

International Leadership of Texas
Keller Elementary
2023-2024 Campus Improvement Plan



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

Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess trilingual competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community by putting others before self.

Our Educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are supportive community of lifelong learners.

Our Families and Community are actively engaged partners that are integral to the success of our students and school.

Value Statement

We believe in Honor to be the best you can be, Courage to take risks, and Commitment to never give up!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

We are a very diverse community of educators which includes international teachers from Mexico, Spain and China, as well as teachers from Puerto Rico and other South American countries. Our unique backgrounds assist in providing our students with a rich understanding of global communities and cultures.

Students Demographics Summary

Student Demographics (2022 - 2023 Fall PEIMS file loaded 01/23/2023)	Count	Percent
Gender		
Female	479	50.80%
Male	464	49.20%
Ethnicity		
Hispanic-Latino	354	37.54%
Race		
American Indian - Alaskan Native	1	0.11%
Asian	188	19.94%
Black - African American	194	20.57%
Native Hawaiian - Pacific Islander	3	0.32%
White	161	17.07%
Two-or-More	42	4.45%

Student Programs (2022 - 2023 Fall PEIMS file loaded 01/23/2023)	Count	Percent
Dyslexia	27	2.86%
Gifted and Talented	61	6.47%
Regional Day School Program for the Deaf	0	0.00%
Section 504	48	5.09%
Special Education (SPED)	62	6.57%

Student Programs (2022 - 2023 Fall PEIMS file loaded 01/23/2023)	Count	Percent
Bilingual/ESL		
Emergent Bilingual (EB)	259	27.47%
Bilingual	0	0.00%
English as a Second Language (ESL)	0	0.00%
Alternative Bilingual Language Program	937	99.36%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	943	100.00%
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 Fall PEIMS file loaded 01/23/2023)	Count	Percent
At-Risk	557	59.07%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	6	0.64%
Intervention Indicator	23	2.44%
Migrant	0	0.00%
Military Connected	79	8.38%
Transfer In Students	0	0%
Unschooling Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	391	41.46%
Free Meals	80	8.48%
Reduced-Price Meals	83	8.80%
Other Economic Disadvantage	228	24.18%
Homeless and Unaccompanied Youth		
Homeless Status Total	2	0.21%
Shelter	0	0.00%
Doubled Up	0	0.00%
Unsheltered	0	0.00%
Hotel/Motel	2	0.21%
Not Unaccompanied Youth	2	0.21%
Is Unaccompanied Youth	0	0.00%

Staff Summary

We use a number of sources to find high caliber staff such as our campus website, the Teacher Job Network (TJN), college career fairs, and Region 10 and 11 job fairs. The majority of core and LOTE teachers are at a highly qualified status in accordance with ESSA. Our interview process clearly outlines the mission, philosophy, and expectations for our school. We have recruited teachers from Spain and China to teach our trilingual model. ILT will continue to work with region 10 & 11 and the district to actively find qualified teacher candidates to fill positions within the school. Teachers have the professional freedom to be innovative and creative. They have opportunities to have input into decision making on campus.

We will have wonderful ethnic diversity in our faculty/staff population, we are truly international. We have faculty/staff from Mexico, Puerto Rico, Spain, China, and more.

Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. This year we have the recruitment of teachers from Spain and China. This year we have also increased the number of teachers that meet certified status. There have also been salary increases for teachers, making our salary a little more competitive with local ISDs.

Demographics Strengths

Demographics Strengths

We have a balance of economically disadvantaged students to those that are not. The schools staff is culturally diverse with teachers from multiple countries. We are a truly international school with an even balance of demographics across race and gender.

We are a very diverse community of educators which includes international teachers from Mexico, Spain, Philippines, and China, as well as, teachers from Puerto Rico and other South American countries. Our unique backgrounds assist in providing our students with a rich understanding of global communities and cultures.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Need for increased parent volunteers **Root Cause:** Parental Involvement

Problem Statement 2 (Prioritized): Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators.
Root Cause: The teacher salary scale is significantly lower than surrounding Independent School Districts.

Problem Statement 3 (Prioritized): Better communication with the different student and parent demographic population. **Root Cause:** Parent and school communication.

Problem Statement 4 (Prioritized): Teachers are not mastering the content they are being asked to teach our students. **Root Cause:** Resources change frequently

Student Learning

Student Learning Summary

Grade Level/ Subject	Approaches Meets	Masters	
3rd Reading	66%	42%	12%
3rd Math	73.15%	49.66%	22%
4th Reading	80.51%	48.70%	14.93%
4th Math	81.93%	68.38%	33.55%
5th Reading	78.67%	54.67%	14.90%
5th Math	82.12%	57.62%	22.52%
5th Science	64.90%	27.15%	9.27%
6th Reading	78.15%	53%	25.16%
6th Math	76.51%	38.93%	16.11%
7th Reading	86.71%	62.94%	30.01%
8th Math (7th Graders)	74.31%	41.67%	13.19%
8th Reading	80.33%	47.54%	16.39%
8th Math	74.24%	37.88%	6%
8th Science	86.71%	67.83%	33.57%
8th Social Studies	70.63%	39.86%	18.88%
English I	100%	97%	50%
Algebra I	100%	81%	59%

Student Learning Strengths

Scores were accurately reflected from previous assessments throughout the year (ECA, MAP, etc.). We see that students are showing a positive trend on MAP Data success.

We have accurate data on most students to begin targeted instruction to close gaps from COVID. At this time, we do not have concrete STAAR scores, but we are tentatively expecting an increase in achievement across certain grades based off preliminary early STAAR Raw scores.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Better communication with the different student and parent demographic population. **Root Cause:** Parent and school communication.

Problem Statement 2 (Prioritized): The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries. **Root Cause:** Charter schools State provisions and regulatory laws

Problem Statement 3 (Prioritized): A school wide discipline management program/course is not evident on campus. **Root Cause:** 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training. Edit Associated Areas

Problem Statement 4 (Prioritized): Teachers need support and clear expectations on how to implement an effective dual language program. **Root Cause:** The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program

Problem Statement 5 (Prioritized): There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause:** Teachers need more technology support.

Problem Statement 6 (Prioritized): Follow through in holding teachers accountable **Root Cause:** Nonobservance of the structured system for evaluation and support

Problem Statement 7 (Prioritized): There is a need for professional development on small group reading instruction **Root Cause:** Teachers need more support on tiered learning in small groups

Problem Statement 8 (Prioritized): There is a need for professional development on new Math curriculum and teaching strategies. **Root Cause:** Teachers need more support on providing a variety of math strategies.

Problem Statement 9 (Prioritized): Teachers are not mastering the content they are being asked to teach our students. **Root Cause:** Resources change frequently

School Processes & Programs

School Processes & Programs Summary

We expect to accomplish this by making learning explicitly clear, making it visible (trilingual, print rich classrooms)! When students have the intended learning spelled out for them, they know what it is they are supposed to learn during the learning opportunity. Then we create a learning path for scholars to be able to achieve this goal. Students have multiple steps to achieve in order to fully understand and be able to apply learned skills to all content areas (Eagle Academy, classroom embedded small groups, after-school support and tutorials, etc.)

Teachers are guided by the TEKS and have access to the TEKS Resource System. The TEKS are explicitly unpacked for the educator, which includes common misconceptions, academic vocabulary and guidance on differentiation.

New teachers are provided on campus instructional/managerial support as well as support through district and campus level instructional coaches. Teacher is matched up with a mentor and is provided with feedback to highlight glows and ideas to support the lows.

The organization includes multiple levels of administration to help support and maintain effective learning environments in all classes.

All staff members have been provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, students in grades K-8 are provided their own Chromebooks.

School Processes & Programs Strengths

Teachers plan with their grade level teams. Teachers have dedicated Data Analysis days every 6 weeks to review student levels and instructional needs. They also have extended time daily to meet with grade level team or partner teachers.

- Teachers have the support of partners, team members, and mentors
- Teachers plan lessons, activities and assessments together as a team
- Several GLAs/teachers have attended TEKS RS Training
- Teachers have access to several on-line programs: Eureka Math and Benchmark Reading
- Teachers utilize Eduphoria to input their lesson plans and analyze data, as well as Lead4ward to improve and effectively improve instructional focus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries. **Root Cause:** Charter schools State provisions and regulatory laws

Problem Statement 2 (Prioritized): Teachers need support and clear expectations on how to implement an effective dual language program. **Root Cause:** The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program

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Problem Statement 8 (Prioritized): Teachers are not mastering the content they are being asked to teach our students. **Root Cause:** Resources change frequently

Perceptions

Perceptions Summary

We believe that all students can learn and must learn at relatively high levels of achievement. It is our job to create learning environments in our school that results in high levels of performance. We are confident that with our support and help, students can master challenging academic material, and we expect them to do so. We are prepared to work collaboratively with colleagues, students, and parents abide by our policy of 3 Bs (Be On Time, Be Responsible, and Be Respectful) to achieve this shared educational purpose.

The school is always improving the parent involvement policy to encourage and support parent involvement in their child's education. We will have a PTO that actively organizes events and fund raising activities throughout the school year. The school partners with the PTO to organize major events such as Hispanic Heritage celebrations, Black History Month Presentation, Chinese New Year, and Spirit Nights. The PTO holds monthly meetings with Campus Leadership and staff.

Perceptions Strengths

We are perceived as an education institution with high academic and behavior expectation for students, that requires engaged parents and dedicated educators to support one another in meeting the needs of ALL students.

The school has in place several vehicles to facilitate parent communication to include:

- Campus Leadership Newsletter end of each six weeks
- Curriculum Night
- PTO monthly meetings
- Family Home-school Spirit Nights
- Parent Portal
- Parent-Teacher Conferences
- School/Grade level/Teacher websites
- School Messenger
- Watch D.O.G.S. (Dads of Great Students) Program
- Weekly Newsletters

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): A school wide discipline management program/course is not evident on campus. **Root Cause:** 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training. Edit Associated Areas

Problem Statement 2 (Prioritized): There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause:** Teachers need more technology support.

Problem Statement 3 (Prioritized): Follow through in holding teachers accountable **Root Cause:** Nonobservance of the structured system for evaluation and support

Problem Statement 4 (Prioritized): Need for increased parent volunteers **Root Cause:** Parental Involvement

Problem Statement 5 (Prioritized): Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators.

Root Cause: The teacher salary scale is significantly lower than surrounding Independent School Districts.

Problem Statement 6 (Prioritized): Teachers are not mastering the content they are being asked to teach our students. **Root Cause:** Resources change frequently

Priority Problem Statements

Problem Statement 1: Need for increased parent volunteers

Root Cause 1: Parental Involvement

Problem Statement 1 Areas: Demographics - Perceptions

Problem Statement 2: Teachers are not mastering the content they are being asked to teach our students.

Root Cause 2: Resources change frequently

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

Problem Statement 3: Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators.

Root Cause 3: The teacher salary scale is significantly lower than surrounding Independent School Districts.

Problem Statement 3 Areas: Demographics - Perceptions

Problem Statement 4: Better communication with the different student and parent demographic population.

Root Cause 4: Parent and school communication.

Problem Statement 4 Areas: Demographics - Student Learning

Problem Statement 5: The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries.

Root Cause 5: Charter schools State provisions and regulatory laws

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

Problem Statement 6: A school wide discipline management program/course is not evident on campus.

Root Cause 6: 50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training. Edit Associated Areas

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

Problem Statement 7: Teachers need support and clear expectations on how to implement an effective dual language program.

Root Cause 7: The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program

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

Problem Statement 8: There is a need for ongoing professional development on authentic integration of technology in daily instruction.

Root Cause 8: Teachers need more technology support.

Problem Statement 8 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 9: Follow through in holding teachers accountable

Root Cause 9: Nonobservance of the structured system for evaluation and support

Problem Statement 9 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 10: There is a need for professional development on small group reading instruction

Root Cause 10: Teachers need more support on tiered learning in small groups

Problem Statement 10 Areas: Student Learning - School Processes & Programs

Problem Statement 11: There is a need for professional development on new Math curriculum and teaching strategies.

Root Cause 11: Teachers need more support on providing a variety of math strategies.

Problem Statement 11 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

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 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
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals





Revised/Approved: June 14, 2023

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: The percentage of students in grades 3-5 scoring Meets on Math STAAR will increase 5% on STAAR 2023 by June 2024

Evaluation Data Sources: State STAAR Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners and with focus on increasing the Meets Target goal on the STAAR Math assessment</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Academic Directors, Instructional Technologist, Campus Principals, dean and campus instructional coach</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 2 - Perceptions 5</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for parent meetings to guide and support families in how to support their child academically at the school. Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide online access to CNA/CIP.</p> <p>Strategy's Expected Result/Impact: Increase student academic performance</p> <p>Staff Responsible for Monitoring: Campus Principal, APs, Dean, Instructional Coach, GLAs, Teachers</p> <p>Title I: 2.5, 4.2</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Academic Directors, Instructional Technologist, Campus Principals, dean and campus instructional coach</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Demographics 4 - Student Learning 9 - School Processes & Programs 8 - Perceptions 6</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The math director or area math coaches will review MAP scores and responses after the BOY and MOY MAP test with Dean of Instruction and Campus Instructional Coaches and will review the teacher responses to the data.</p> <p>Strategy's Expected Result/Impact: Teachers will understand the data from the MAP test and know how to respond to it instructionally.</p> <p>Staff Responsible for Monitoring: Area math coaches, dean, campus instructional coach and administrators</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. **Root Cause** : The teacher salary scale is significantly lower than surrounding Independent School Districts.

Problem Statement 3: Better communication with the different student and parent demographic population. **Root Cause:** Parent and school communication.

Problem Statement 4: Teachers are not mastering the content they are being asked to teach our students. **Root Cause:** Resources change frequently

Student Learning

Problem Statement 1: Better communication with the different student and parent demographic population. **Root Cause:** Parent and school communication.

Problem Statement 4: Teachers need support and clear expectations on how to implement an effective dual language program. **Root Cause:** The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program

Problem Statement 9: Teachers are not mastering the content they are being asked to teach our students. **Root Cause:** Resources change frequently

School Processes & Programs

Problem Statement 2: Teachers need support and clear expectations on how to implement an effective dual language program. **Root Cause:** The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program

Problem Statement 8: Teachers are not mastering the content they are being asked to teach our students. **Root Cause:** Resources change frequently

Perceptions

Problem Statement 5: Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. **Root Cause** : The teacher salary scale is significantly lower than surrounding Independent School Districts.





Problem Statement 6: Teachers are not mastering the content they are being asked to teach our students. **Root Cause:** Resources change frequently

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: The percentage of students scoring Meets on Reading STAAR will increase from 5% on STAAR in June 2024

Evaluation Data Sources: State STAAR Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners and with focus on increasing the Meets Target goal on the STAAR Reading assessment</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Academic Directors, Instructional Technologist, Campus Principals, dean and campus instructional coach</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 4 - Perceptions 2</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for parent meetings to guide and support families in how to support their child academically at the school</p> <p>Strategy's Expected Result/Impact: Increase student academic performance</p> <p>Staff Responsible for Monitoring: Campus Principal, APs, Dean, Instructional Coach, GLAs, Teachers</p> <p>Title I: 2.5, 4.2</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Support effective inclusion support to providing PD opportunities to inclusion support teachers as well as their partner content teachers.</p> <p>Strategy's Expected Result/Impact: Lesson Plans Student performance on unit assessments Effective classroom practices Classroom Observations</p> <p>Staff Responsible for Monitoring: Special Education Coordinator, Principals, Deputy Superintendent of Academics & Student Services, SPED Instructional Coaches</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Demographics 2 - Perceptions 5</p> <p>Funding Sources: - 224 - IDEA B</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students.</p> <p>Strategy's Expected Result/Impact: Improve student achievement</p> <p>Staff Responsible for Monitoring: Principal, Area staff, Dean, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 4 - Perceptions 2</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. Root Cause : The teacher salary scale is significantly lower than surrounding Independent School Districts.</p>
<p>Problem Statement 3: Better communication with the different student and parent demographic population. Root Cause: Parent and school communication.</p>
Student Learning
<p>Problem Statement 1: Better communication with the different student and parent demographic population. Root Cause: Parent and school communication.</p>

Student Learning

Problem Statement 5: There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause:** Teachers need more technology support.

School Processes & Programs

Problem Statement 4: There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause:** Teachers need more technology support.

Perceptions

Problem Statement 2: There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause:** Teachers need more technology support.





Problem Statement 5: Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. **Root Cause** : The teacher salary scale is significantly lower than surrounding Independent School Districts.

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 percentage of students scoring Meets on Science STAAR will increase 5% on STAAR in June 2024

Evaluation Data Sources: State STAAR Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Send campus (teachers/coaches/principals/assistant principals) and district staff to conferences to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Principal, APs, Dean, Instructional Coach</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Student Learning 7 - School Processes & Programs 6</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 7: There is a need for professional development on small group reading instruction Root Cause: Teachers need more support on tiered learning in small groups</p>
School Processes & Programs
<p>Problem Statement 6: There is a need for professional development on small group reading instruction Root Cause: Teachers need more support on tiered learning in small groups</p>

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, 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.

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Improve learning readiness as measured by Rhithm.</p> <p>Staff Responsible for Monitoring: Principal, APs, Counselors</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 3: Better communication with the different student and parent demographic population. Root Cause: Parent and school communication.</p>
Student Learning
<p>Problem Statement 1: Better communication with the different student and parent demographic population. Root Cause: Parent and school communication.</p>





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

Performance Objective 1: Improve performance on campus AAPPL and ACTFL testing by increasing student performance at least one language sub-level per academic year by June 2024

Evaluation Data Sources: Attendance report
District and Campus Assessment Tools

Strategy 1 Details	Reviews			
<p>Strategy 1: Deliver professional development to teachers on ACTFL guidelines, AAPPL Results and Can Do Statements as well as Seesaw language profiles.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Director of DLI/Spanish, Principal, APs, Dean, Instructional Coach</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 4 - Perceptions 2</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Deliver parent meetings and teacher conferences for parents to gain an increased understanding of the DLI program and improve parent engagement with the curriculum and school. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP) are made available to parents</p> <p>Strategy's Expected Result/Impact: Increased student learning and parent engagement.</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>Title I: 2.5, 4.2</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: ILTexas will purchase supplemental resources for Emergent Bilingual students such as instructional materials (bilingual dictionaries, leveled readers) and online platforms to increase access to language acquisition and differentiation.</p> <p>Strategy's Expected Result/Impact: Improve Student Language Acquisition</p> <p>Staff Responsible for Monitoring: Principals, Area Coaches, Dean, IC, APs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 2</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days.</p> <p>Strategy's Expected Result/Impact: Improve Student Academic Performance</p> <p>Staff Responsible for Monitoring: Principal, Dean, Area Coaches, IC, APs</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 2</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments.</p> <p>Strategy's Expected Result/Impact: Improve Student Achievement</p> <p>Staff Responsible for Monitoring: Principals, Dean, APs, IC, and area coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 2</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 6 Details	Reviews			
<p>Strategy 6: ILTexas will provide enrichment summer school to Emergent Bilingual students to develop and strengthen their knowledge base as well as their English language proficiency in all four domains.</p> <p>Strategy's Expected Result/Impact: Provide enrichment opportunities for students</p> <p>Staff Responsible for Monitoring: Principal, Dean, Area Coaches, IC, and APs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 2</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 7 Details	Reviews			
<p>Strategy 7: ILTexas will provide parents of Emergent Bilingual students learning opportunities to support their children at home, understand the importance of state assessments, and receive college and career information.</p> <p>Strategy's Expected Result/Impact: Improve Student Achievement</p> <p>Staff Responsible for Monitoring: Area Coaches, Dean, IC, Principal, APs</p> <p>Title I: 2.5, 4.2</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 2</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: Better communication with the different student and parent demographic population. Root Cause: Parent and school communication.</p>
Student Learning
<p>Problem Statement 1: Better communication with the different student and parent demographic population. Root Cause: Parent and school communication.</p>
<p>Problem Statement 4: Teachers need support and clear expectations on how to implement an effective dual language program. Root Cause: The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program</p>
<p>Problem Statement 5: There is a need for ongoing professional development on authentic integration of technology in daily instruction. Root Cause: Teachers need more technology support.</p>
School Processes & Programs
<p>Problem Statement 2: Teachers need support and clear expectations on how to implement an effective dual language program. Root Cause: The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program</p>

School Processes & Programs

Problem Statement 4: There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause:** Teachers need more technology support.





Perceptions

Problem Statement 2: There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause:** Teachers need more technology support.

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

Performance Objective 1: Provide 100% of struggling teachers with a targeted success plan after the first 6 weeks.

Evaluation Data Sources: Monitor the Teacher Success Plan through walk-throughs; Provide feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: We will conduct weekly walk-throughs with targeted support provided to teachers by instructional leaders</p> <p>Strategy's Expected Result/Impact: Improve teacher performance and success in the classroom.</p> <p>Staff Responsible for Monitoring: Campus principal, AP, Dean, IC, and GLA</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 6 - School Processes & Programs 5 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will provide professional development trainings in PLC/Conference for teachers to improve understanding of academic curriculum</p> <p>Strategy's Expected Result/Impact: Improve teacher success and understanding of academic curriculum</p> <p>Staff Responsible for Monitoring: Campus principal, AP, Dean, IC, and GLA</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 4 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 5: There is a need for ongoing professional development on authentic integration of technology in daily instruction. Root Cause: Teachers need more technology support.</p>
<p>Problem Statement 6: Follow through in holding teachers accountable Root Cause: Nonobservance of the structured system for evaluation and support</p>
School Processes & Programs
<p>Problem Statement 4: There is a need for ongoing professional development on authentic integration of technology in daily instruction. Root Cause: Teachers need more technology support.</p>
<p>Problem Statement 5: Follow through in holding teachers accountable Root Cause: Nonobservance of the structured system for evaluation and support</p>

Perceptions

Problem Statement 2: There is a need for ongoing professional development on authentic integration of technology in daily instruction. **Root Cause:** Teachers need more technology support.





Problem Statement 3: Follow through in holding teachers accountable **Root Cause:** Nonobservance of the structured system for evaluation and support

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

Performance Objective 2: Provide 100% of New/Struggling teachers with a teacher mentor by June 2024

Evaluation Data Sources: Weekly meetings to discuss areas of improvement and best practices

Strategy 1 Details	Reviews			
Strategy 1: We will hold a training for mentor and mentee teachers each 6 weeks focusing on high leverage skill development Strategy's Expected Result/Impact: Improved classroom management, family communication, and student relationships Staff Responsible for Monitoring: Campus principal, AP over Mentor Teachers Title I: 2.5 Problem Statements: Demographics 4 - Student Learning 9 - School Processes & Programs 8 - Perceptions 6	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: Teachers are not mastering the content they are being asked to teach our students. Root Cause: Resources change frequently
Student Learning
Problem Statement 9: Teachers are not mastering the content they are being asked to teach our students. Root Cause: Resources change frequently
School Processes & Programs
Problem Statement 8: Teachers are not mastering the content they are being asked to teach our students. Root Cause: Resources change frequently
Perceptions
Problem Statement 6: Teachers are not mastering the content they are being asked to teach our students. Root Cause: Resources change frequently

2023-2024 Campus Advisory Council

Committee Role	Name	Position
Administrator	Shawna Farrar	Associate Principal
Administrator	Jared Laginess	Principal
Administrator	Kera Pavelka	SPED Coordinator
Community Representative	Matthew Easter	Battalion Chief/Fire Marshall
Business Representative	Joseph Lockhart	JDM Janitorial Owner
Classroom Teacher	Brandy Krolczyk	Classroom Teacher
Classroom Teacher	Kelly Price	Classroom Teacher
Parent	Hira Shahid	PTO VP of Fundraising
District-level Professional	Joe Roman	Tarrant Area Executive Officer
Classroom Teacher	Ivelisse Ruiz Santiago	Classroom Teacher
Classroom Teacher	Jachelle Wood	Classroom Teacher
Classroom Teacher	Angel Jenkins	SpEd Classroom Teacher
Classroom Teacher	Jim Faber	Classroom Teacher
Classroom Teacher	Elizabeth Sanders	Classroom Teacher
Administrator	Terrica Bates	Assistant Principal
Classroom Teacher	Amy Thomas	Classroom Teacher
Paraprofessional	Barbara Mateo	Teaching Assistant
Student	Garima Joshi	Student
Classroom Teacher	Juliana Rangel	Classroom Teacher
Classroom Teacher	Lisa Haydt	Classroom Teacher
Non-classroom Professional	Mari Sullivan	Administrative Assistant
Classroom Teacher	Marisol Conner	Classroom Teacher
Administrator	Monica Sutherland	Assistant Principal
Classroom Teacher	Rachele Novelli	Classroom Teacher
Classroom Teacher	Rocio Garcia	Classroom Teacher
Classroom Teacher	Sarah Carmical	Classroom Teacher
Parent	Wendy Carabali Dunn	PTO President

Campus Funding Summary

224 - IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$0.00
Sub-Total					\$0.00
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	2	4			\$0.00
2	1	1			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	1	7			\$0.00
Sub-Total					\$0.00