

International Leadership of Texas
Keller Saginaw High
2023-2024 Campus Improvement Plan



Mission Statement

The mission of International Leadership of Texas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish and Chinese languages, and strengthening the body, mind and character.

Vision

IL Texas Keller-Saginaw High School is a college preparatory experience where our language acquisition programs and rigorous educational opportunities are unparalleled in the DFW area. It is our expectation that our students will explore all opportunities available as they matriculate through their high school years and get involved in every aspect of our school through academics, athletics and servant leadership.

Motto

"Others Before Self"

Campus Creed: **FLIGHT**

Finish What You Start

Lead By Example

Improve Daily

Give Your Best Effort

Honor and Respect Yourself and Others

Take Responsibility

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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 17
- 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. 25
- 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. 29

Comprehensive Needs Assessment

Demographics

Demographics Summary

ILTexas Keller-Saginaw High School is a college-prep high school that focuses on International leadership and trilingual education. Our curriculum includes Spanish, Mandarin, fitness, and a grade-level community service project which is student-initiated and implemented. Our international focus includes an agreement with a private school to educate students from China with the goal of high school graduation, college admission, and college graduation. We create global citizens by focusing on educating the body, mind, and character.

| Student Demographics | Count | Percent |
|---|---------------------|---------|
| Gender | | |
| Female | 363 | 48.21% |
| Male | 390 | 51.79% |
| Ethnicity | | |
| Hispanic-Latino | 387 | 51.39% |
| Race | | |
| American Indian - Alaskan Native | 1 | 0.13% |
| Asian | 62 | 8.23% |
| Black - African American | 155 | 20.58% |
| Native Hawaiian - Pacific Islander | 3 | 0.40% |
| White | 116 | 15.40% |
| Two-or-More | 29 | 3.85% |
| Student Programs (2022 - 2023 Fall PEIMS file loaded 01/23/2023) | Count | Percent |
| Dyslexia | 29 | 3.85% |
| Gifted and Talented | 69 | 9.16% |
| Section 504 | 76 | 10.09% |
| Special Education (SPED) | 63 | 8.37% |
| Bilingual/ESL | | |
| Emergent Bilingual (EB) | 199 | 26.43% |
| English as a Second Language (ESL) | 46 | 6.11% |

| Student Demographics | Count | Percent |
|----------------------------------|---------------------|---------|
| Alternative ESL Language Program | 153 | 20.32% |
| Title I Part A | | |
| Schoolwide Program | 753 | 100.00% |

| Student Indicators | Count | Percent |
|----------------------------------|---------------------|---------|
| At-Risk | 452 | 60.03% |
| Immigrant | 10 | 1.33% |
| Intervention Indicator | 70 | 9.30% |
| Military Connected | 55 | 7.30% |
| Economic Disadvantage | | |
| Economic Disadvantage Total | 402 | 53.39% |
| Free Meals | 88 | 11.69% |
| Reduced-Price Meals | 66 | 8.76% |
| Other Economic Disadvantage | 248 | 32.93% |
| Homeless and Unaccompanied Youth | | |
| Homeless Status Total | 4 | 0.53% |
| Doubled Up | 3 | 0.40% |
| Hotel/Motel | 1 | 0.13% |
| Not Unaccompanied Youth | 2 | 0.27% |
| Is Unaccompanied Youth | 2 | 0.27% |

Demographics Strengths

1. Our staff is a reflection of our student body, which is diverse and able to pull from various cultures and ethnic backgrounds to enrich the learning process.
2. We celebrate diversity in our program, not only by requiring students to study the Spanish and Mandarin Chinese language, but we also celebrate the cultures of our students that represent various countries around the world through our International Festival and other campus activities.
3. We have a number of parents and families that speak only Spanish. For these families, correspondence from our school via School-Messenger will be in English and Spanish. We also employ a number of faculty members who are available to translate meetings if needed.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 9.25% increase in students labeled "At-Risk". **Root Cause:** Students are academically deficient due to "covid gap"

Problem Statement 2 (Prioritized): Increase in the number of EB students that are not performing on grade level. **Root Cause:** Lack of PD for teachers in implementing EB strategies

Problem Statement 3 (Prioritized): Overall, Algebra scores are not increasing. **Root Cause:** Algebra teacher retention is challenging due to philosophy of math curriculum.

Problem Statement 4: With such a high percentage of children of color and economically disadvantaged, it is imperative that the teachers have the ability to form authentic and meaningful relationships. **Root Cause:** Educators are placing too much emphasis on teaching without strengthening the teacher student relationship through an authentic cultural understanding.

Problem Statement 5 (Prioritized): Many of our low SES students have a high rate of missed school days **Root Cause:** Some come from NRH so if they miss the bus, they have no way of getting to school due to parents work and/or distance

Student Learning

Student Learning Summary

| | DNM | Approaches | Meets | Masters |
|------------|------------|-------------------|--------------|----------------|
| Algebra I | 34.67% | 65.33% | 16.08% | 2.51% |
| US History | 5.23% | 94.77% | 76.74% | 47.09% |
| Biology | 10.55% | 89.45% | 55.70% | 16.46% |
| English I | 31.30% | 68.97% | 53.69% | 5.42% |
| English II | 20.18% | 79.82% | 62.28% | 7.02% |

Student Learning Strengths

Our students performed very well on the English II EOC, Biology EOC, and US History EOC. We hope to keep the momentum going as well as improve the English I and Algebra I scores with a few adjustments in the classrooms. Although, much growth is needed, preliminary scores show that we had a lower percentage who did not meet on all tests.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 34% of ALG I students failed the EOC **Root Cause:** Teacher turn over in the math department

Problem Statement 2 (Prioritized): 9.25% increase in students labeled "At-Risk". **Root Cause:** Students are academically deficient due to "covid gap"

Problem Statement 3 (Prioritized): Increase in the number of EB students that are not performing on grade level. **Root Cause:** Lack of PD for teachers in implementing EB strategies

Problem Statement 4 (Prioritized): Teachers have not had the opportunity to attend expert training conferences. **Root Cause:** Limited funding to pay for conference expenses.

Problem Statement 5 (Prioritized): There is a high struggle with recruiting and retaining sped and Algebra teachers. **Root Cause:** Not enough personnel for recruiting efforts, training and support for teachers.

Problem Statement 6 (Prioritized): Overall, Algebra scores are not increasing. **Root Cause:** Algebra teacher retention is challenging due to philosophy of math curriculum.

Problem Statement 7: With such a high percentage of children of color and economically disadvantaged, it is imperative that the teachers have the ability to form authentic and meaningful relationships. **Root Cause:** Educators are placing too much emphasis on teaching without strengthening the teacher student relationship though an authentic cultural understanding.

Problem Statement 8 (Prioritized): There is a high struggle with recruiting and retaining sped and Algebra teachers. **Root Cause:** Recruiting efforts are not wide enough and need

to expand.

Problem Statement 9 (Prioritized): Chrome books and teacher tech resources and not being utilized to their full potential. Teachers are not always able to deliver planned lessons.

Root Cause: Wifi continues to be spotty in the new wing.

Problem Statement 10 (Prioritized): Many student are behind and have to double up on core courses which takes away an elective impacting fine arts programs **Root Cause:**

Covid HB 4545 requirements

Problem Statement 11 (Prioritized): Teachers are overwhelmed with the work load and student learning gaps **Root Cause:** Gaps caused by Covid have made it difficult to get students caught up while satisfying the required TEKS for their content

School Processes & Programs

School Processes & Programs Summary

Technology:

- Teachers are issued laptop computers
- Students are issued Chromebooks
- Teachers have access to a variety of instructional software and websites including Google Classroom, Skyward, TEKS Resource Service, Carnegie, Stemsco, classlink
- Each classroom is equipped with a projector and an interactive whiteboard and Document cameras. New classrooms are equipped with interactive TVs.

Teacher Support/Collaboration/Coaching

- Master Schedule supports teacher collaboration and input into the decision-making process by grouping grade level and content area teachers into specific learning communities.
- Each PLC is facilitated by a GLA (Grade Level Administrator) or Lead (Department Head) that promotes problem-solving and decision-making.
- All new teachers are partnered with a mentor to support them with instructional needs and questions as well as emotional support
- Questions are encouraged and forwarded to Cabinet Leadership Team and responses are communicated to staff.
- Weekly staff email
- Committees are formed to find solutions and take action.

Student Leadership

- Students are encouraged to form a club proposal to submit to the principal for approval
- Students promote a college-going atmosphere by joining the ASP ambassador group to support underclassmen in the college selection and application process
- Students organize and implement school assemblies and celebrations.

Focus on "mind, body, and character"

- Students engage in life-long fitness activities through a daily fitness class.
- Leadership development is supported and encouraged through a school-wide leadership course. The course focuses on positive leadership traits and servant leadership. Students create, organize and implement others before self projects.
- Students are required to attend Eagle Academy when identified as a student that would benefit from extra support.

School Leadership:

- Increase in teacher retention compared to the previous year
- Weekly parent newsletter
- Monthly GLA parent newsletter
- Admin present in halls and classrooms
- Positive calls home

School Processes & Programs Strengths

Diverse staff and student body

Expectations for data-driven instruction through collaboration and more structured content area PLCs

- Weekly meetings to discuss planning; review/share resources (alignment)
- Support new teacher issues related to student behavior, content, etc.
- Utilize data to drive instruction
- Observe master teachers
- Master teachers model lessons, observe and give unofficial feedback and support
- Teachers are provided an additional conference and they will teach one less session

Expectations for frequent classroom visits/walkthroughs with feedback to promote continuous improvement

- More intentional feedback sessions to dialogue
- Feedback is support for growth and continuous improvement

Improved discipline measures

Increase in student clubs and leadership opportunities

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Parents feel that they are not educated on the proper procedures to ensure that their student receives all the benefits of being an ILTexas student

Root Cause: Lack of communication regarding the expectations for academic success

Problem Statement 2 (Prioritized): Stakeholders believe that ILTexas is shifting its expectation of student behavior **Root Cause:** Increase in the number of students violating ILTexas expectations for behavior

Problem Statement 3 (Prioritized): Teachers have not had the opportunity to attend expert training conferences. **Root Cause:** Limited funding to pay for conference expenses.

Problem Statement 4 (Prioritized): There is a high struggle with recruiting and retaining sped and Algebra teachers. **Root Cause:** Not enough personnel for recruiting efforts, training and support for teachers.

Problem Statement 5 (Prioritized): 9.25% increase in students labeled "At-Risk". **Root Cause:** Students are academically deficient due to "covid gap"

Problem Statement 6 (Prioritized): Increase in the number of EB students that are not performing on grade level. **Root Cause:** Lack of PD for teachers in implementing EB strategies

Problem Statement 7 (Prioritized): Higher rate of students who are struggling with emotional needs **Root Cause:** Students are under higher stress levels still trying to recover gaps from Covid while also being involved in multiple activities.

Problem Statement 8 (Prioritized): Many of our low SES students have a high rate of missed school days **Root Cause:** Some come from NRH so if they miss the bus, they have no way of getting to school due to parents work and/or distance

Problem Statement 9 (Prioritized): Teachers are overwhelmed with the work load and student learning gaps **Root Cause:** Gaps caused by Covid have made it difficult to get students caught up while satisfying the required TEKS for their content

Perceptions

Perceptions Summary

At IL Texas Keller-Saginaw High school:

- Students and staff feel safe.
- Teachers are encouraged to put relationships first in order to connect with students to increase the likelihood of a positive classroom climate to promote learning for all
- Students are empowered to improve our community through our "Others Before Self" projects (seek assistance from the counseling department for organizations)
- Student's social and emotional health and safety is important to our service
- Students are given a platform to openly share their ideas and talents through multiple clubs and activities supported by the staff
- Students are reminded daily of the expectations for success (FLIGHT).

Communication:

- A grade level newsletter is sent out once a month by GLAs
- Students and parents receive an Eagle Edition, which is weekly updates on upcoming events and deadlines
- The principal meets with parents and community members once a month (Muffins with Martin) to celebrate accomplishments, discuss current issues that impact student achievement and growth, and gather feedback for continuous improvement
- Students have been included in all email correspondence that is sent to parents
- Campus utilizes social media and other forms of immediate contact to communicate with parents

Perceptions Strengths

- Students feel safe reaching out to admin and teachers for support.
- KSHS is an academically sound school with students and teachers working towards a common goal of "student success"
- High support for our Athletic, MJROTC and fine arts programs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Stakeholders believe that ILTexas is shifting its expectation of student behavior **Root Cause:** Increase in the number of students violating ILTexas expectations for behavior

Problem Statement 2 (Prioritized): Parents feel that they are not educated on the proper procedures to ensure that their student receives all the benefits of being an ILTexas student
Root Cause: Lack of communication regarding the expectations for academic success

Problem Statement 3 (Prioritized): There is a high struggle with recruiting and retaining sped and Algebra teachers. **Root Cause:** Not enough personnel for recruiting efforts, training and support for teachers.

Problem Statement 4: Parents feel that they do not play a key role in the educations of students. **Root Cause:** Parents need quality face to face time to converse with the administration. Parents need more opportunities to participate

Priority Problem Statements

Problem Statement 1: Parents feel that they are not educated on the proper procedures to ensure that their student receives all the benefits of being an ILTexas student

Root Cause 1: Lack of communication regarding the expectations for academic success

Problem Statement 1 Areas: School Processes & Programs - Perceptions

Problem Statement 2: Overall, Algebra scores are not increasing.

Root Cause 2: Algebra teacher retention is challenging due to philosophy of math curriculum.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 4: There is a high struggle with recruiting and retaining sped and Algebra teachers.

Root Cause 4: Recruiting efforts are not wide enough and need to expand.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention - Student Learning

Problem Statement 5: 9.25% increase in students labeled "At-Risk".

Root Cause 5: Students are academically deficient due to "covid gap"

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

Problem Statement 6: 34% of ALG I students failed the EOC

Root Cause 6: Teacher turn over in the math department

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Stakeholders believe that ILTexas is shifting its expectation of student behavior

Root Cause 7: Increase in the number of students violating ILTexas expectations for behavior

Problem Statement 7 Areas: School Processes & Programs - Perceptions

Problem Statement 8: Teachers have not had the opportunity to attend expert training conferences.

Root Cause 8: Limited funding to pay for conference expenses.

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

Problem Statement 9: There is a high struggle with recruiting and retaining sped and Algebra teachers.

Root Cause 9: Not enough personnel for recruiting efforts, training and support for teachers.

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

Problem Statement 10: Increase in the number of EB students that are not performing on grade level.

Root Cause 10: Lack of PD for teachers in implementing EB strategies

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

Problem Statement 11: Chrome books and teacher tech resources and not being utilized to their full potential. Teachers are not always able to deliver planned lessons.

Root Cause 11: Wifi continues to be spotty in the new wing.

Problem Statement 11 Areas: Technology - Student Learning

Problem Statement 12: Higher rate of students who are struggling with emotional needs

Root Cause 12: Students are under higher stress levels still trying to recover gaps from Covid while also being involved in multiple activities.

Problem Statement 12 Areas: Student Achievement - School Culture and Climate - School Context and Organization - School Processes & Programs

Problem Statement 13: Many of our low SES students have a high rate of missed school days

Root Cause 13: Some come from NRH so if they miss the bus, they have no way of getting to school due to parents work and/or distance

Problem Statement 13 Areas: Demographics - School Culture and Climate - Parent and Community Engagement - Demographics - School Processes & Programs

Problem Statement 14: Many student are behind and have to double up on core courses which takes away an elective impacting fine arts programs

Root Cause 14: Covid HB 4545 requirements

Problem Statement 14 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 15: Teachers are overwhelmed with the work load and student learning gaps

Root Cause 15: Gaps caused by Covid have made it difficult to get students caught up while satisfying the required TEKS for their content

Problem Statement 15 Areas: Student Achievement - School Culture and Climate - 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 CCMR goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Capacity and resources 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: 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: Provide extra tutoring and small group opportunities; ensure instruction is targeting all levels of students Strategy's Expected Result/Impact: higher test scores Staff Responsible for Monitoring: teachers, admin Title I: 2.5, 2.6 Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 5 | 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 |
|---|
| Problem Statement 1: 9.25% increase in students labeled "At-Risk". Root Cause: Students are academically deficient due to "covid gap" |
| Student Learning |
| Problem Statement 2: 9.25% increase in students labeled "At-Risk". Root Cause: Students are academically deficient due to "covid gap" |
| School Processes & Programs |
| Problem Statement 5: 9.25% increase in students labeled "At-Risk". Root Cause: Students are academically deficient due to "covid gap" |

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: Adding instructional aides to math classrooms to support small groups Strategy's Expected Result/Impact: better understanding of concepts Staff Responsible for Monitoring: Teachers, aides, admin Title I: 2.4, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 3 - School Processes & Programs 6 | 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 |
|--|
| Problem Statement 2: Increase in the number of EB students that are not performing on grade level. Root Cause: Lack of PD for teachers in implementing EB strategies |
| Student Learning |
| Problem Statement 1: 34% of ALG I students failed the EOC Root Cause: Teacher turn over in the math department |
| Problem Statement 3: Increase in the number of EB students that are not performing on grade level. Root Cause: Lack of PD for teachers in implementing EB strategies |
| School Processes & Programs |
| Problem Statement 6: Increase in the number of EB students that are not performing on grade level. Root Cause: Lack of PD for teachers in implementing EB strategies |

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 | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Increase rigor and test prep in AP classes; provide SAT test prep earlier in the year; involve parents to get more students enrolled in AP courses</p> <p>Strategy's Expected Result/Impact: Students are more prepared to take the tests</p> <p>Staff Responsible for Monitoring: teachers, admin</p> <p>Title I: 2.5, 4.2</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1, 5 - Perceptions 2</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 3 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: 9.25% increase in students labeled "At-Risk". Root Cause: Students are academically deficient due to "covid gap"</p> |
| Student Learning |
| <p>Problem Statement 2: 9.25% increase in students labeled "At-Risk". Root Cause: Students are academically deficient due to "covid gap"</p> |
| School Processes & Programs |
| <p>Problem Statement 1: Parents feel that they are not educated on the proper procedures to ensure that their student receives all the benefits of being an ILTexas student Root Cause: Lack of communication regarding the expectations for academic success</p> |
| <p>Problem Statement 5: 9.25% increase in students labeled "At-Risk". Root Cause: Students are academically deficient due to "covid gap"</p> |
| Perceptions |
| <p>Problem Statement 2: Parents feel that they are not educated on the proper procedures to ensure that their student receives all the benefits of being an ILTexas student Root Cause: Lack of communication regarding the expectations for academic success</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, 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 last 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 | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Training for SPED inclusion teachers to ensure they are providing the necessary supports in class, along with the teacher to SPED students</p> <p>Strategy's Expected Result/Impact: Higher scores on state exams</p> <p>Staff Responsible for Monitoring: SPED and Gen ed teachers; admin</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 4 - Perceptions 3</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 4 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 5: There is a high struggle with recruiting and retaining sped and Algebra teachers. Root Cause: Not enough personnel for recruiting efforts, training and support for teachers.</p> |
| School Processes & Programs |
| <p>Problem Statement 4: There is a high struggle with recruiting and retaining sped and Algebra teachers. Root Cause: Not enough personnel for recruiting efforts, training and support for teachers.</p> |
| Perceptions |
| <p>Problem Statement 3: There is a high struggle with recruiting and retaining sped and Algebra teachers. Root Cause: Not enough personnel for recruiting efforts, training and support for teachers.</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 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 school year, students' learning readiness indicator as measured by Rhithm, will increase 10% with the help of subject matter experts and specialized programs/resources aimed at improving the social emotional health of our students with a focus on safety.

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

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Counselors will meet with leadership classes and check on students frequently Strategy's Expected Result/Impact: Students feel comfortable reaching out to the counselors for support as well as their teachers and admin Staff Responsible for Monitoring: Counselors, teachers, admin Title I: 2.6 Problem Statements: Student Achievement 3 - School Culture and Climate 1 - School Processes & Programs 7 - School Context and Organization 1 | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 5 Problem Statements:

| School Processes & Programs |
|--|
| Problem Statement 7: Higher rate of students who are struggling with emotional needs Root Cause: Students are under higher stress levels still trying to recover gaps from Covid while also being involved in multiple activities. |

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, 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 | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Campus tech on site and available to assist any students and/or staff. Loaners always being charged for use</p> <p>Strategy's Expected Result/Impact: Students and staff have the necessary tools for success in the classroom</p> <p>Staff Responsible for Monitoring: Tech, admin</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 9 - Technology 1</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 6 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 9: Chrome books and teacher tech resources and not being utilized to their full potential. Teachers are not always able to deliver planned lessons. Root Cause: Wifi continues to be spotty in the new wing.</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 7: By the end of the 23-24 school year, we will increase students who score approaches on the Algebra I and English I test by 10%

High Priority

Evaluation Data Sources: EOCs and Benchmarks

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: add a math and english instructional aide to the classrooms to help with small group support as needed.</p> <p>Strategy's Expected Result/Impact: Improved scores</p> <p>Staff Responsible for Monitoring: administration and teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 2, 3, 5 - School Processes & Programs 4, 5, 6 - Perceptions 3</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 7 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: 9.25% increase in students labeled "At-Risk". Root Cause: Students are academically deficient due to "covid gap"</p> |
| <p>Problem Statement 2: Increase in the number of EB students that are not performing on grade level. Root Cause: Lack of PD for teachers in implementing EB strategies</p> |
| Student Learning |
| <p>Problem Statement 2: 9.25% increase in students labeled "At-Risk". Root Cause: Students are academically deficient due to "covid gap"</p> |
| <p>Problem Statement 3: Increase in the number of EB students that are not performing on grade level. Root Cause: Lack of PD for teachers in implementing EB strategies</p> |
| <p>Problem Statement 5: There is a high struggle with recruiting and retaining sped and Algebra teachers. Root Cause: Not enough personnel for recruiting efforts, training and support for teachers.</p> |
| School Processes & Programs |
| <p>Problem Statement 4: There is a high struggle with recruiting and retaining sped and Algebra teachers. Root Cause: Not enough personnel for recruiting efforts, training and support for teachers.</p> |
| <p>Problem Statement 5: 9.25% increase in students labeled "At-Risk". Root Cause: Students are academically deficient due to "covid gap"</p> |
| <p>Problem Statement 6: Increase in the number of EB students that are not performing on grade level. Root Cause: Lack of PD for teachers in implementing EB strategies</p> |

Perceptions

Problem Statement 3: There is a high struggle with recruiting and retaining sped and Algebra teachers. **Root Cause:** Not enough personnel for recruiting efforts, training and support for teachers.

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 22-23 school year attendance will increase from 92% to 95%

High Priority

Evaluation Data Sources: attendance reports

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: When a student is at 3 absences, we will make calls home, have parent and student meetings, conduct home visits as needed. 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: Higher attendance rates, improved grades and test scores due to students being in class.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5, 4.1, 4.2</p> <p>Problem Statements: Demographics 1 - Demographics 5 - School Culture and Climate 2 - School Processes & Programs 8 - Parent and Community Engagement 2</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 8 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 5: Many of our low SES students have a high rate of missed school days Root Cause: Some come from NRH so if they miss the bus, they have no way of getting to school due to parents work and/or distance</p> |
| School Processes & Programs |
| <p>Problem Statement 8: Many of our low SES students have a high rate of missed school days Root Cause: Some come from NRH so if they miss the bus, they have no way of getting to school due to parents work and/or distance</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: 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: Students will be provided with multiple fine arts options as well as advanced courses in fine arts Strategy's Expected Result/Impact: higher enrollment in fine arts courses Staff Responsible for Monitoring: admin, counselors, fine arts teachers Title I: 2.4, 2.5 Problem Statements: Student Achievement 4 - Student Learning 10 - Curriculum, Instruction, and Assessment 1 | 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:

| Student Learning |
|--|
| Problem Statement 10: Many student are behind and have to double up on core courses which takes away an elective impacting fine arts programs Root Cause: Covid HB 4545 requirements |

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 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 | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Provide extra classroom management support and training to Language teachers so all students can be successful</p> <p>Strategy's Expected Result/Impact: Better understanding of content and language fluency</p> <p>Staff Responsible for Monitoring: Teachers, Admin</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 2, 3 - Perceptions 1</p> | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Performance Objective 2 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 4: Teachers have not had the opportunity to attend expert training conferences. Root Cause: Limited funding to pay for conference expenses.</p> |
| School Processes & Programs |
| <p>Problem Statement 2: Stakeholders believe that ILTexas is shifting its expectation of student behavior Root Cause: Increase in the number of students violating ILTexas expectations for behavior</p> |
| <p>Problem Statement 3: Teachers have not had the opportunity to attend expert training conferences. Root Cause: Limited funding to pay for conference expenses.</p> |
| Perceptions |
| <p>Problem Statement 1: Stakeholders believe that ILTexas is shifting its expectation of student behavior Root Cause: Increase in the number of students violating ILTexas expectations for behavior</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 3: By the end of 23-24 school year, 100% of students in 3rd, 5th, 8th and 12th grade students will be tested by AAPPL Chinese and Spanish and receive score reports.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Load score reports into skyward once received as well as a paper copy sent home Strategy's Expected Result/Impact: more visibility to parents and students Staff Responsible for Monitoring: Admin Title I: 4.1, 4.2 Problem Statements: School Processes & Programs 1 - Perceptions 2 | 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 3 Problem Statements:

| School Processes & Programs |
|--|
| Problem Statement 1: Parents feel that they are not educated on the proper procedures to ensure that their student receives all the benefits of being an ILTexas student Root Cause: Lack of communication regarding the expectations for academic success |
| Perceptions |
| Problem Statement 2: Parents feel that they are not educated on the proper procedures to ensure that their student receives all the benefits of being an ILTexas student Root Cause: Lack of communication regarding the expectations for academic success |

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 4: 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: Practice with EB students on the use of the testing platform Strategy's Expected Result/Impact: more comfortable with the process at test time Staff Responsible for Monitoring: Admin; teachers; LPAC coordinator Title I: 2.6 Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 6 | Formative | | | Summative |
| | Nov | Jan | May | June |
| | | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

| Demographics |
|--|
| Problem Statement 2: Increase in the number of EB students that are not performing on grade level. Root Cause: Lack of PD for teachers in implementing EB strategies |
| Student Learning |
| Problem Statement 3: Increase in the number of EB students that are not performing on grade level. Root Cause: Lack of PD for teachers in implementing EB strategies |
| School Processes & Programs |
| Problem Statement 6: Increase in the number of EB students that are not performing on grade level. Root Cause: Lack of PD for teachers in implementing EB strategies |

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

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Communicate with headquarters to ensure these trainings are occurring Strategy's Expected Result/Impact: teachers will feel more comfortable with more useful strategies to use in their classrooms Staff Responsible for Monitoring: HQ, Admin Title I: 2.5 Problem Statements: Student Learning 4, 5 - School Processes & Programs 3, 4 - Perceptions 3 | 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:

| Student Learning |
|--|
| Problem Statement 4: Teachers have not had the opportunity to attend expert training conferences. Root Cause: Limited funding to pay for conference expenses. |
| Problem Statement 5: There is a high struggle with recruiting and retaining sped and Algebra teachers. Root Cause: Not enough personnel for recruiting efforts, training and support for teachers. |
| School Processes & Programs |
| Problem Statement 3: Teachers have not had the opportunity to attend expert training conferences. Root Cause: Limited funding to pay for conference expenses. |
| Problem Statement 4: There is a high struggle with recruiting and retaining sped and Algebra teachers. Root Cause: Not enough personnel for recruiting efforts, training and support for teachers. |
| Perceptions |
| Problem Statement 3: There is a high struggle with recruiting and retaining sped and Algebra teachers. Root Cause: Not enough personnel for recruiting efforts, training and support for teachers. |

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: 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 | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: build a culture and morale of support on the campus to ensure teachers feel heard and remain happy in their positions</p> <p>Strategy's Expected Result/Impact: higher teacher retention rate; more satisfied families and higher achievement for students with consistent teachers</p> <p>Staff Responsible for Monitoring: admin</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Achievement 5 - Student Learning 11 - School Culture and Climate 3 - School Processes & Programs 9</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:

| Student Learning |
|---|
| <p>Problem Statement 11: Teachers are overwhelmed with the work load and student learning gaps Root Cause: Gaps caused by Covid have made it difficult to get students caught up while satisfying the required TEKS for their content</p> |
| School Processes & Programs |
| <p>Problem Statement 9: Teachers are overwhelmed with the work load and student learning gaps Root Cause: Gaps caused by Covid have made it difficult to get students caught up while satisfying the required TEKS for their content</p> |

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 3: We will increase morale and rapport by ensuring we promote a positive, safe and supportive environment

High Priority

Evaluation Data Sources: Principal

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: provide teacher incentives, feedback, tokens of appreciation, and support Strategy's Expected Result/Impact: higher teacher retention rate Staff Responsible for Monitoring: Administration Title I: 2.5 Problem Statements: Student Achievement 5 - Student Learning 11 - School Culture and Climate 3 - School Processes & Programs 9 | 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 3 Problem Statements:

| Student Learning |
|--|
| Problem Statement 11: Teachers are overwhelmed with the work load and student learning gaps Root Cause: Gaps caused by Covid have made it difficult to get students caught up while satisfying the required TEKS for their content |
| School Processes & Programs |
| Problem Statement 9: Teachers are overwhelmed with the work load and student learning gaps Root Cause: Gaps caused by Covid have made it difficult to get students caught up while satisfying the required TEKS for their content |