

International Leadership of Texas
Saginaw Middle
2023-2024 Campus Improvement Plan

Mission Statement

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

Vision

Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. We cultivate lifelong learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

International Leadership of Texas is a public charter school system with the mission of providing students with an exceptional leadership role in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body, and character. ILTexas Saginaw 6-8 began serving the community of Saginaw in the school year 2017-2018. As an international school, ILTexas has attracted families from a wide range of ethnic backgrounds and socio-economic statuses. We also pride ourselves in surrounding our students with educators with a wide range of ethnic backgrounds and experiences.

School Population:

6th Grade: 158 17.0%

7th Grade: 148 16.7%

8th Grade: 137 16.5%

Total: 443

Gender:

Male: 46.79%

Female: 53.21%

Ethnicity:

Hispanic: 56.81%

Native American: .20%

Asian: 3.41%

Black: 14.63%

White: 19.94%

Two or more: 5.01

Student Programs:

Saginaw Middle
Generated by Plan4Learning.com

Free lunch: 11.32%

Reduced lunch: 14.33%

Economically Disadvantaged: 57.52%

Limited English Proficiency: 23.95%

Gifted and talented: 5.91%

Title 1 participation: 100%

Homeless: .8%

Staff Information:

Principal: 1

Assistant Principal: 3

Dean: 1

Instructional Coaches: 2

Counselors: 3

Male: 25

Female: 85

Total: 110

Staff Ethnicity:

White: 21

Black: 25

Hispanic: 36

Asian: 8

Staff Education

Bachelors: 74

Masters: 14

Doctorate: 0

Demographics Strengths

We use a number of sources to find high caliber staff such as our campus website, the Teacher Job Network (TJN), and Region 10 and 11 job fairs. The majority of core and LOTE teachers are at a highly qualified status in accordance with ESSA. We have 84 staff members who hold a teaching position with 31 having a Texas certification. Our interview process clearly outlines the mission, philosophy, and expectations for our campus. We have recruited teachers from Spain and China to teach our trilingual model. The International Leadership of Texas, Saginaw campus will continue to work with regions 10 & 11 and the district to actively find qualified teacher candidates to fill positions within the school. Teachers have the professional freedom to be innovative and creative. They have opportunities to have input into decision making on campus. We will continue to have ethnic diversity in our faculty/staff population, we are truly international. We have faculty/staff from Mexico, Puerto Rico, Spain, China, and more. Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. This year we have the recruitment of teachers from Spain and China. This year we have also increased the number of teachers that meet certified status. There have also been salary increases for teachers, making our salary a little more competitive with local Independent School Districts.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The campus is experiencing difficulty retaining teachers. High percentage of staff has 2 years, or less, as classroom teachers. **Root Cause:** Teachers and staff do not get paid equal to the surrounding ISD's. The teaching job market is competitive where ISD's are able to pay higher salaries.

Problem Statement 2 (Prioritized): ILTexas Saginaw is not inclusive of all constituents in campus decision-making. **Root Cause:** The system for increasing campus leadership is not followed with consistency to increase participation and empowerment of staff.

Problem Statement 3 (Prioritized): The campus is experiencing difficulty retaining teachers. High percentage of staff has 2 years, or less, as classroom teachers. **Root Cause:** Teachers and staff do not get paid equal to the surrounding ISD's. The teaching job market is competitive where ISD's are able to pay higher salaries.

Problem Statement 4 (Prioritized): Campus Reading STAAR scores were 10-12 percentage points below the state in categories of Approaches, Meets, and Masters. **Root Cause:** Lack of consistency in implementation of balanced literacy and small group instruction to address specific student needs.

Student Learning

Student Learning Summary

From the 2021 STAAR test, Saginaw 6-8 lagged behind the state in all contents and all grades. The largest gap was in math.

2021 STAAR Math

		Approaches	Meets	Masters
6th Grade	Campus	39.81	16.50	6.80
	State	66.00	34.0	15.0
7th Grade	Campus	37.62	12.87	3.96
	State	54.00	25.00	11.00
8th Grade	Campus	23.33	6.67	1.67
	State	60.00	35.00	10.00
Algebra 8	Campus	64.71	23.53	5.88
	State	72.00	41.00	23.00

2021 STAAR Reading

		Approaches	Meets	Masters
6th Grade	Campus	43.88	21.43	6.12
	State	61.00	31.0	14.0
7th Grade	Campus	53.85	29.81	12.50
	State	68.00	44.00	25.00
8th Grade	Campus	61.19	28.36	7.46
	State	72.00	45.00	21.00
Engl I	Campus	82.76	79.31	13.79
	State	66.00	50.00	12.00

2021 STAAR Social Studies

	Approaches	Meets	Masters
8th Grade Campus	56.18	21.35	10.11
State	56.00	27.0	13.0

2021 STAAR Science

	Approaches	Meets	Masters
8th Grade Campus	64.04	29.21	6.74
State	67.00	42.0	23.0

Student Learning Strengths

In past years the campus was above the state average in reading. This year reading scores were below the state average in approaches, meets, and masters. However, English I did perform above the state. Math, Science and Social Studies scores were below the state by 10-15 percentage points, most notable was in the masters category.

Our teachers, students, parents, and community members work well to support the learning for all students. Parents work in collaboration with the school community to support the efforts to ensure that every child reaches their full potential. We celebrate our student's academic success, character development, and putting "Others Before Self". We also recognize the staff in displaying the characteristics of putting "Others Before Self" as well.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The campus is experiencing difficulty retaining teachers. High percentage of staff has 2 years, or less, as classroom teachers. **Root Cause:** Teachers and staff do not get paid equal to the surrounding ISD's. The teaching job market is competitive where ISD's are able to pay higher salaries.

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Problem Statement 3 (Prioritized): The campus is experiencing difficulty retaining teachers. A high percentage of staff has 2 or fewer years of experience on the campus. **Root Cause:** Teachers and staff do not get paid equally to the surrounding ISDs. The job market is competitive where ISDs are able to offer higher salaries.

Problem Statement 4 (Prioritized): PD/PLC is not targeted toward data analysis, reteach, and school-wide instructional practices. **Root Cause:** PD/PLC is not followed up with support, check on implementation, and there is long time gaps between follow-up PD sessions.

Problem Statement 5 (Prioritized): The campus is experiencing difficulty retaining teachers. High percentage of staff has 2 years, or less, as classroom teachers. **Root Cause:** Teachers and staff do not get paid equal to the surrounding ISD's. The teaching job market is competitive where ISD's are able to pay higher salaries.

Problem Statement 6 (Prioritized): ILTexas Saginaw is not inclusive of all constituents in campus decision-making. **Root Cause:** The system for increasing campus leadership is not followed with consistency to increase participation and empowerment of staff.

School Processes & Programs

School Processes & Programs Summary

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

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

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

The Campus Leadership, Grade Level Administrators, Instruction Coach and District Coordinators will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade level academic performance gains and STAAR performance gains. Teachers will teach the TEKS following the TEKS RS Scope and Sequence and curriculum programs for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. All classroom instruction will be data driven.

K-2 will take Istation monthly in both English and Spanish. 2nd graders take MAP math three times a year. K-2 uses Imagine Math Facts.

Third grade students will take STAAR Reading and Math Tests. Fourth graders will take STAAR Reading, Math and Writing Tests. Fifth Graders will take STAAR Reading, Math, and Science Tests. Sixth graders will take STAAR Math and Reading. Seventh Graders will take STAAR Math, Reading and Writing. Eighth graders will take STAAR Math, Reading, Social Studies, Science, English 1 and Algebra 1. Students will take Math and Reading MAP testing in 3rd-8th Grades three times a year. Istation reading ISIP is taken in grades K-8th. In addition, all 2nd-8th grade students will take district ECAs. The student's language proficiency is holistically rated using the ACTFL Proficiency for Spanish and Chinese for grades 3rd-8th. Every six weeks students in K-8 are rated in Spanish and Chinese levels. Grades 5th & 8th take the AAPPL test at the end of the year to determine their levels. Grades 3rd-8th take the Interim STAAR for each tested subject.

Critical thinking and problem solving skills will be emphasized in all core subject areas. Service learning is also an important component of our K-8 curriculum and culminates into an End Of Year service learning project for each grade level.

Economically disadvantaged, LEP, and at risk student population groups who have established a pattern of non-mastery will be targeted for remediation. Small group instruction, tutorials during extended day enrichment, parent-teacher conferences and consistent written and oral communication between home and school. This will ensure that home and school work together to provide the necessary support for student success. ILTexas-Saginaw will provide student support services as outlined in IEPs and 504 accommodations for qualifying students.

In order for students to be successful and maximize academic achievement, they must attend school on a regular basis. Student absences will be closely monitored by homeroom teachers, school registrar and school counselors. Parents will be contacted by their teacher if they are absent more than 2 consecutive days. Students with perfect attendance for the year will be recognized at the end of the year during our award's program. We also award students for other academic achievements including A, AB Honor roll, Eagle of the Year for each grade level, leadership trait, most improved and citizenship awards. Continuous monitoring and recognition of high achievement is a high priority supported in every area.

All staff members have been provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms.

School Processes & Programs Strengths

Professional Development on an ongoing basis is key to the success of our school programs. District and campus professional development and trainings have/will be provided in the following areas:

- Dual Language Program
- Two Way SIOP
- Strategies for meeting needs of Limited English Proficient Students
- Data Disaggregation and Test Analysis
- TEKS RS Scope and Sequence
- District Data Management System
- Differentiated Instruction
- PE/Character Development Program
- Curriculum Programs in ELA/Reading & Math
- Federal & State Mandated Trainings

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): ILTexas Saginaw is not inclusive of all constituents in campus decision-making. **Root Cause:** The system for increasing campus leadership is not followed with consistency to increase participation and empowerment of staff.

Problem Statement 2 (Prioritized): The campus is experiencing difficulty retaining teachers. A high percentage of staff has 2 or fewer years of experience on the campus. **Root Cause:** Teachers and staff do not get paid equally to the surrounding ISDs. The job market is competitive where ISDs are able to offer higher salaries.

Problem Statement 3 (Prioritized): PD/PLC is not targeted toward data analysis, reteach, and school-wide instructional practices. **Root Cause:** PD/PLC is not followed up with support, check on implementation, and there is long time gaps between follow-up PD sessions.

Perceptions

Perceptions Summary

We will have a learning community and atmosphere of collegiality. Our grade level teams plan together to work towards common goals. Our staff members are able to rely on each other for support; during the school day as well as afterschool professional development, suggestions and assistance.

Our parents work in partnership with teachers, by engaging in open communication through weekly newsletter, emails, and phone calls. PTO will assist in gaining parent involvement to assist in various volunteer opportunities.

PTO will organize events and fund raising activities throughout the school year with assistance from staff. The school partners with the PTO to organize major events such as Hispanic Heritage celebrations, Black History Month Presentation, Chinese New Year, National Neighborhood Night Out, and Spirit Nights. The PTO will also hold monthly meetings.

The student council, the voice of the students, will engage in monthly meetings with the principal for an open discussion about the school. These conversations allow the students to highlight the positive as well as identify areas of improvement within the school.

According to our campus survey, the majority of responders feel supported by their campus teams, administrators and coaches.

Perceptions Strengths

Our teachers, students, parents and community members work well to support the learning for all. Parents work in collaboration with the school community to support the efforts to ensure that every child reaches their full potential. We celebrate our student's academic success, character development, and putting "Others Before Self". We also recognize the staff in displaying the characteristics of putting "Others Before Self" as well. We recognize our volunteers through various activities throughout the year for example, certificate of appreciation, appreciation breakfast to recognize parents and other community members for their support of our students.

Teachers plan with their grade level teams. Teachers have dedicated DATA days every 6 weeks to review student levels and instructional needs. They also have extended time daily to meet with grade level team or partner teachers. Teachers have the support of partners and team members, Teachers plan lessons, activities, and assessments together as a team, Several GLAs/teachers have attended TEKS RS Training, Teachers have access to several online programs: Study Island, Reading A-Z, Accelerated Reader, Brain Pop, Measuring Up, etc. Teachers utilize Eduphoria. The school will have in place several vehicles to facilitate parent communication to include: Campus Leadership Newsletter, Curriculum Night, PTO monthly meetings, Family Home-school Spirit Nights, Parent Portal, Parent-Teacher Conferences, School/Grade level/Teacher websites, School Messenger.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The campus is experiencing difficulty retaining teachers. High percentage of staff has 2 years, or less, as classroom teachers. **Root Cause:** Teachers and staff do not get paid equal to the surrounding ISD's. The teaching job market is competitive where ISD's are able to pay higher salaries.

Problem Statement 2 (Prioritized): The campus is experiencing difficulty retaining teachers. High percentage of staff has 2 years, or less, as classroom teachers. **Root Cause:** Teachers and staff do not get paid equal to the surrounding ISD's. The teaching job market is competitive where ISD's are able to pay higher salaries.

Problem Statement 3 (Prioritized): Campus Reading STAAR scores were 10-12 percentage points below the state in categories of Approaches, Meets, and Masters. **Root Cause:** Lack of consistency in implementation of balanced literacy and small group instruction to address specific student needs.

Priority Problem Statements

Problem Statement 1: ILTexas Saginaw is not inclusive of all constituents in campus decision-making.

Root Cause 1: The system for increasing campus leadership is not followed with consistency to increase participation and empowerment of staff.

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

Problem Statement 2: The campus is experiencing difficulty retaining teachers. High percentage of staff has 2 years, or less, as classroom teachers.

Root Cause 2: Teachers and staff do not get paid equal to the surrounding ISD's. The teaching job market is competitive where ISD's are able to pay higher salaries.

Problem Statement 2 Areas: Demographics - Student Learning - Perceptions

Problem Statement 3: Campus Reading STAAR scores were 10-12 percentage points below the state in categories of Approaches, Meets, and Masters.

Root Cause 3: Lack of consistency in implementation of balanced literacy and small group instruction to address specific student needs.

Problem Statement 3 Areas: Demographics - Student Learning - Perceptions

Problem Statement 4: The campus is experiencing difficulty retaining teachers. A high percentage of staff has 2 or fewer years of experience on the campus.

Root Cause 4: Teachers and staff do not get paid equally to the surrounding ISDs. The job market is competitive where ISDs are able to offer higher salaries.

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

Problem Statement 5: PD/PLC is not targeted toward data analysis, reteach, and school-wide instructional practices.

Root Cause 5: PD/PLC is not followed up with support, check on implementation, and there is long time gaps between follow-up PD sessions.

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

Problem Statement 6: The campus is experiencing difficulty retaining teachers. High percentage of staff has 2 years, or less, as classroom teachers.

Root Cause 6: Teachers and staff do not get paid equal to the surrounding ISD's. The teaching job market is competitive where ISD's are able to pay higher salaries.

Problem Statement 6 Areas: Demographics - Student Learning - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices





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: All students will participate in before, during, and after school tutoring and Saturday tutorials/intervention camps and enrichment (includes academic clubs, Mastery Learning in Eagle Academy and organizations with a focus on ELAR, Math, and Science) by the end of 2023-24 School Year. Provide opportunity for teachers to plan for small group tutoring before school, after school, and on Saturdays.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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 language proficiency to support student success on STAAR</p> <p>Staff Responsible for Monitoring: Campus administration, Dean, IC</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - Student Learning 2 - Perceptions 3</p> <p>Funding Sources: Salary, resources, materials - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 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: Campus administration, Dean, IC</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - Student Learning 2 - Perceptions 3</p> <p>Funding Sources: Salaries, resources, materials - 263 - Title III</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
<p>Problem Statement 4: Campus Reading STAAR scores were 10-12 percentage points below the state in categories of Approaches, Meets, and Masters. Root Cause: Lack of consistency in implementation of balanced literacy and small group instruction to address specific student needs.</p>
Student Learning
<p>Problem Statement 2: Campus Reading STAAR scores were 10-12 percentage points below the state in categories of Approaches, Meets, and Masters. Root Cause: Lack of consistency in implementation of balanced literacy and small group instruction to address specific student needs.</p>
Perceptions
<p>Problem Statement 3: Campus Reading STAAR scores were 10-12 percentage points below the state in categories of Approaches, Meets, and Masters. Root Cause: Lack of consistency in implementation of balanced literacy and small group instruction to address specific student needs.</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 2: 100% of the ILTexas Saginaw MS will receive opportunities for professional development growth, coaching, and feedback to help improve and implement best instructional strategies by end of the school year.

Evaluation Data Sources: Walkthroughs, agendas for PD days, increased student achievement, teacher feedback forms

Strategy 1 Details	Reviews			
<p>Strategy 1: 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: Increase teacher skills in teaching strategies for increasing student language proficiency.</p> <p>Staff Responsible for Monitoring: Administrative team, IC, Dean</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1 - Perceptions 2</p> <p>Funding Sources: Travel, registration, fees, expenses for 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 - 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>Strategy's Expected Result/Impact: Increasing the Meets Target goal on the STAAR Reading assessment</p> <p>Staff Responsible for Monitoring: Campus admin, Dean, IC</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - Student Learning 2 - Perceptions 3</p> <p>Funding Sources: Consultant fees, travel, resources - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: The campus is experiencing difficulty retaining teachers. High percentage of staff has 2 years, or less, as classroom teachers. Root Cause: Teachers and staff do not get paid equal to the surrounding ISD's. The teaching job market is competitive where ISD's are able to pay higher salaries.</p>
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Goal 1: By the end of the 23-24 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 3: 100% of culture and climate of our campuses will improve 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 and security by the end of the current school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Rhithm SEL program daily. Counselors will follow up on student usage and any students who need support emotionally.</p> <p>Strategy's Expected Result/Impact: Culture of support and trust with less referrals for student crisis.</p> <p>Staff Responsible for Monitoring: Counselors, administration, GLAs</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Student Learning 6 - School Processes & Programs 1</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 2: ILTexas Saginaw is not inclusive of all constituents in campus decision-making. Root Cause: The system for increasing campus leadership is not followed with consistency to increase participation and empowerment of staff.</p>
Student Learning
<p>Problem Statement 6: ILTexas Saginaw is not inclusive of all constituents in campus decision-making. Root Cause: The system for increasing campus leadership is not followed with consistency to increase participation and empowerment of staff.</p>
School Processes & Programs
<p>Problem Statement 1: ILTexas Saginaw is not inclusive of all constituents in campus decision-making. Root Cause: The system for increasing campus leadership is not followed with consistency to increase participation and empowerment of staff.</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, all students, but in particular our students of Special Populations (to include SPED, Bilingual, CTE and ESL students) will increase their performance at the Approaches Performance Level on State Assessments by at least 25%.

Evaluation Data Sources: STAAR & EOC Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: 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: Increased student academic achievement with increased language acquisition.</p> <p>Staff Responsible for Monitoring: Dean, IC</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 4 - Student Learning 2 - Perceptions 3</p> <p>Funding Sources: instructional materials (bilingual dictionaries, leveled readers) and online platforms - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:





Demographics
<p>Problem Statement 4: Campus Reading STAAR scores were 10-12 percentage points below the state in categories of Approaches, Meets, and Masters. Root Cause: Lack of consistency in implementation of balanced literacy and small group instruction to address specific student needs.</p>
Student Learning
<p>Problem Statement 2: Campus Reading STAAR scores were 10-12 percentage points below the state in categories of Approaches, Meets, and Masters. Root Cause: Lack of consistency in implementation of balanced literacy and small group instruction to address specific student needs.</p>
Perceptions
<p>Problem Statement 3: Campus Reading STAAR scores were 10-12 percentage points below the state in categories of Approaches, Meets, and Masters. Root Cause: Lack of consistency in implementation of balanced literacy and small group instruction to address specific student needs.</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, students' learning readiness indicator as measured by Rhithm, will increase 10% with the help of subject matter experts and specialized programs/resources aimed at improving the social-emotional health of our students with a focus on safety.

Evaluation Data Sources: Rhithm Insight reports and assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Bring in subject matter experts (such as but not limited to Youth Equipped to Succeed) and purchase resources (such as but not limit to SEL and mental health curriculum for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students) to improve students' readiness to learn.</p> <p>Strategy's Expected Result/Impact: Improve learning readiness as measured by Rhithm</p> <p>Staff Responsible for Monitoring: Principal, APs, Counselors</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Demographics 4 - Student Learning 2 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 5 Problem Statements:





Demographics
<p>Problem Statement 4: Campus Reading STAAR scores were 10-12 percentage points below the state in categories of Approaches, Meets, and Masters. Root Cause: Lack of consistency in implementation of balanced literacy and small group instruction to address specific student needs.</p>
Student Learning
<p>Problem Statement 2: Campus Reading STAAR scores were 10-12 percentage points below the state in categories of Approaches, Meets, and Masters. Root Cause: Lack of consistency in implementation of balanced literacy and small group instruction to address specific student needs.</p>
Perceptions
<p>Problem Statement 3: Campus Reading STAAR scores were 10-12 percentage points below the state in categories of Approaches, Meets, and Masters. Root Cause: Lack of consistency in implementation of balanced literacy and small group instruction to address specific student needs.</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 the 23-24 school year, all students will demonstrate an increase of a minimum of one sub-level, based on the ACTFL proficiency guidelines.

Evaluation Data Sources: ACTFL assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: ILTexas will provide middle school Emergent Bilingual students to increase their performance on AAPPL testing. 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: Improved achievement on AAPPL</p> <p>Staff Responsible for Monitoring: Campus admin, Dean, ICs</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - Student Learning 2 - Perceptions 3</p> <p>Funding Sources: SAT prep resources and materials - 263 - Title III</p>	Formative			Summative
	Nov	Jan	May	June





Strategy 2 Details	Reviews			
<p>Strategy 2: 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 achievement through targeted instruction based on data</p> <p>Staff Responsible for Monitoring: Dean, ICs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - Student Learning 2 - Perceptions 3</p> <p>Funding Sources: Tracking resources, All In Learning, Study Island - 263 - Title III</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
<p>Problem Statement 4: Campus Reading STAAR scores were 10-12 percentage points below the state in categories of Approaches, Meets, and Masters. Root Cause: Lack of consistency in implementation of balanced literacy and small group instruction to address specific student needs.</p>
Student Learning
<p>Problem Statement 2: Campus Reading STAAR scores were 10-12 percentage points below the state in categories of Approaches, Meets, and Masters. Root Cause: Lack of consistency in implementation of balanced literacy and small group instruction to address specific student needs.</p>
Perceptions
<p>Problem Statement 3: Campus Reading STAAR scores were 10-12 percentage points below the state in categories of Approaches, Meets, and Masters. Root Cause: Lack of consistency in implementation of balanced literacy and small group instruction to address specific student needs.</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 1: The culture and climate of our campuses will improve by 50% with the help of subject matter experts and specialized programs/resources aimed at improving the social-emotional health of our students and staff with a focus on safety and security by the end of the current school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional coach to support all teachers in planning and delivery of effective instruction. Strategy's Expected Result/Impact: Improved classroom instruction and increased student performance. Staff Responsible for Monitoring: Principal, Assistant Principal, Dean</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 1 - Perceptions 2 Funding Sources: - 211 - Title 1-A</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide substitute teachers to instruct classes to allow for teachers to observe master teachers on campus as well as off campus locations Strategy's Expected Result/Impact: Increased teacher effectiveness and student achievement Staff Responsible for Monitoring: Principal, Assistant Principals, Dean, Instructional Coach, Grade Level administrators, Teachers</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 1 - Perceptions 2 Funding Sources: - 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 1 Problem Statements:

Demographics

Problem Statement 3: The campus is experiencing difficulty retaining teachers. High percentage of staff has 2 years, or less, as classroom teachers. **Root Cause:** Teachers and staff do not get paid equal to the surrounding ISD's. The teaching job market is competitive where ISD's are able to pay higher salaries.

Student Learning

Problem Statement 1: The campus is experiencing difficulty retaining teachers. High percentage of staff has 2 years, or less, as classroom teachers. **Root Cause:** Teachers and staff do not get paid equal to the surrounding ISD's. The teaching job market is competitive where ISD's are able to pay higher salaries.

Perceptions





Problem Statement 2: The campus is experiencing difficulty retaining teachers. High percentage of staff has 2 years, or less, as classroom teachers. **Root Cause:** Teachers and staff do not get paid equal to the surrounding ISD's. The teaching job market is competitive where ISD's are able to pay higher salaries.

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

Performance Objective 2: Provide 100% of struggling teachers with a targeted success plan after the first 6 weeks

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the mentor program for all staff members Strategy's Expected Result/Impact: Increase teacher effectiveness and campus retention rate Staff Responsible for Monitoring: Principal, Assistant Principals, GLAs</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 3 - Student Learning 1 - Perceptions 2 Funding Sources: - 211 - Title 1-A</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:





Demographics
<p>Problem Statement 3: The campus is experiencing difficulty retaining teachers. High percentage of staff has 2 years, or less, as classroom teachers. Root Cause: Teachers and staff do not get paid equal to the surrounding ISD's. The teaching job market is competitive where ISD's are able to pay higher salaries.</p>
Student Learning
<p>Problem Statement 1: The campus is experiencing difficulty retaining teachers. High percentage of staff has 2 years, or less, as classroom teachers. Root Cause: Teachers and staff do not get paid equal to the surrounding ISD's. The teaching job market is competitive where ISD's are able to pay higher salaries.</p>
Perceptions
<p>Problem Statement 2: The campus is experiencing difficulty retaining teachers. High percentage of staff has 2 years, or less, as classroom teachers. Root Cause: Teachers and staff do not get paid equal to the surrounding ISD's. The teaching job market is competitive where ISD's are able to pay higher salaries.</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: Provide 100% of New/Struggling teachers with a teacher mentor by September 1, 2023.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Bring in subject matter expert, Spanish or Bilingual Instructional coach and consultants to help ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, DLI and other programs that will increase student achievement, with particular attention to ELLs.</p> <p>Strategy's Expected Result/Impact: Increased teacher retention and overall effectiveness in the classroom</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, GLA, Counselor, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 3 - Student Learning 1 - Perceptions 2</p> <p>Funding Sources: - 211 - Title 1-A</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 3: The campus is experiencing difficulty retaining teachers. High percentage of staff has 2 years, or less, as classroom teachers. Root Cause: Teachers and staff do not get paid equal to the surrounding ISD's. The teaching job market is competitive where ISD's are able to pay higher salaries.</p>
Student Learning
<p>Problem Statement 1: The campus is experiencing difficulty retaining teachers. High percentage of staff has 2 years, or less, as classroom teachers. Root Cause: Teachers and staff do not get paid equal to the surrounding ISD's. The teaching job market is competitive where ISD's are able to pay higher salaries.</p>
Perceptions
<p>Problem Statement 2: The campus is experiencing difficulty retaining teachers. High percentage of staff has 2 years, or less, as classroom teachers. Root Cause: Teachers and staff do not get paid equal to the surrounding ISD's. The teaching job market is competitive where ISD's are able to pay higher salaries.</p>

Campus Funding Summary

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00
3	3	1			\$0.00
Sub-Total					\$0.00
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Salary, resources, materials		\$0.00
1	1	2	Salaries, resources, materials		\$0.00
1	2	1	Travel, registration, fees, expenses for 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		\$0.00
1	2	2	Consultant fees, travel, resources		\$0.00
1	4	1	instructional materials (bilingual dictionaries, leveled readers) and online platforms		\$0.00
2	1	1	SAT prep resources and materials		\$0.00
2	1	2	Tracking resources, All In Learning, Study Island		\$0.00
Sub-Total					\$0.00