

International Leadership of Texas
Lancaster 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

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

Value Statement

Others Before Self

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Comprehensive Needs Assessment

Demographics

Demographics Summary

International Leadership of Texas – Lancaster Desoto High School is an open enrollment public charter school serving 9th, 10th, 11th, and 12th grade students. This will be the sixth year of the campus.

School Population (2022 - 2023 Fall PEIMS file loaded 01/23/2023)	Count	Percent
Student Total	209	100%
9th Grade	70	33.49%
10th Grade	60	28.71%
11th Grade	43	20.57%
12th Grade	36	17.22%

Student Demographics (2022 - 2023 Fall PEIMS file loaded 01/23/2023)	Count	Percent
Gender		
Female	103	49.28%
Male	106	50.72%
Ethnicity		
Hispanic-Latino	94	44.98%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	1	0.48%
Black - African American	101	48.33%
Native Hawaiian - Pacific Islander	0	0.00%
White	5	2.39%
Two-or-More	8	3.83%

Student Programs (2022 - 2023 Fall PEIMS file loaded 01/23/2023)	Count	Percent
Dyslexia	6	2.87%
Gifted and Talented	12	5.74%
Regional Day School Program for the Deaf	0	0.00%
Section 504	9	4.31%
Special Education (SPED)	30	14.35%
Bilingual/ESL		
Emergent Bilingual (EB)	51	24.40%
Bilingual	0	0.00%
English as a Second Language (ESL)	0	0.00%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	51	24.40%
Title I Part A		
Schoolwide Program	209	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	141	67.46%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	1	0.48%
Intervention Indicator	1	0.48%
Migrant	0	0.00%
Military Connected	11	5.26%
Transfer In Students	0	0%
Unschooling Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	151	72.25%
Free Meals	28	13.40%
Reduced-Price Meals	12	5.74%
Other Economic Disadvantage	111	53.11%
Homeless and Unaccompanied Youth		
Homeless Status Total	2	0.96%

Student Indicators (2022 - 2023 Fall PEIMS file loaded 01/23/2023)	Count	Percent
Shelter	0	0.00%
Doubled Up	1	0.48%
Unsheltered	0	0.00%
Hotel/Motel	1	0.48%
Not Unaccompanied Youth	2	0.96%
Is Unaccompanied Youth	0	0.00%

Demographics Strengths

Demographic Strengths

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

Campus Diversity well represented at LDHS

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

Problem Statements Identifying Demographics Needs

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

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

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

Problem Statement 4: High percentage of economically disadvantaged students **Root Cause:** Parents of Economically disadvantaged seek out charter schools more often than others

Problem Statement 5: No building - need traditional school building **Root Cause:** Efforts toward obtaining building are currently in litigation

Problem Statement 6: High percentage of economically disadvantaged students **Root Cause:** Parents of Economically disadvantaged seek out charter schools more often than other

Problem Statement 7: Lack of Fully Certified teachers. **Root Cause:** Difficult recruiting & retaining certified teachers.

Problem Statement 8: Need increased number of students attending mandatory tutoring with consistency from Day 1 **Root Cause:** Adapting and adopting back to normal pre-COVID school year procedures and consistencies

Problem Statement 9 (Prioritized): Teacher vacancies and high number of subs impacted learning **Root Cause:** High stress level contributed to vacancy and resignations (leaving education)

Problem Statement 10 (Prioritized): Increased training and learning opportunities for Emerging Bilinguals - utilize Seidlitz and IXL **Root Cause:** Need more training in IXL and implementation.

Problem Statement 11 (Prioritized): Attendance - needs to be 4-5% higher on average daily. **Root Cause:** Attendance monitoring and lack of incentives for greater attendance.

Problem Statement 12 (Prioritized): Consistency of positions filled and less absences from teachers. **Root Cause:** Decrease stress and need for time off, competitive salaries.

Problem Statement 13 (Prioritized): Increased training and learning opportunities for Emerging Bilinguals - utilize Seidlitz and IXL **Root Cause:** Need more training in IXL and implementation. Increase incentives.

Student Learning

Student Learning Summary

	Spring 2023 STAAR English II					Spring 2023 STAAR English I				Spring 2023 STAAR U.S. History				Spring 2023 STAAR B	
	Total Students	Scale Score	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches
ILTexas Lancaster-Desoto HS	59	3942	69.49%	44.07%	0%	71	64.79%	49.30%	2.82%	37	94.59%	67.57%	21.62%	65	73.85%
Economic Disadvantage	40	3921	67.50%	40%	0%	51	58.82%	47.06%	0%	27	96.30%	70.37%	22.22%	48	72.92%

Student Learning Strengths

Students about 50% of students reached Meets level on Eng I

Students about 68% of students reached Meets level US History

Problem Statements Identifying Student Learning Needs

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

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

Problem Statement 7: Lack of Fully Certified teachers. **Root Cause:** Difficult recruiting & retaining certified teachers.

Problem Statement 8: Efficient progress monitoring of students' data on computer programs **Root Cause:** PD needed on how to use and monitor students on such programs

Problem Statement 9 (Prioritized): Need increased number of students attending mandatory tutoring with consistency from Day 1 **Root Cause:** Adapting and adopting back to normal pre-COVID school year procedures and consistencies.

Problem Statement 10 (Prioritized): High number of preps per teachers - adversely affects ability to fully prepare lesson plans in depth. **Root Cause:** Increased enrollment could support additional staffing.

Problem Statement 11: High percentage of economically disadvantaged students **Root Cause:** Parents of Economically disadvantaged seek out charter schools more often than others

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Problem Statement 13 (Prioritized): High number of preps per teachers - adversely affects ability to fully prepare lesson plans in depth **Root Cause:** Increased enrollment could support additional staffing

Problem Statement 14 (Prioritized): Attendance - needs to be 4-5% higher average per day **Root Cause:** Attendance clerk, and lack of incentives for greater attendance.

Problem Statement 15 (Prioritized): Increased training and learning opportunities for Emerging Bilinguals - utilize Seidlitz and IXL **Root Cause:** Need more training in IXL and implementation. Increase incentives.

Problem Statement 16 (Prioritized): Need increased activities for students - clubs and organizations - enhance the HS experience - especially for Senior Class **Root Cause:** Learning senior class best practices 23-24.

Problem Statement 17 (Prioritized): Need increased activities for students - clubs and organizations - enhance the HS experience - especially for Senior Class **Root Cause:** Learning senior class best practices 23-24

Problem Statement 18 (Prioritized): No building - need traditional school building. **Root Cause:** Efforts toward obtaining building are currently in litigation

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

Problem Statement 20 (Prioritized): Consistency of positions filled and less absences from teachers. **Root Cause:** School year stresses and need for time off, competitive salaries.

Problem Statement 21 (Prioritized): High number of preps per teachers - adversely affects ability to fully prepare lesson plans in depth. **Root Cause:** Increased enrollment could support additional staffing.

School Processes & Programs

School Processes & Programs Summary

CURRICULUM, INSTRUCTION, & ASSESSMENT

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

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

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

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

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

STAFF RECRUITMENT & RETENTION

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

SCHOOL ORGANIZATION

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

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

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

TECHNOLOGY

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

IXL, Study Island

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

School Processes & Programs Strengths

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Consistency of positions filled and less absences from teachers. **Root Cause:** Decrease stress and need for time off, competitive salaries.

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Problem Statement 5 (Prioritized): Need increased activities for students - clubs and organizations - enhance the HS experience - especially for Senior Class **Root Cause:** Learning senior class best practices 23-24.

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

Problem Statement 7: No building - need traditional school building **Root Cause:** Efforts toward obtaining building are currently in litigation

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Problem Statement 21 (Prioritized): High number of preps per teachers - adversely affects ability to fully prepare lesson plans in depth. **Root Cause:** Increased enrollment could support additional staffing.

Perceptions

Perceptions Summary

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

Parent Perspective:

Positive accessibility to administration and staff to communicate on all matters

Community Connection:

Year 5 slightly increased coordination and collaboration with the Church in which we operate - DC3 Church

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

Perceptions Strengths

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

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

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

Teachers supportive of one another

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Need increased activities for students - clubs and organizations - enhance the HS experience - especially for Senior Class **Root Cause:**

Learning senior class best practices 23-24

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

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

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

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Priority Problem Statements

Problem Statement 1: Teacher vacancies and high number of subs impacted learning

Root Cause 1: High stress level contributed to vacancy and resignations (leaving education)

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: Need increased number of students attending mandatory tutoring with consistency from Day 1

Root Cause 2: Adapting and adopting back to normal pre-COVID school year procedures and consistencies.

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

Problem Statement 3: Attendance - 4-5% points below goal.

Root Cause 3: Adapting and adopting back to normal pre-COVID school year procedures and consistencies (Truancy Filings, and incentives)

Problem Statement 3 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: Increased training and learning opportunities for Emerging Bilinguals - utilize Seidlitz and IXL

Root Cause 4: Need more training in IXL and implementation.

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

Problem Statement 5: Attendance - needs to be 4-5% higher on average daily.

Root Cause 5: Attendance monitoring and lack of incentives for greater attendance.

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

Problem Statement 6: No building - need traditional school building.

Root Cause 6: Efforts toward obtaining building are currently in litigation.

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

Problem Statement 7: High number of preps per teachers - adversely affects ability to fully prepare lesson plans in depth.

Root Cause 7: Increased enrollment could support additional staffing.

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

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

Root Cause 8: School year stresses and need for time off, competitive salaries.

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

Problem Statement 9: Teacher vacancies and high number of subs impacted learning.

Root Cause 9: High stress level contributed to vacancy and resignations (leaving education)

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

Problem Statement 10: Need increased activities for students - clubs and organizations - enhance the HS experience - especially for Senior Class

Root Cause 10: Learning senior class best practices 23-24

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

Problem Statement 11: No building - need traditional school building.

Root Cause 11: Efforts toward obtaining building are currently in litigation

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

Problem Statement 12: Need increased number of students attending mandatory tutoring with consistency from Day 1

Root Cause 12: Adapting and adopting back to normal pre-COVID school year procedures and consistencies.

Problem Statement 12 Areas: Demographics - Student Learning

Problem Statement 13: High number of preps per teachers - adversely affects ability to fully prepare lesson plans in depth.

Root Cause 13: Increased enrollment could support additional staffing.

Problem Statement 13 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 14: Attendance - 4-5% points below of what goal is.

Root Cause 14: Adapting and adopting back to normal pre-COVID school year procedures and consistencies (Truancy Filings, and incentives).

Problem Statement 14 Areas: Demographics

Problem Statement 15: Consistency of positions filled and less absences from teachers.

Root Cause 15: Decrease stress and need for time off, competitive salaries.

Problem Statement 15 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 16: High number of preps per teachers - adversely affects ability to fully prepare lesson plans in depth

Root Cause 16: Increased enrollment could support additional staffing

Problem Statement 16 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 17: Attendance - needs to be 4-5% higher average per day

Root Cause 17: Attendance clerk, and lack of incentives for greater attendance.

Problem Statement 17 Areas: Student Learning - School Processes & Programs

Problem Statement 18: Increased training and learning opportunities for Emerging Bilinguals - utilize Seidlitz and IXL

Root Cause 18: Need more training in IXL and implementation. Increase incentives.

Problem Statement 18 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 19: Need increased activities for students - clubs and organizations - enhance the HS experience - especially for Senior Class

Root Cause 19: Learning senior class best practices 23-24.

Problem Statement 19 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 20: No building - need traditional school building.

Root Cause 20: Efforts toward obtaining building are currently in litigation.

Problem Statement 20 Areas: School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- School safety data

Parent/Community Data

- Parent surveys and/or other feedback

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: 100% of HS Campuses are expected to utilize Title Funds to facilitate student registration of AP Exams by the end of 2023-24 School Year.

Evaluation Data Sources: College Board

Strategy 1 Details	Reviews			
<p>Strategy 1: Early communication and Parent meetings led by AP teachers and CTC. Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide online access to CNA/CIP.</p> <p>Strategy's Expected Result/Impact: Increased participation of AP Testers Staff Responsible for Monitoring: AP Teachers and CTC</p> <p>Title I: 2.5, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Problem Statements: Student Learning 2 - School Processes & Programs 11 Funding Sources: - 211 - Title 1-A</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Title funds will be utilized to cover the cost of two AP exams per student, to incentivize and attract students to take AP courses and exams. This will help eliminate educational barriers and promote access to postsecondary education.</p> <p>Strategy's Expected Result/Impact: Student ability to test and master AP testing.</p>	Formative			Summative
	Nov	Jan	May	June

Staff Responsible for Monitoring: AP, Principal, AP Teacher

Title I:

2.6, 4.2

Problem Statements: Student Learning 2 - School Processes & Programs 11

Funding Sources: - 211 - Title 1-A



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

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





School Processes & Programs

Problem Statement 11: Need increased number of students attending mandatory tutoring with consistency from Day 1 **Root Cause:** Adapting and adopting back to normal pre-COVID school year procedures and consistencies.

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

Evaluation Data Sources: Rhithm Insight reports

Strategy 1 Details	Reviews			
<p>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: Student Learning 2 - School Processes & Programs 11</p> <p>Funding Sources: - 420 - State, - 211 - Title 1-A</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 2: Need increased number of students attending mandatory tutoring with consistency from Day 1 Root Cause: Adapting and adopting back to normal pre-COVID school year procedures and consistencies.</p>
School Processes & Programs
<p>Problem Statement 11: Need increased number of students attending mandatory tutoring with consistency from Day 1 Root Cause: Adapting and adopting back to normal pre-COVID school year procedures and consistencies.</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 3: All students will grow one level in STAAR EOC category of English Language Arts - DNM to Approaches, Approaches to Meets, Meets to Masters at minimum.

Evaluation Data Sources: STAAR EOC Results, Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: ALL IN LEARNING FOR ELAR will be utilized for additional support in the ELAR classrooms to support instruction and increased student achievement.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as advised student growth within EOC</p> <p>Staff Responsible for Monitoring: ELAR Teachers, AP, Principal, GLA's</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 11 - Student Learning 2, 5 - School Processes & Programs 11, 14</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 3 Problem Statements:

Demographics
<p>Problem Statement 11: Attendance - needs to be 4-5% higher on average daily. Root Cause: Attendance monitoring and lack of incentives for greater attendance.</p>
Student Learning
<p>Problem Statement 2: Need increased number of students attending mandatory tutoring with consistency from Day 1 Root Cause: Adapting and adopting back to normal pre-COVID school year procedures and consistencies.</p>
<p>Problem Statement 5: Attendance - needs to be 4-5% higher on average daily. Root Cause: Attendance monitoring and lack of incentives for greater attendance.</p>
School Processes & Programs
<p>Problem Statement 11: Need increased number of students attending mandatory tutoring with consistency from Day 1 Root Cause: Adapting and adopting back to normal pre-COVID school year procedures and consistencies.</p>
<p>Problem Statement 14: Attendance - needs to be 4-5% higher on average daily. Root Cause: Attendance monitoring and lack of incentives for greater attendance.</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: 95% of students will continue to grow minimum 1 ACTFL sub- level in their LOTE courses by the end of the 2023-24 school year.

Evaluation Data Sources: Skyward, ACTFL Ratings and Spreadsheet

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer voluntary tutoring for language support to 100% of students in grades 9-12, with 25% of students required to attend tutoring from teachers. English, Spanish, and Chinese teachers will offer 2 days per week for tutoring.</p> <p>Strategy's Expected Result/Impact: Increased proficiency and higher ACTFL ratings/progression over 1 year.</p> <p>Staff Responsible for Monitoring: LOTE Teachers, GLA's, AP, IC, Principal,</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2, 10, 11 - Student Learning 4, 5, 10 - School Processes & Programs 8, 13, 14</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Reading assessment.</p> <p>Staff Responsible for Monitoring: GLA, Admin</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 9</p> <p>Funding Sources: - 263 - Title III, - 211 - Title 1-A</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics

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

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

Problem Statement 10: Increased training and learning opportunities for Emerging Bilinguals - utilize Seidlitz and IXL **Root Cause:** Need more training in IXL and implementation.

Problem Statement 11: Attendance - needs to be 4-5% higher on average daily. **Root Cause:** Attendance monitoring and lack of incentives for greater attendance.

Student Learning

Problem Statement 4: Increased training and learning opportunities for Emerging Bilinguals - utilize Seidlitz and IXL **Root Cause:** Need more training in IXL and implementation.

Problem Statement 5: Attendance - needs to be 4-5% higher on average daily. **Root Cause:** Attendance monitoring and lack of incentives for greater attendance.

Problem Statement 9: Need increased number of students attending mandatory tutoring with consistency from Day 1 **Root Cause:** Adapting and adopting back to normal pre-COVID school year procedures and consistencies.

Problem Statement 10: High number of preps per teachers - adversely affects ability to fully prepare lesson plans in depth. **Root Cause:** Increased enrollment could support additional staffing.

School Processes & Programs

Problem Statement 8: High number of preps per teachers - adversely affects ability to fully prepare lesson plans in depth. **Root Cause:** Increased enrollment could support additional staffing.





Problem Statement 13: Increased training and learning opportunities for Emerging Bilinguals - utilize Seidlitz and IXL **Root Cause:** Need more training in IXL and implementation.

Problem Statement 14: Attendance - needs to be 4-5% higher on average daily. **Root Cause:** Attendance monitoring and lack of incentives for greater attendance.

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: 95% of students will be at 7-10 Service hours for the school year at conclusion of Semester 1

Evaluation Data Sources: Skyward, Counselor Check Ins

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselor will structure and set up scheduled check ins for all grade levels - work with GLA to support.</p> <p>Strategy's Expected Result/Impact: Students will successfully complete their required service hours toward graduation.</p> <p>Staff Responsible for Monitoring: Counselor, GLA</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3 - Student Learning 14, 16 - School Processes & Programs 3, 5 - Perceptions 10</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 3: Attendance - 4-5% points below of what goal is. Root Cause: Adapting and adopting back to normal pre-COVID school year procedures and consistencies (Truancy Filings, and incentives).</p>
Student Learning
<p>Problem Statement 14: Attendance - needs to be 4-5% higher average per day Root Cause: Attendance clerk, and lack of incentives for greater attendance.</p> <p>Problem Statement 16: Need increased activities for students - clubs and organizations - enhance the HS experience - especially for Senior Class Root Cause: Learning senior class best practices 23-24.</p>
School Processes & Programs
<p>Problem Statement 3: Attendance - needs to be 4-5% higher average per day Root Cause: Attendance clerk, and lack of incentives for greater attendance.</p> <p>Problem Statement 5: Need increased activities for students - clubs and organizations - enhance the HS experience - especially for Senior Class Root Cause: Learning senior class best practices 23-24.</p>

Perceptions

Problem Statement 10: Need increased activities for students - clubs and organizations - enhance the HS experience - especially for Senior Class **Root Cause:** Learning senior class best practices 23-24.

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: 95% of EB students will make progress on STAAR/EOC, year to year analysis. 100% of Teaching Staff will obtain some training to support our Emergent Bilinguals, 95% of EB students in 11th grade will show increase in their performance for SAT by the end of the 2023-24 School Year.

High Priority





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

Strategy 1 Details	Reviews			
<p>Strategy 1: * ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Reading assessment.</p> <p>* ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students.</p> <p>* ILTexas will purchase supplemental resources for Emergent Bilingual students such as instructional materials (bilingual dictionaries, leveled readers) and online platforms to increase access to language acquisition and differentiation.</p> <p>* ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days.</p> <p>* ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments.</p> <p>* ILTexas will provide enrichment summer school to Emergent Bilingual students to develop and strengthen their knowledge base as well as their English language proficiency in all four domains.</p> <p>* ILTexas will provide High school Emergent Bilingual students additional SAT test prep sessions to increase their performance on the SAT test.</p> <p>* ILTexas will provide parents of Emergent Bilingual students learning opportunities to support their children at home, understand the importance of state assessments, and receive college and career information.</p> <p>Strategy's Expected Result/Impact: Increased student achievement for our EB students</p> <p>Staff Responsible for Monitoring: Principal, AP, GLA's, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 10 - Student Learning 2, 4 - School Processes & Programs 11, 13</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Principal, AP, GLA's, Teachers</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Demographics 9 - Student Learning 1 - School Processes & Programs 10</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: Increase Student Achievement Staff Responsible for Monitoring: Principal, AP, GLA's, Teachers</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 3 - School Processes & Programs 12 - Perceptions 7 Funding Sources: - 211 - Title 1-A</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: Increased Student Learning</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 10 - Student Learning 4 - School Processes & Programs 13</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: Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 10 - Student Learning 4 - School Processes & Programs 13</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: Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Principal, AP, GLA's, Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 10 - Student Learning 4 - School Processes & Programs 13</p> <p>Funding Sources: - 211 - Title 1-A</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 7 Details	Reviews			
<p>Strategy 7: ILTexas will provide High school Emergent Bilingual students additional SAT test prep sessions to increase their performance on the SAT test.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 10 - Student Learning 4 - School Processes & Programs 13</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 8 Details	Reviews			
<p>Strategy 8: 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: Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 10 - Student Learning 4 - School Processes & Programs 13</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 3 Problem Statements:

Demographics
<p>Problem Statement 9: Teacher vacancies and high number of subs impacted learning Root Cause: High stress level contributed to vacancy and resignations (leaving education)</p>
<p>Problem Statement 10: Increased training and learning opportunities for Emerging Bilinguals - utilize Seidlitz and IXL Root Cause: Need more training in IXL and implementation.</p>
Student Learning
<p>Problem Statement 1: Teacher vacancies and high number of subs impacted learning Root Cause: High stress level contributed to vacancy and resignations (leaving education)</p>
<p>Problem Statement 2: Need increased number of students attending mandatory tutoring with consistency from Day 1 Root Cause: Adapting and adopting back to normal pre-COVID school year procedures and consistencies.</p>
<p>Problem Statement 3: Attendance - 4-5% points below goal. Root Cause: Adapting and adopting back to normal pre-COVID school year procedures and consistencies (Truancy Filings, and incentives)</p>
<p>Problem Statement 4: Increased training and learning opportunities for Emerging Bilinguals - utilize Seidlitz and IXL Root Cause: Need more training in IXL and implementation.</p>
School Processes & Programs
<p>Problem Statement 10: Teacher vacancies and high number of subs impacted learning Root Cause: High stress level contributed to vacancy and resignations (leaving education)</p>
<p>Problem Statement 11: Need increased number of students attending mandatory tutoring with consistency from Day 1 Root Cause: Adapting and adopting back to normal pre-COVID school year procedures and consistencies.</p>
<p>Problem Statement 12: Attendance - 4-5% points below goal. Root Cause: Adapting and adopting back to normal pre-COVID school year procedures and consistencies (Truancy Filings, and incentives)</p>

School Processes & Programs

Problem Statement 13: Increased training and learning opportunities for Emerging Bilinguals - utilize Seidlitz and IXL **Root Cause:** Need more training in IXL and implementation.

Perceptions

Problem Statement 7: Attendance - 4-5% points below goal. **Root Cause:** Adapting and adopting back to normal pre-COVID school year procedures and consistencies (Truancy Filings, and incentives)

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: Increase number of professional development opportunities for teachers, coaching feedback within Schoolmint Grow, representation in headquarter level committees, and leading of session on PD/Data days by June 2024.

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

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

teacher's individual growth needs.

EVALUATION REPORTING

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

TEACHER DEVELOPMENT TIMELINE/PORTFOLIO

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

INSTRUCTIONAL RESOURCE LIBRARY

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

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

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

Title I:

2.4, 2.5

- TEA Priorities:

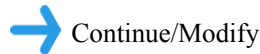
Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Demographics 9, 12 - Student Learning 1, 12, 13 - School Processes & Programs 1, 2, 10 - Perceptions 9

Funding Sources: - 211 - Title 1-A



Performance Objective 1 Problem Statements:

Demographics

Problem Statement 9: Teacher vacancies and high number of subs impacted learning **Root Cause:** High stress level contributed to vacancy and resignations (leaving education)

Problem Statement 12: Consistency of positions filled and less absences from teachers. **Root Cause:** Decrease stress and need for time off, competitive salaries.

Student Learning

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

Problem Statement 12: Consistency of positions filled and less absences from teachers. **Root Cause:** Decrease stress and need for time off, competitive salaries.

Student Learning

Problem Statement 13: High number of preps per teachers - adversely affects ability to fully prepare lesson plans in depth **Root Cause:** Increased enrollment could support additional staffing

School Processes & Programs

Problem Statement 1: Consistency of positions filled and less absences from teachers. **Root Cause:** Decrease stress and need for time off, competitive salaries.

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

Problem Statement 10: Teacher vacancies and high number of subs impacted learning **Root Cause:** High stress level contributed to vacancy and resignations (leaving education)

Perceptions

Problem Statement 9: High number of preps per teachers - adversely affects ability to fully prepare lesson plans in depth **Root Cause:** Increased enrollment could support additional staffing

Campus Funding Summary

420 - State					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
Sub-Total					\$0.00
211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
2	1	2			\$0.00
2	3	3			\$0.00
2	3	6			\$0.00
3	1	1			\$0.00
Sub-Total					\$0.00
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	2			\$0.00
2	3	1			\$0.00
Sub-Total					\$0.00