OSS Days / School	**206**	**148**	**57**	**84**	**80**	**90**	**104**	**227**	**77**	**138**	**48**	**1259**

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We are in the need of increased opportunities for parental input, involvement and engagement.   **Root Cause:** Being a charter school system, our families do not always live near the school and distance and the feel of community can be a challenge.

Problem Statement 2 (Prioritized): We need to ensure that the translation system for non-English speaking parents attending campus meetings/performances is always accessible and functional. **Root Cause:** While ILTexas has invested in the translation systems for use at campus and district functions, we often times cannot locate them, or they are not functional.

Priority Problem Statements

Problem Statement 1: There is a need to increase student attendance and absence reporting.

Root Cause 1: Campus staff are unable to track and keep up with truancy prevention and truancy officer requirements.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: There is a need to attract and retain skilled teachers.

Root Cause 2:

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

Problem Statement 3: Some students do not have access to high quality instruction because 70.3% of ILTexas teachers have less than 6 years of experience teaching.

Root Cause 3:

Problem Statement 3 Areas: Demographics - Student Learning - District Processes & Programs

Problem Statement 4: On the STAAR Math test, 0 out of 13 targets were met for percentage of students performing at the Meets grade level standard and only 1 out of 12 targets were met for academic growth in math.

Root Cause 4:

Problem Statement 4 Areas: Demographics - Student Learning - District Processes & Programs

Problem Statement 5: ILTexas does not meet the federal requirement of 36% on TELPAS. ILTexas EL/EB students scored 35% on TELPAS.

Root Cause 5:

Problem Statement 5 Areas: Demographics - Student Learning

Problem Statement 6: Per RDA, 26% of EL/EB students scored at Beginner/Intermediate levels after multiple years in U.S. schools.

Root Cause 6: Lack of ESL certified teachers and insufficient implementation of sheltered instruction strategies.

Problem Statement 6 Areas: Demographics - Student Learning - District Processes & Programs

Problem Statement 7: Special Education students in STAAR tested grade levels, for Math and ELAR/Reading, performed between 10% and 23% lower than their general education peers at the Meets level.

Root Cause 7: Due to mid-year staff turnover, post-pandemic, instructional use of research-based pedagogy drastically decreased.

Problem Statement 7 Areas: Demographics - Student Learning

Problem Statement 8: We are in the need of increased opportunities for parental input, involvement and engagement.

Root Cause 8: Being a charter school system, our families do not always live near the school and distance and the feel of community can be a challenge.

Problem Statement 8 Areas: Demographics - Student Learning - Perceptions

Problem Statement 9: We need to ensure that the translation system for non-English speaking parents attending campus meetings/performances is always accessible and functional.

Root Cause 9: While ILTexas has invested in the translation systems for use at campus and district functions, we often times cannot locate them, or they are not functional.

Problem Statement 9 Areas: Demographics - Student Learning - 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
- 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.

Accountability Data

- Texas Academic Performance Report (TAPR) 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- 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 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures 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, 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: 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.		Formative			Summative
		Nov	Jan	May	June
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches **Results Driven Accountability - Equity Plan** **Funding Sources:** - 263 - Title III, - 420 - State					
Strategy 2 Details		Reviews			
Strategy 2: 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.		Formative			Summative
		Nov	Jan	May	June
Strategy's Expected Result/Impact: Increased EB student achievement **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches **Funding Sources:** - 420 - State, - 263 - Title III					

Strategy 3 Details	Reviews			
Strategy 3: ILTexas will purchase supplemental resources for students such as instructional materials (bilingual dictionaries, leveled readers) and online platforms to increase access to language acquisition and differentiation. Supplemental instructional software (SeeSaw) will be purchased to aid in increasing student academic achievement, track language proficiency, and increase the effective usage of technology within the educational environment. **Strategy's Expected Result/Impact:** Increased EB student achievement. **Staff Responsible for Monitoring:** Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches **Results Driven Accountability - Equity Plan** **Funding Sources:** - 420 - State, - 263 - Title III	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy 4 Details	Reviews			
Strategy 4: ILTexas will purchase professional books for staff to increase their knowledge of DLI/ESL programs. **Strategy's Expected Result/Impact:** Increased Student Achievement **Staff Responsible for Monitoring:** Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches **Results Driven Accountability - Equity Plan** **Funding Sources:** - 263 - Title III, - 420 - State	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy 5 Details	Reviews			
Strategy 5: The DLI and EL Instructional Coaches will support implementation of Content Based Language Instruction (CBLI) strategies by following the instructional coaching cycle and by providing professional learning opportunities to staff as it pertains to Emergent Bilingual students. **Strategy's Expected Result/Impact:** Increased EB student achievement. **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches **Results Driven Accountability - Equity Plan** **Funding Sources:** - 420 - State, - 263 - Title III	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy 6 Details		Reviews			
Strategy 6: ILTexas will develop curriculum resources and lesson plans to meet the needs of Emergent Bilingual students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased newcomer EB student achievement.		**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches **Results Driven Accountability - Equity Plan** **Funding Sources:** - 420 - State, - 263 - Title III					

Strategy 7 Details		Reviews			
Strategy 7: Campuses that have newcomer students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extended learning time for students, and parental engagement.		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased newcomer EB student achievement. **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches **Results Driven Accountability - Equity Plan** **Funding Sources:** - 420 - State, - 263 - Title III					

Strategy 8 Details		Reviews			
Strategy 8: ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days.		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased EB student performance on TELPAS. **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches **Results Driven Accountability - Equity Plan** **Funding Sources:** - 420 - State, - 263 - Title III					

Strategy 9 Details		Reviews			
Strategy 9: ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments.		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased EB student achievement. **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches **Funding Sources:** - 420 - State, - 263 - Title III					

Strategy 10 Details		Reviews			
Strategy 10: 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.		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches **Results Driven Accountability - Equity Plan** **Funding Sources:** - 420 - State, - 263 - Title III					

Strategy 11 Details		Reviews			
Strategy 11: ILTexas will provide High school Emergent Bilingual students additional SAT test prep sessions to increase their performance on the SAT test.		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase in SAT scores. **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Campus Principals, **Funding Sources:** - 420 - State, - 263 - Title III					

Strategy 12 Details		Reviews			
Strategy 12: 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.		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased parent participation and EB student achievement. **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches **Funding Sources:** - 420 - State, - 263 - Title III					

Strategy 13 Details	Reviews			
Strategy 13: Kindergarten, 1st and 2nd grade teachers will work on letter names, letter sounds and phonemic aware daily for rapid automaticity of letters and sounds	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase student success on Mclass screener in phonemic awareness from 25% to 50% in grades K,1,&2. **Staff Responsible for Monitoring:** Principals, K-2 Assist. Principal, Dean of Instruction and Instructional Coaches				

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

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, 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.

Strategy 1 Details				Reviews			
Strategy 1: The math department will develop a plan for data analysis that includes MAP data, Eureka and Carnegie assessments, and Interim assessments and will include regular data talks in the PLC scope and sequence as well as data day agendas.				**Formative**			**Summative**
				Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased Student Success **Staff Responsible for Monitoring:** Principals, K-2 Assist. Principal, Dean of Instruction and Instructional Coaches							

Strategy 2 Details				Reviews			
Strategy 2: Restructure the PLC experience to increase teacher participation and attendance.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased teacher attendance and participation in PLCs will increase their capacity to instruct on grade level.				**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Campus Deans and Area Math Coaches.							

Strategy 3 Details				Reviews			
Strategy 3: Provide professional development sessions, classroom modeling, and coaching to support teachers as they implement HQIM. Team providing professional development will also receive capacity building sessions on providing the most effective and high leverage PD.				**Formative**			**Summative**
				Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Teachers will more fully comprehend the structure, intent, and delivery strategies within the HQIM used in the math classrooms. **Staff Responsible for Monitoring:** ED of ACademics, PD Coordinator, Math Director and Math Area Coaches. **Funding Sources:** Contracted Services - 211 - Title 1-A, Contracted Services - 255 - Title II							

Strategy 4 Details				Reviews			
Strategy 4: Monitor the implementation of HQIM and communicate collected data to campus administrators and instructional leaders.				**Formative**			**Summative**
				Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increasing sight lines to the classroom use of the HQIM through the communication of data will create a sense of urgency for teachers to use the adopted curriculum. **Staff Responsible for Monitoring:** Executive Director of Academics and Math Director							

Strategy 5 Details		Reviews		
Strategy 5: Create and implement an asynchronous onboarding plan to support teachers who join ILTexas after initial August training.		**Formative**		**Summative**
		Nov	**Jan**	**May**	**June**

Strategy 5: Create and implement an asynchronous onboarding plan to support teachers who join ILTexas after initial August training.		Formative			Summative
		Nov	Jan	May	June
Strategy's Expected Result/Impact: Systematically onboarding teachers will create a culture of support where teachers feel that they can ask questions and will have their needs met. **Staff Responsible for Monitoring:** Math Director and Area Math Coaches					

Strategy 6 Details			Reviews		
Strategy 6: Bring in subject matter experts and consultants to help ILTexas teachers, administrators, and charter support staff strengthen their ability to coach teachers to increase student achievement, to include supporting our special populations such as our special education and Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Math assessment. Supplemental instructional software (SeeSaw) will be purchased to aid in increasing student academic achievement, track language proficiency, and increase the effective usage of technology within the educational environment.		Formative			Summative
		Nov	Jan	May	June
Strategy's Expected Result/Impact: Efficacy of our instructional leaders (to include instructional coaches and Deans) to impact instruction and educational outcomes of students. Training for teachers in specific EB strategies will equip them to close the learning gap that exists between EB students and all students. **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches **Results Driven Accountability - Equity Plan** **Funding Sources:** - 420 - State, - 263 - Title III, - 224 - IDEA B, - 289 - Title IV					

Strategy 7 Details			Reviews		
Strategy 7: ILTexas will send campus, area, and headquarter 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.		Formative			Summative
		Nov	Jan	May	June
Strategy's Expected Result/Impact: Training for teachers in specific EB strategies will equip them to close the learning gap that exists between EB students and all students. **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches **Results Driven Accountability - Equity Plan** **Funding Sources:** - 420 - State, - 263 - Title III					

Strategy 8 Details		Reviews			
Strategy 8: The DLI and EL Instructional Coaches will support implementation of Content Based Language Instruction (CBLI) strategies by following the instructional coaching cycle and by providing professional learning opportunities to staff as it pertains to Emergent Bilingual students.		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increase in EB student achievement
    Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches
 	
    Results Driven Accountability - Equity Plan
    Funding Sources: - 420 - State, - 263 - Title III					

Strategy 9 Details		Reviews			
Strategy 9: ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments.		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increased EB student achievement.
    Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches
 	
    Results Driven Accountability - Equity Plan
    Funding Sources: - 420 - State, - 263 - Title III					

Strategy 10 Details		Reviews			
Strategy 10: ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor student progress on data days.		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increased academic achievement and progress in English language acquisition (as measured by TELPAS).
    Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Campus Principals, Deans of Instruction, Instructional Coaches
 	
    Results Driven Accountability - Equity Plan
    Funding Sources: - 420 - State, - 263 - Title III					

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

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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: The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 74% to 77% by June 2024.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: 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 at each high school.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased Academic Achievement **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Campus Principals, Deans of Instruction, Instructional Coaches				

Strategy 2 Details	Reviews			
Strategy 2: Increase the number of Industry Based Certification exams offered to students and increase participation from 0% to 5% of eligible students.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased Academic Achievement **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Campus Principals, Deans of Instruction, Instructional Coaches				

Strategy 3 Details	Reviews			
Strategy 3: All Juniors will receive SAT Prep Support before April administration.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Individual Campus and Charter performance will increase.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Senior Executive Director of Special Programs, Director of Advanced Academics, Campus Principals				

Strategy 4 Details	Reviews			
Strategy 4: English learner will receive additional SAT prep.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Higher scores on the SAT	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of Advanced Academics, Campus Principals, Counselors, Dir. of EL K-12 **Funding Sources:** - 263 - Title III				

Strategy 5 Details				**Reviews**			
Strategy 5: All Juniors will be administered SAT in April.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Student's will receive CCMR point through SAT indicator.				**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Senior Executive Director of Special Programs, Director of Advanced Academics, Campus Principals							

Strategy 6 Details				**Reviews**			
Strategy 6: Seniors not earning a CCMR point will be enrolled in Texas College Bridge Courseware.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will receive CCMR point.				**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Senior Executive Director of Special Programs, Director of Advanced Academics, Campus Principals							

Strategy 7 Details				**Reviews**			
Strategy 7: Monitoring of Advanced Placement Enrollment and Exams.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Enrollment and Registration will increase providing students more opportunities to earn CCMR point.				**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Senior Executive Director of Special Programs, Director of Advanced Academics, Campus Principals							

Strategy 8 Details				**Reviews**			
Strategy 8: 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.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have opportunity to receive CCMR point and earn college course credit.				**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Senior Executive Director of Special Programs, Director of Advanced Academics, Campus Principals							

Strategy 9 Details				**Reviews**			
Strategy 9: Monitoring of Dual Credit Enrollment and credits earned.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will receive CCMR point and opportunity to earn Dual-Credit CCMR point.				**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Senior Executive Director of Special Programs, Director of Advanced Academics, Campus Principals							

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

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 4: 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, 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: 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 Social Studies assessment.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement.				
Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of EL/ EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches				
Results Driven Accountability - Equity Plan				
Funding Sources: - 420 - State, - 263 - Title III				

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement.				
Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of EL/ EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches				
Results Driven Accountability - Equity Plan				
Funding Sources: - 420 - State, - 263 - Title III				

Strategy 3 Details	Reviews			
Strategy 3: ILTexas will bring in subject matter experts and consultants to help teachers strengthen their Social Studies instructional strategies that will focus on increasing the Meets Target goal on the STAAR Social Studies assessments. Supplemental instructional software (SeeSaw) will be purchased to aid in increasing student academic achievement, track language proficiency, and increase the effective usage of technology within the educational environment. **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches **Results Driven Accountability - Equity Plan** **Funding Sources:** - 420 - State, - 263 - Title III, - 289 - Title IV	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
Strategy 4: The DLI and EL Instructional Coaches will support implementation of Content Based Language Instruction (CBLI) strategies by following the instructional coaching cycle and by providing professional learning opportunities to staff as it pertains to Emergent Bilingual students. **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches **Results Driven Accountability - Equity Plan** **Funding Sources:** - 420 - State, - 263 - Title III	Formative			Summative
	Nov	Jan	May	June

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

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 5: 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 during the previous 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: ILTexas will provide on-going support and training to campus administrators, teachers, and paraprofessionals as it relates to the Math and English Language Arts and Reading intervention programs.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Utilization of the Math 180, Read 180, System 44, Do The Math, and Unique Learning System instructional programs with fidelity. **Staff Responsible for Monitoring:** Campus Special Education Coordinators, Special Education Instructional Coaches, Special Education Directors. **Results Driven Accountability** **Funding Sources:** Renewed subscriptions for Math 180, Read 180, System 44, Do The Math, and Unique Learning System (ULS). New curriculum resource allocations for first year campuses. - 224 - IDEA B				
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✗ Discontinue				

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 6: 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. 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' learning readiness as measured by Rhithm **Staff Responsible for Monitoring:** HQ Counseling Staff, Principal, APs, Counselors				

Strategy 2 Details	Reviews			
Strategy 2: Crisis Counselors will serve students, families, and campuses in an effort to overcome barriers that interfere with learning through the use of assessment, counseling, consultation, and coordination of school and community resources. These supplemental, school-based mental health services providers will utilize knowledge of human behavior, social, emotional, and community systems to guide service delivery and interventions.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase students' learning readiness as measured by Rhithm **Staff Responsible for Monitoring:** HQ Counseling Staff, Principal, APs, Counselors **Funding Sources:** - 289 - Title IV				

Strategy 3 Details	Reviews			
Strategy 3: Stipends will be provided to lead counselors who directly deliver supplemental school-based mental health services support, resources, and professional development to Counselors serving student behavior, social, and emotional needs.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase students' learning readiness as measured by Rhithm **Staff Responsible for Monitoring:** HQ Counseling Staff, Principal, APs, Counselors **Funding Sources:** - 289 - Title IV				

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

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 7: By the end of the 23-24 school year, 100% of all ILTexas students will have an assigned Chromebook, direct access to "loaner" devices and direct access for device repair\replacement at each campus location. 100% of all ILTexas staff will have an assigned laptop, direct access to "loaner" devices, direct access for device repair\replacement and access to multiple networked multi-function printer devices at each campus location. 100% of all ILTexas campus locations will have a stable internet connection and 100% WiFi coverage throughout each campus location.

Strategy 1 Details	Reviews			
Strategy 1: Distribute Chromebooks to all students the first week of the 23-24 school year. Distribute Chromebooks to all new students during 22-23 school year. Maintain functional Chromebook inventory of 30 "spares" at each campus location. At each campus location, provide immediate device replacement for damaged Chromebooks while engaging external vendor for Chromebook repair process.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: 100% of all ILTexas students will have an assigned Chromebook, direct access to "loaner" devices and direct access for device repair\replacement at each campus location. **Staff Responsible for Monitoring:** CIO, Executive Director of Technology, Technology Manager, Technology Asset Specialist.				

Strategy 2 Details	Reviews			
Strategy 2: Distribute laptops to all staff the first week of the 23-24 school year. Distribute laptops to all new staff during 23-24school year. Maintain functional laptop inventory of 5 "spares" at each campus location. At each campus location, provide immediate device replacement for damaged laptops while engaging internal or external laptop repair process. During laptop distribution, the IT technician will ensure the correct networked multi-function printer devices are installed and available for the end user.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: 100% of all ILTexas staff will have an assigned laptop, direct access to "loaner" devices, direct access for device repair\replacement and access to multiple networked multi-function printer devices at each campus location. **Staff Responsible for Monitoring:** CIO, Executive Director of Technology, Technology Manager, Technology Asset Specialist.				

Strategy 3 Details	Reviews			
Strategy 3: Maintain current fiber internet access for each campus location, to include a blend of MPLS and VPN. Maintain current 100% WiFi coverage throughout each campus location by engaging campus staff and external vendor for continuous evaluation and action.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: 100% of all ILTexas campus locations will have a stable internet connection and 100% WiFi coverage throughout each campus location.

Staff Responsible for Monitoring: CIO, Executive Director of Technology, Technology Manager, Technology Asset Specialist.

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

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 8: By the end of the 23-24 school year, ILTexas will acquire 8-12 total school buses to support transportation needs for the Liberty County Schools.

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 9: ILTexas will improve outcomes for students by aligning our efforts around the Effective Schools Framework (ESF) and district deliverables supporting the specifics of each ESF campus.

Strategy 1 Details			Reviews			
Strategy 1: BRES Support for 5.1 PD: coaching/obs/feedback, 5.2 teacher capacity obs/feedback, 5.3 DDI			**Formative**			**Summative**
			Nov	**Jan**	**May**	**June**

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

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 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 23-24 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: Develop professional development for teachers to educate on Year at a Glance and Vertical Alignments for fine art courses.
    Strategy's Expected Result/Impact: 90% result
    Staff Responsible for Monitoring: Kerri Keller, Dir. of FIne Arts, campus Dean's for K-8 and AP's 9-12 grade.
		Formative			**Summative**

		Nov	**Jan**	**May**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

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 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 23-24 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: Provide more PD for teachers to support language output and to build presentational skills in reading and speaking, and interpersonal speaking.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 12th grade students' AAPPL scores on the presentaional and interpersonal modes will improve. **Staff Responsible for Monitoring:** Xiaoyan Wang, Director of Chinese Adriana Fletes, Director of DLI and LOTE Spanish.	**Nov**	**Jan**	**May**	**June**

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

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 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 23-24 school year, at least 50% of 5th grade students who have been with ILTexas for more than 5 years will reach a Novice Mid proficiency in Chinese and Novice High in Spanish.

    Evaluation Data Sources: AAPPL and ACTFL rating.

Strategy 1 Details				Reviews			
Strategy 1: Provide more PD for teachers to support language output and to build presentational skills in reading and speaking, and interpersonal speaking.				**Formative**			**Summative**
				Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: 5th grade students AAPPL scores will improve. **Staff Responsible for Monitoring:** Xiaoyan Wang, Director of Chinese Adriana Fletes, Director of DLI and LOTE Spanish.							

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

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 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 4: By the end of 23-24 school year, at least 50% of 8th grade students who have been with ILTexas for more than 7 years will reach at least an Intermediate Low proficiency level in Chinese and Spanish.

Strategy 1 Details	Reviews			

Strategy 1: Provide more PD for teachers to support language output and to build presentational skills in reading and speaking, and interpersonal speaking.
    Strategy's Expected Result/Impact: 8th grade students AAPPL scores will improve.
    Staff Responsible for Monitoring: Xiaoyan Wang, Director of Chinese
Adriana Fletes, Director of DLI and LOTE Spanish.
	Formative			**Summative**

	Nov	**Jan**	**May**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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 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 5: By the end of 23-24 school year, 100% of students in 3rd, 5th, 8th and 12th grade students will be tested by AAPPL and/or ACTFL in both Chinese and Spanish and receive score reports.

Strategy 1 Details	Reviews			
Strategy 1: Campus Testing Coordinators will need to follow district assessment calendar and attend AAPPL trainings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The completion rate of AAPPL Chinese and Spanish testing will increase.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Campus Testing Coordinators, Xiaoyan Wang, Director of Chinese Adriana Fletes, Director of DLI and LOTE Spanish.				

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

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 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 6: By the end of 23-24 school year, at least 36% (federal target) of EL/EB students will have made one proficiency level progress in English language acquisition.

    High Priority

    Evaluation Data Sources: TELPAS 22-23

Strategy 1 Details			Reviews		
Strategy 1: Campuses will meet with EL/EB students to set TELPAS goals and monitor student progress.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in TELPAS scores	**Nov**	**Jan**	**May**	**June**	
Staff Responsible for Monitoring: Principals, LPAC APs, EL Coordinators, Exec. Dir. of EB Support **Results Driven Accountability - Equity Plan**					

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

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District #057848
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Goal 3: By the end of the 23-24 school year ILTexas will retain 75% of teachers, an increase from 63.15% achieved in the previous school year.

Teacher Retention Rates 2022 - 2023
District / Campus [--] = No Data
(057848) - International Leadership Of Texas (Iltexas) 63.15%
(057848001) - Iltexas Garland EL 54.69%
(057848002) - Iltexas Garland Middle 51.43%
(057848003) - Iltexas Garland H S 54.17%
(057848004) - Iltexas Arlington EL 53.45%
(057848005) - Iltexas Arlington Middle 46.88%
(057848006) - Iltexas Arlington-Grand Prairie H S 71.70%
(057848007) - Iltexas Keller EL 66.67%
(057848008) - Iltexas Keller Middle 70.59%
(057848009) - Iltexas Keller Saginaw H S 68.42%
(057848010) - Iltexas Grand Prairie EL 64.41%
(057848011) - Iltexas Grand Prairie Middle 40.00%
(057848012) - Iltexas North Richland Hills EL 68.33%
(057848013) - Iltexas North Richland Hills Middle 31.25%
(057848014) - Iltexas Katy EL 68.33%
(057848015) - Iltexas Katy Middle 48.39%
(057848016) - Iltexas Westpark EL 67.69%
(057848017) - Iltexas Westpark Middle 58.82%
(057848018) - Iltexas Katy Westpark H S 55.56%
(057848019) - Iltexas Lancaster EL 49.18%
(057848020) - Iltexas Lancaster Middle 38.89%
(057848021) - Iltexas Woodhaven EL 38.89%
(057848022) - Iltexas Woodhaven Middle 23.33%
(057848023) - Iltexas Saginaw EL 51.61%
(057848024) - Iltexas Saginaw Middle 37.93%
(057848025) - Iltexas Houston Windmill Lakes EL 38.98%
(057848026) - Iltexas Houston Windmill Lakes Middle 31.25%
(057848027) - Iltexas Houston Orem EL 57.14%
(057848028) - Iltexas Houston Orem Middle 54.76%
(057848030) - Iltexas College Station EL 72.88%
(057848031) - Iltexas College Station Middle 46.67%
(057848032) - Iltexas Lancaster Desoto H S 45.00%
(057848033) - Iltexas Houston Windmill Lakes Orem H S 68.29%
(057848034) - Iltexas Aggieland H S 61.11%

Performance Objective 1: ILTexas will provide onboarding training for all new teachers in the classroom throughout the 23-24 School Year.

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.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase Teacher Retention **Staff Responsible for Monitoring:** Campus Administration				

Strategy 2 Details	Reviews			
Strategy 2: Create and implement an asynchronous onboarding plan to support teachers who join ILTexas after initial August training.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase Teacher Retention **Staff Responsible for Monitoring:** Campus Administration				

Strategy 3 Details	Reviews			
Strategy 3: Each curriculum and instruction department will provide continuous training in the TEKS and instructional strategies through content PLC meetings, data day analysis, professional learning days, and other professional learning opportunities.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase Teacher Retention **Staff Responsible for Monitoring:** Curriculum and Instruction Departments				

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

Goal 3: By the end of the 23-24 school year ILTexas will retain 75% of teachers, an increase from 63.15% achieved in the previous school year.

Teacher Retention Rates 2022 - 2023
District / Campus [--] = No Data
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(057848003) - Iltexas Garland H S 54.17%
(057848004) - Iltexas Arlington EL 53.45%
(057848005) - Iltexas Arlington Middle 46.88%
(057848006) - Iltexas Arlington-Grand Prairie H S 71.70%
(057848007) - Iltexas Keller EL 66.67%
(057848008) - Iltexas Keller Middle 70.59%
(057848009) - Iltexas Keller Saginaw H S 68.42%
(057848010) - Iltexas Grand Prairie EL 64.41%
(057848011) - Iltexas Grand Prairie Middle 40.00%
(057848012) - Iltexas North Richland Hills EL 68.33%
(057848013) - Iltexas North Richland Hills Middle 31.25%
(057848014) - Iltexas Katy EL 68.33%
(057848015) - Iltexas Katy Middle 48.39%
(057848016) - Iltexas Westpark EL 67.69%
(057848017) - Iltexas Westpark Middle 58.82%
(057848018) - Iltexas Katy Westpark H S 55.56%
(057848019) - Iltexas Lancaster EL 49.18%
(057848020) - Iltexas Lancaster Middle 38.89%
(057848021) - Iltexas Woodhaven EL 38.89%
(057848022) - Iltexas Woodhaven Middle 23.33%
(057848023) - Iltexas Saginaw EL 51.61%
(057848024) - Iltexas Saginaw Middle 37.93%
(057848025) - Iltexas Houston Windmill Lakes EL 38.98%
(057848026) - Iltexas Houston Windmill Lakes Middle 31.25%
(057848027) - Iltexas Houston Orem EL 57.14%
(057848028) - Iltexas Houston Orem Middle 54.76%
(057848030) - Iltexas College Station EL 72.88%
(057848031) - Iltexas College Station Middle 46.67%
(057848032) - Iltexas Lancaster Desoto H S 45.00%
(057848033) - Iltexas Houston Windmill Lakes Orem H S 68.29%
(057848034) - Iltexas Aggieland H S 61.11%

Performance Objective 2: We will increase the percent retention of our special education, math and reading teachers by 1% by the end of the 23-24 School year.

Strategy 1 Details	Reviews			
Strategy 1: Provide a pay increase and/or a stipend for our special education, math and reading teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase Teacher Retention **Staff Responsible for Monitoring:** Curriculum and Special Education	**Nov**	**Jan**	**May**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Clearly define and train campus staff on the support structure of the Math department.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus instructional leaders will understand and be able to execute their role in supporting math teachers with the ILTexas curriculum. **Staff Responsible for Monitoring:** Math Director, Math Area Coaches	**Nov**	**Jan**	**May**	**June**
Strategy 3 Details	**Reviews**			
Strategy 3: Provide vendor training and coaching support for math teachers implementing new curriculum.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will feel successful in the classroom because they are able to use the adopted curriculum effectively and their students are successful on assessments. **Staff Responsible for Monitoring:** Math Director	**Nov**	**Jan**	**May**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	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.
1	1	3	ILTexas will purchase supplemental resources for students such as instructional materials (bilingual dictionaries, leveled readers) and online platforms to increase access to language acquisition and differentiation. Supplemental instructional software (SeeSaw) will be purchased to aid in increasing student academic achievement, track language proficiency, and increase the effective usage of technology within the educational environment.
1	1	4	ILTexas will purchase professional books for staff to increase their knowledge of DLI/ESL programs.
1	1	5	The DLI and EL Instructional Coaches will support implementation of Content Based Language Instruction (CBLI) strategies by following the instructional coaching cycle and by providing professional learning opportunities to staff as it pertains to Emergent Bilingual students.
1	1	6	ILTexas will develop curriculum resources and lesson plans to meet the needs of Emergent Bilingual students.
1	1	7	Campuses that have newcomer students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extended learning time for students, and parental engagement.
1	1	8	ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days.
1	1	10	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.
1	2	6	Bring in subject matter experts and consultants to help ILTexas teachers, administrators, and charter support staff strengthen their ability to coach teachers to increase student achievement, to include supporting our special populations such as our special education and Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Math assessment. Supplemental instructional software (SeeSaw) will be purchased to aid in increasing student academic achievement, track language proficiency, and increase the effective usage of technology within the educational environment.
1	2	7	ILTexas will send campus, area, and headquarter 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.
1	2	8	The DLI and EL Instructional Coaches will support implementation of Content Based Language Instruction (CBLI) strategies by following the instructional coaching cycle and by providing professional learning opportunities to staff as it pertains to Emergent Bilingual students.
1	2	9	ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments.
1	2	10	ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor student progress on data days.
1	4	1	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 Social Studies assessment.

Goal	Objective	Strategy	Description
1	4	2	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.
1	4	3	ILTexas will bring in subject matter experts and consultants to help teachers strengthen their Social Studies instructional strategies that will focus on increasing the Meets Target goal on the STAAR Social Studies assessments. Supplemental instructional software (SeeSaw) will be purchased to aid in increasing student academic achievement, track language proficiency, and increase the effective usage of technology within the educational environment.
1	4	4	The DLI and EL Instructional Coaches will support implementation of Content Based Language Instruction (CBLI) strategies by following the instructional coaching cycle and by providing professional learning opportunities to staff as it pertains to Emergent Bilingual students.
1	5	1	ILTexas will provide on-going support and training to campus administrators, teachers, and paraprofessionals as it relates to the Math and English Language Arts and Reading intervention programs.
2	6	1	Campuses will meet with EL/EB students to set TELPAS goals and monitor student progress.

District Funding Summary

			420 - State		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
1	1	4			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	7			$0.00
1	1	8			$0.00
1	1	9			$0.00
1	1	10			$0.00
1	1	11			$0.00
1	1	12			$0.00
1	2	6			$0.00
1	2	7			$0.00
1	2	8			$0.00
1	2	9			$0.00
1	2	10			$0.00
1	4	1			$0.00
1	4	2			$0.00
1	4	3			$0.00
1	4	4			$0.00
				Sub-Total	$0.00
			211 - Title 1-A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3	Contracted Services		$0.00
				Sub-Total	$0.00

224 - IDEA B					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	6			$0.00
1	5	1	Renewed subscriptions for Math 180, Read 180, System 44, Do The Math, and Unique Learning System (ULS). New curriculum resource allocations for first year campuses.		$0.00
				Sub-Total	$0.00
255 - Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3	Contracted Services		$0.00
				Sub-Total	$0.00
263 - Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
1	1	4			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	7			$0.00
1	1	8			$0.00
1	1	9			$0.00
1	1	10			$0.00
1	1	11			$0.00
1	1	12			$0.00
1	2	6			$0.00
1	2	7			$0.00
1	2	8			$0.00
1	2	9			$0.00
1	2	10			$0.00
1	3	4			$0.00
1	4	1			$0.00

263 - Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	2			$0.00
1	4	3			$0.00
1	4	4			$0.00
				Sub-Total	$0.00
289 - Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	6			$0.00
1	4	3			$0.00
1	6	2			$0.00
1	6	3			$0.00
				Sub-Total	$0.00