

**International Leadership of
Texas**

Lancaster Elementary

**2025-2026
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

The mission of ILTexas guides our daily professional practices, and creates an atmosphere of celebration, advocacy, and acknowledgement of the uniqueness of the community that we serve. We are willing to take risk, be innovative, have fun and give ourselves permission to be great. We are guided by wisdom, integrity, and passion. We have a healthy balance of our spiritual, family, and professional lives. Our dedication to excellence will result in our students exceeding the state and national academic standards.

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Comprehensive Needs Assessment

Demographics

Summary

Demographics(K-5)

As an international school, we are proud to serve a diverse community of families representing a wide range of ethnic backgrounds and socio-economic statuses. We are equally committed to ensuring our students are supported by a team of educators who bring varied cultural perspectives and professional experiences. This diversity enriches our learning environment and strengthens our school culture. Below is a breakdown of our student demographics:

African American - 302

Hispanic -381

American Indian - 6

Asian - 3

White – 15

Native Hawaiian- Pacific Islander -0

Two-or-more - 30

Source: On Data Suite (2024 - 2025 Preliminary Fall PEIMS)

Attendance Percentage per month (PreK-5)

September 2024-93.95%

October 2024-93.72%

November 2024-92.98%

December 2024-92.08%

January 2024-90.94%

February 2025-88.89%

March 2025-91.54%

April 2025-93.35%

May 2025-90.47%

Source: SKYWARD Attendance Monthly report

Staff Quality - Information (K-5)

100% of our K-5 teachers hold at least a bachelor's degree. While the majority do not yet possess a valid teaching certification, all core content teachers—excluding fine arts instructors and fitness coaches—have been required to enroll in an approved teacher certification program. Each teacher has been given a clear deadline to complete their certification process.

Below is the current certification status data for K-5 Dual Language Teachers on our campus:

Pending Standard Certification: 1 teacher

TOEFL Required: 3 teachers

Visiting International Teacher Certificates: 7 teacher

Enrolled/Committed to Other EPPs: 7 teachers

Potential ILTexas EPP Enrollment: 2 teachers

Certification Data for all K-5 Teachers

Certified - 7, Certified out of field - 0, Enrolled in an ACP - 6, Need TOEFL (ACP) -4, Need to enroll (ACP) - 3, University - 1, Need RVW CR - 0, Need TOEFL (RVW CR) - 3, Not pursuing - 0, Not currently eligible - 12, DL English Certified - 1, DL English (Not Certified) - 16, DL Spanish Certified - 6, DL Spanish (Not Certified) - 13

Source: ILTexas, Certification Tracker

Strengths

Our campus's diversity is one of our greatest strengths, offering students the opportunity to engage with a wide range of cultures and perspectives. This cultural exposure enhances creativity and fosters deeper learning, as students collaborate with peers who bring different viewpoints to problem-solving. As a result, our students are better equipped to understand and demonstrate empathy—essential skills in an ever-changing, interconnected society.

In addition to cultural diversity, access to a variety of educational programs, particularly federally funded initiatives, also plays a critical role in supporting student success. These programs help bridge opportunity gaps by providing students with learning experiences comparable to those of their more affluent peers. Services such as free meal programs, access to specialized educators, and additional academic resources have significantly contributed to improved academic achievement across our campus.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Many educators are not culturally competent, to effectively handle all students.	Educators place emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.
2 ★	Maintaining attendance rates above 97% each month.	Improved Accountability: Need to strengthen accountability systems for monitoring and supporting student attendance. Student Mobility: Frequent student relocations impact attendance and continuity. Family Health Challenges: Absences due to parental illness or lack of reliable transportation. Title I School Factors: economic hardship, housing instability, and limited healthcare
3	Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers, including the need for Social Emotional Learning and exposure to activities that level the playing field	Minimal exposure to technology, healthy habits, healthy culture identification, literacy skills, math skills, and post-secondary educational goals. Students often struggle with how to be aware of themselves and other's emotions and decisions and how to respond to those.

★ = Priority

Student Learning

Summary

As part of the campus Needs Assessment, data has been collected to evaluate the overall effectiveness of the instructional program at ILTexas Lancaster K-8. The analysis includes a review of multiple data sources: school-wide ECAs (Eduphoria: AWARE), MAP testing results, monthly I-Station performance, STAAR outcomes, weekly assessments, and teacher observations.

This comprehensive data review helps identify both strengths and areas of need across all core content areas. It will specifically highlight learning gaps by comparing student performance at ILTexas Lancaster K-8 to that of students at other campuses within the district. The findings will guide future instructional planning and targeted interventions to improve student achievement and ensure alignment with district performance expectations.

Results of Data Collection (STAAR 2022)					
Grade Level	Subject	% Did Not Meet	% Approaches	% Meets	% Masters
3	Reading				
3	Math				
4	Reading				
4	Math				
5	Reading				
5	Math				

Strengths

ILTexas Lancaster K-8 is committed to fostering a culture where high-quality instruction is the foundation of student success. Our focus is on building teaching capacity across the campus to ensure that every child receives an exceptional educational experience every day. We strive to make meaningful cultural connections to students' lives by extending learning beyond the curriculum and preparing them for leadership in a world that presents complex challenges.

Our school community recognizes both the academic strengths and challenges faced by our students. As a result, we are continuously working to improve and expand programs designed to close achievement gaps and support student growth. Parents have been actively informed through orientations and remain supportive of key academic initiatives such as Eagle Academy (Homework and Mastery Learning Academy), Fitness WIN, and both in-school and extended tutoring opportunities, including Saturday School. These programs are integral to our mission of providing a well-rounded and impactful learning experience for all students.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. District is providing TIL Grant for teachers to receive training	Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.
2	Students need additional resources to increase student achievement. Teacher needs more training to effectively implement the curriculum to close learning gaps.	There are several gaps in student achievement and additional resources are needed to close the gaps.
3	Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers, including the need for Social Emotional Learning and exposure to activities that level the playing field	Minimal exposure to technology, healthy habits, healthy culture identification, literacy skills, math skills, and post-secondary educational goals. Students often struggle with how to be aware of themselves and other's emotions and decisions and how to respond to those.
4	The data reflects that some standards need additional time for reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles.	Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction.
5★	The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management Prioritizing for individual teacher growth in areas of concern.	The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

6

Some grade levels went without an IA for a large part of the year. The instructional aides provide support in areas such as small groups, driveline and lunch duties, filling in for IAs in grades that did not have one or had an absence, parent phone calls, parent assistance, etc. Filling vacancies with new IAs will be vital to ensure that work gaps are closed.

IAs are pulled to cover different grade levels when we have a vacancy and cannot support the grade level they were originally assigned to. This often leads to a gap in small group implementation and parent support. Also, hiring to fill vacancies are due to low pay of positions.

 = Priority

School Processes & Programs

Summary

Focus 1: Campus Leadership, District Coaches, and Directors 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. Our curriculum, instruction, and assessments support and challenge all students with all of our teachers following the state standards (TEKS) guidelines. The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Teachers will utilize the Eureka and Benchmark Instructional Planning Calendars for all core subject areas, as well as, analyze data based on the state, district and local assessments in order to be data driven. Teachers will need to differentiate instruction based on students' needs and learning styles in order to reach a diverse group of students. Teachers will diversify students into small groups based on data results and re-teach to support students by differentiating instruction using data.

- Teachers will use data trackers to progress monitor students and adjust instruction accordingly
- Teachers will remediate using data using standards-based teaching

Kindergarten, 1st graders, and 2nd graders will take MClass. 3rd grade students will take STAAR Reading and Math Tests, 4th graders will take STAAR Reading and Math Tests, and 5th Graders will take STAAR Reading, Math, and Science Tests. Students will complete MAP testing in 2nd-8th Grades. iStation will be utilized in K-8th grades. Any student who has established a pattern of non-mastery will be targeted for remediation through small group instruction or tutorials. Home and school will work together through conferences, written, and oral communication to provide the necessary support to students. ILTexas-Lancaster will provide student support services as outlined in IEPs and 504 accommodations for qualifying students. Continuous monitoring and recognition of high achievement is a high priority supported in every area.

Focus 2: Our goal is to recruit and retain high caliber staff. We use sources such as, campus website, the Teacher Job Network (TJN), District and Region 10 and 11 job fairs, social media, and word of mouth. Our goal is that all teachers are highly qualified. We have teachers in alternative certification programs, including the new ILTexas charter alternative certification program, as well as visiting teachers from other countries to support our district mission of being a trilingual school district. 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 and China. Our interview process clearly outlines the mission, philosophy and expectations for our school. Our general data reflects that every year our district employs a high number of brand new teachers. Therefore, it is important to have the resources to support these teachers that are new to the profession. Our evaluation system uses a version of the T-TESS model, this model is built to be non-threatening and improve instruction. Every teacher will obtain a walk thru by their administrator every six weeks with feedback. The extended observation of 45 minutes must be complete prior to winter break. Visits may be announced or unannounced and a post conference is required 10 business days after the extended observation.

Focus 3: International Leadership of Texas Lancaster K-8 is focused on building exceptional leadership in scholars using a trilingual model and building the mind, body, and character. The district supports with campus staffing; a Principal, 3 APs, GLAs for each grade level, an Instructional Aide for each grade level, Chinese teachers, core teachers, performance coaches, and LOTE teachers, SPED team, IC. We also have district representatives to support in different departments. The school day is extended 45 min. to provide enrichment to students. Different arrival times and dismissal are in place for K-4 and 5-8 with effective duty schedule rotations. Lunch/Recess duty has been scheduled with effective coverage. The ratio of students in K-2 is 1:20, 3-8 is 1:26. Based on the community that we serve with the high populations of SPED, at risk, ED, ELs, 504s, behavior and students who are behind grade level the ratio of 1:20 or 1:26 makes it difficult to reach the needs of all learners with high quality instruction. Some of our international teachers faced challenges in classroom management, teaching in the US, using TEKS, planning, and teacher expectations. This is a hardship based on their knowledge of experience to teaching in their country. During enrichment time teachers are able to devote time to contents that students perform poorly and differentiation activities.

Focus 4: All staff members have been provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, all students are provided their own Chromebooks, creating a 1:1 ratio for technology. We have a media lab with 60 laptop computers, and EPIC was implemented during media center rotations & class stations. We utilize the following academic resources to assist us in our daily learning and communication: Kahoot, Measuring Up, Class Dojo, Study Island, IStation, Reading A-Z, Stemscoptes, MAP, STAAR-AR, Imagine Math, All in Learning, Google Classroom, and Seesaw; and finally, technology pieces that also encourage and engage parents through the use of programs such as Edmodo, Peachjar, Dojo, Smores, Facebook, Call-Messenger and Parent Portal. With the use of this kind of technology we have increased our parent communication, improved behavior, while continuing to make teaching and the delivery more engaging, attainable, and fun.

Strengths

Focus 1: Our curriculum, instruction, and assessment supports and challenges all students with all of our teachers following the state standards (TEKS) guidelines. We are guided by the TEKS and follow Eureka and Benchmark Planning Calendars to guide in planning, instruction and assessment. Teachers plan with their grade level teams and content areas. Teachers have dedicated DATA days every week to review student levels and instructional needs. They also have extended time daily to meet with grade level team, instructional coaches, reading/math interventionists, or partner teachers during Professional Learning Communities. Teachers have the support of partners and team members. Teachers plan lessons, activities and assessments together. Teachers have access to several on-line programs: Study Island, Reading A-Z, Measuring Up, etc. Teachers utilize Eduphoria. Teachers have the support of the District Content Directors and Area Coaches. Students receive intervention during school, in Fitness WIN, and after school/ Saturdays. Items used for curriculum: Eureka, Benchmark, Selected programs for core subject areas, Trilingual Programs (English, Spanish and Chinese). Items used for assessment: iStation in Kinder-8th grades, Affirm Math Benchmarks, MClass Assessments (Kinder-2nd Grades), STAAR (3rd-5th grades), ECA's (2nd-5th Grades).

Focus 2: 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. The district has also developed an alternative certification program for our teachers as well as a teacher incentive allotment plan to retain our current teachers.

Focus 3: The school is led by a Principal, 1 Associate Principal, 2 Assistant Principals, 9 Grade Level Administrators, 3 Counselors, 2 Instructional Coaches, as well as Instructional Aides for each grade level. New teachers are provided with mentors to assist them throughout the year in various areas. The school has a trilingual-model including English, Spanish and Chinese for all scholars. Teachers have conference periods as well as PLC periods built into their day. Physical Fitness is a part of daily instruction for scholars and an extended school day helps in the implementation of the school's curriculum.

Focus 4: Teachers utilize technology daily in their instruction. Students in grades K-3 have classroom access to tablets. Also have now included Title 1 carts increasing the number of tech. for use. Students in all grades have access to chromebooks for class assignments and homework. Parent involvement has increased due to our technological engagement efforts such as Peachjar and Dojo and virtual learning. Teachers utilize a variety of technology resources, like Google Classroom and Seesaw.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement

Root Cause

1

The inadequate funding of charter schools leads to teachers seeking opportunities in other district due to the higher salary.

Funding by federal and state need to be matched at the charter level in order to be able to provide competitive salaries to our teachers. We have a high percentage of teachers who have chosen education as an alternative career however they are very early in the program.

2
★

The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management Prioritizing for individual teacher growth in areas of concern.

The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

3

There are high tardies in all grade levels. Parents of lower elementary students don't have to have students at school until 8:00, while middle school students must be here by 7:45. Start times for each grade level should be strictly enforced.

The time difference between elementary and MS allows parents to drop off students until 8 am causing MS students to be tardy. Consequences for tardies are not consistent. Finally, we need incentives for getting to school on time.

4

Some grade levels went without an IA for a large part of the year. The instructional aides provide support in areas such as small groups, driveline and lunch duties, filling in for IAs in grades that did not have one or had an absence, parent phone calls, parent assistance, etc. Filling vacancies with new IAs will be vital to ensure that work gaps are closed.

IAs are pulled to cover different grade levels when we have a vacancy and cannot support the grade level they were originally assigned to. This often leads to a gap in small group implementation and parent support. Also, hiring to fill vacancies are due to low pay of positions.

5
★

Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement.

Parent engagement opportunities are limited and intentionality with scheduling the opportunities for parents to be involved.

6

Many educators are not culturally competent, to effectively handle all students.

Educators place emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.

7
★

Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. District is providing TIL Grant for teachers to receive training

Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

8

Students need additional resources to increase student achievement. Teacher needs more training to effectively implement the curriculum to close learning gaps.

There are several gaps in student achievement and additional resources are needed to close the gaps.

9

The data reflects that some standards need additional time for reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles.

Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction.

10

The need to increase the PTO membership, awareness and engagement by providing numerous volunteer opportunities to parents and stakeholders annually.

Lack of communication and promotion of the organization. Some parents need training on how to support their children. Campus PTO committee is not consistent.

11
★

Build effective relationships and rapport among parents in the community.

Lack of programming and workshops for parents and staff members to engage in and bridge school-community gap. and consistency within the school-home relationship

12

Some educators need development with cultural competence and their ability to form authentic and effective relationships across cultural differences

Relationship building between LOTE teachers and students

 = Priority

Perceptions

Summary

At International Leadership of Texas, Lancaster K-8, our mission includes working collaboratively with families and the broader community to strengthen family engagement and enhance communication with parents. We are committed to reaching all families and identifying additional strategies to increase the value and impact of parental involvement in their children's education.

Our campus provides regular, accessible communication to families in languages they can understand, using a variety of tools and platforms. Translators are available as needed to ensure clear communication. Teachers and staff use Class Dojo and Skyward for day-to-day updates, while our media specialist shares information via social media, Peachjar, and the school's website.

We maintain consistent and meaningful communication through:

- Parent-student handbook and annual school calendar
- School newsletters and special event notices
- Progress reports during the 3rd and 6th weeks of each grading period
- Report cards with teacher comment forms
- Student planners and PK–2nd daily behavior reports
- Parent-teacher conferences and academic/fine arts family nights
- Call-out messages from the principal

Our school is grounded in a shared vision and mission, which guide all decisions in service of student achievement. We believe that when schools, families, and communities work together, students experience greater academic success, higher attendance, and increased engagement.

Grade-level teams collaborate frequently to align goals, and teachers support one another in a collegial environment that promotes innovation and shared responsibility. We are also launching a Parent-Teacher Organization (PTO) and a campus advisory board to create stronger connections with families through community-building events and collaborative input.

At ILTexas Lancaster K-8, we are committed to building a school community where communication, collaboration, and connection are the foundation for academic success and family engagement.

Strengths

International Leadership of Texas, Lancaster K-8 demonstrates several key strengths that contribute to a thriving school community. The campus is guided by a clear mission and vision that prioritize collaboration among staff, families, and the broader community to support student success. Strong systems and structures are in place to foster professional collaboration, with grade-level teams working together to align instructional goals and share best practices. Communication is a major strength, with a variety of tools—including Class Dojo, Skyward, social media, newsletters, and direct contact—used to ensure families stay informed and engaged. The school's emphasis on inclusivity through multilingual communication and the use of translators demonstrates a commitment to equity and accessibility. Additionally, the campus promotes parent involvement through initiatives such as the launch of a PTO and a campus advisory board, which serve to deepen family-school partnerships. These collaborative efforts create a supportive, inclusive environment that nurtures academic achievement, strong relationships, and a positive school culture.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
<p>1</p> <p>The need to increase the PTO membership, awareness and engagement by providing numerous volunteer opportunities to parents and stakeholders annually.</p>	<p>Lack of communication and promotion of the organization. Some parents need training on how to support their children. Campus PTO committee is not consistent.</p>
<p>2 ★</p> <p>Build effective relationships and rapport among parents in the community.</p>	<p>Lack of programming and workshops for parents and staff members to engage in and bridge school-community gap, and consistency within the school-home relationship</p>
<p>3</p> <p>Some educators need development with cultural competence and their ability to form authentic and effective relationships across cultural differences</p>	<p>Relationship building between LOTE teachers and students</p>
<p>4 ★</p> <p>Maintaining attendance rates above 97% each month.</p>	<p>Improved Accountability: Need to strengthen accountability systems for monitoring and supporting student attendance. Student Mobility: Frequent student relocations impact attendance and continuity. Family Health Challenges: Absences due to parental illness or lack of reliable transportation. Title I School Factors: economic hardship, housing instability, and limited healthcare</p>
<p>5</p> <p>The inadequate funding of charter schools leads to teachers seeking opportunities in other district due to the higher salary.</p>	<p>Funding by federal and state need to be matched at the charter level in order to be able to provide competitive salaries to our teachers. We have a high percentage of teachers who have chosen education as an alternative career however they are very early in the program.</p>

6

There are high tardies in all grade levels. Parents of lower elementary students don't have to have students at school until 8:00, while middle school students must be here by 7:45. Start times for each grade level should be strictly enforced.

The time difference between elementary and MS allows parents to drop off students until 8 am causing MS students to be tardy. Consequences for tardies are not consistent. Finally, we need incentives for getting to school on time.

7

Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement.

Parent engagement opportunities are limited and intentionality with scheduling the opportunities for parents to be involved.



 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1



Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. District is providing TIL Grant for teachers to receive training

Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

2



Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement.

Parent engagement opportunities are limited and intentionality with scheduling the opportunities for parents to be involved.

3



Build effective relationships and rapport among parents in the community.

Lack of programming and workshops for parents and staff members to engage in and bridge school-community gap, and consistency within the school-home relationship

4



Maintaining attendance rates above 97% each month.

Improved Accountability: Need to strengthen accountability systems for monitoring and supporting student attendance. Student Mobility: Frequent student relocations impact attendance and continuity. Family Health Challenges: Absences due to parental illness or lack of reliable transportation. Title I School Factors: economic hardship, housing instability, and limited healthcare

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The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management Prioritizing for individual teacher growth in areas of concern.

The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

= Priority



Data Documentation for CNA

Data Documentation for CNA

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) 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

Parent/Community Data

Parent surveys and/or other feedback

Support Systems and Other Data

Organizational structure data

Budgets/entitlements and expenditures data



Goals

Goal 1

By the end of the 25-26 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 High Priority HB3 Goal

By the end of the 25-26 school year, 30% of all ILTexas, Lancaster K-8 students will perform at the meets level of achievement on STAAR for all content areas

Evaluation Data Source: STAAR, Interim Assessments, MAP, Benchmark

Strategy 1 Targeted Support Strategy Results Driven Accountability

Hire a Dual Language Instructional Coach to support teachers with Reading Language Arts and Math.

Strategy's Expected Result/Impact: High student achievement

Staff Responsible for Monitoring: Dean of instruction

Funding Sources: Dual Language Instructional Coach 211 - Title 1-A, \$60,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

May

June

Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Hire an elementary Reading Language Arts Instructional Coach. Implementation utilizing BRES to provide a combination of on-site and virtual coaching days with the leadership team in the Teacher Coaching. The coaching days will include Prioritization & Implementation Calendaring & selection. Shadowing support, Observation & Feedback, Classroom co-observations & calibration. Planning feedback and delivering feedback (and subsequent PD). Observation & Feedback Rubric aligned to ILTexas - GBF Scope & Sequence.

Strategy's Expected Result/Impact: Targeted instructional support and high student academic achievement.

Staff Responsible for Monitoring: Dean of instruction

Funding Sources: RLA IC for the elementary school 211 - Title 1-A, \$60,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

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May

June

Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Provide consultant services / PD for the following instructional strategies: backwards planning ,data driven instruction, instructional planning calendars, aggressive monitoring, reteach, teacher exemplars, differentiation, and small groups, etc.

Strategy's Expected Result/Impact: High Student Academic Achievement

Staff Responsible for Monitoring: Dean of Instruction and Associate Principal over PD

Funding Sources: consultant services / PD 211 - Title 1-A, \$1,000

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

May

June

Strategy 4 Targeted Support Strategy

Hire a Urban Specialist/Restorative Discipline Teacher to support student emotional and social needs, so all students are able to take full advantage of their learning opportunities without disruptions to the learning environment.

Strategy's Expected Result/Impact: An increase in time on task, decrease in disruptions to the learning environment, and high student academic achievement.

Staff Responsible for Monitoring: Principal and Assistant Principals

Funding Sources: Urban Specialist/Restorative Discipline Teache 211 - Title 1-A, \$60,000

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

January

May

June

Strategy 5

Purchase a class set of headphones for all classes, so students can utilize audio books and other online resources to assist with the development of their reading skills.

Strategy's Expected Result/Impact: High student academic achievement

Staff Responsible for Monitoring: Teachers

Funding Sources: Headphones 211 - Title 1-A, \$1,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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June

Strategy 6 Targeted Support Strategy

Provide instructional materials for students in Reading/ILA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, library books to support literacy, as well as STAAR aligned resources to aid in preparation of State Assessments (including Kamico, STAAR Master, Measuring UP, MAP, etc.)

Strategy's Expected Result/Impact: Increased student academic achievement

Staff Responsible for Monitoring: CAO, Academic Directors, Instructional Technologists, Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists, teachers

Funding Sources: 211 - Title 1-A, \$20,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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Performance Objective 2 High Priority

By the end of the 25-26 school year, 30% of all ILTexas, Lancaster K-8 students will perform at the meets level of achievement on STAAR Math.

Evaluation Data Source: STAAR, Interim Assessments, MAP, Benchmark

Strategy 1 Targeted Support Strategy

Hire an elementary Math Instructional Coach.

Strategy's Expected Result/Impact: High Student Academic Achievement

Staff Responsible for Monitoring: Dean of instruction

Funding Sources: Math IC 211 - Title 1-A, \$60,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 2 Targeted Support Strategy

Provide opportunities for Math Experts to support the campus through coaching, consultancy, and or PD.

Strategy's Expected Result/Impact: High Student Achievement

Staff Responsible for Monitoring: Assistant Principal over PD and Dean of Instruction

Funding Sources: PD 211 - Title 1-A, \$1,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 3 Targeted Support Strategy

Contract in-person math tutors to support small group instruction, before/after school tutoring, Saturday School, Eagle Academy, and all other intervention strategies utilized to support closing the gaps in mathematics.

Strategy's Expected Result/Impact: High Student Academic Achievement

Staff Responsible for Monitoring: Dean of Instruction

Funding Sources: In-person math tutors 211 - Title 1-A, \$2,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 3

By the end of the 25-26 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 Source: Rhithm Insight reports

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.

Strategy's Expected Result/Impact: Improve learning readiness as measured by Rhithm

Staff Responsible for Monitoring: Principal, APs, Counselors

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Goal 2

By the end of the 25-26 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

Performance Objective 1 High Priority

By the end of 25-26 school year, 90% of K-12 fine art students will be successful in completing the specific TEKS required for all fine art courses.

Evaluation Data Source: Teacher-made assessment results

Strategy 1

Technology experts will train the faculty and staff on effective strategies for highlighting student participation in fine arts through social media, newsletters, and all other marketing venues.

Strategy's Expected Result/Impact: High Parent and Family Engagement and High Student Academic Achievement

Staff Responsible for Monitoring: Fine Arts Director and CILT Members

Funding Sources: Technology Consultant Fees and or Marketing Material 211 - Title 1-A, \$3,000

TEA Priorities: Improve low-performing schools

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Strategy 2 Targeted Support Strategy

Students will participate in field trips that expose them to real world examples of the fine arts concepts they are learning in the classroom, expanding their learning from the classroom to the community.

Strategy's Expected Result/Impact: High Student Achievement

Staff Responsible for Monitoring: Fine Arts Director and CILT Members

Funding Sources: Fine Arts Field trip Fees 211 - Title 1-A, \$3,000

TEA Priorities: Improve low-performing schools

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Strategy 3 Targeted Support Strategy

Provide fine arts teachers with the opportunity to attend fine arts conferences/PD sessions, as well as, purchase high quality fine arts equipment/material to support high student academic achievement.

Strategy's Expected Result/Impact: High student academic achievement

Staff Responsible for Monitoring: Fine Arts Director and AP over PD

Funding Sources: Conference/PD Fees and Materials 211 - Title 1-A, \$5,000

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

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Performance Objective 2 High Priority

By the end of 25-26 school year, at least 50% of all students will grow at least one level in the areas of Listening, Reading, Speaking, Writing, according to the AAPPL and ACTFL ratings.

Evaluation Data Source: AAPPL and ACTFL rating,

Strategy 1 Targeted Support Strategy

Hire a Dual Language Coach, DLI Consultant, or DLI Expert, to coach the teachers on facilitating running records in Spanish and Chinese.

Strategy's Expected Result/Impact: High Student Academic Achievement

Staff Responsible for Monitoring: Dean and Instructional Coaches

Funding Sources: DLI Coach, Consultants, and or Experts 211 - Title 1-A, \$60,000

TEA Priorities: Build a foundation of reading and math

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Strategy 2 Targeted Support Strategy

The campus will purchase technology such as but not limited to the following items: All In Learning Subscription, class set of headphones, second language acquisition software, etc., for the purpose of closing the achievement gaps in second language acquisition.

Strategy's Expected Result/Impact: High Student Academic Achievement

Staff Responsible for Monitoring: Campus Technician, Media Specialist, and Dean

Funding Sources: Technology 211 - Title 1-A, \$2,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 3 Targeted Support Strategy

DLI Teachers and or community partners will facilitate second language learning labs in Spanish and Chinese, for parents and students.

Strategy's Expected Result/Impact: High Student Achievement and High Parent/Family Engagement

Staff Responsible for Monitoring: Community Liaison, PTO Board, and Campus Administration

Funding Sources: Supplemental Pay for DLI Teachers or Consultant Fee 211 - Title 1-A, \$2,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 4

DLI teachers will be provided professional development opportunities including but not limited to La Cosecha, BEAM, Global VIDA.

Strategy's Expected Result/Impact: Increased EB performance

Staff Responsible for Monitoring: Campus Administration, Instructional Coaches, Dean

Funding Sources: PD Conference Accommodations 263 - Title III, , PD Conference Accommodations 420 - State,

ESF Levers: Lever 5: Effective Instruction

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Goal 3

By the end of the 25-26 school year ILTexas will retain 76% of teachers, an increase from 73.88% achieved in the previous school year.

Performance Objective 1 High Priority

By the end of 25-26 ILTexas, Lancaster K-8 will provide at least one onboarding training session for all new teachers and ongoing PD for all Tier 2 and 3 Teachers.

Evaluation Data Source: 1) Teacher Observations, as measured by the ILTexas version of the TTESS 2) Onboarding Rubric/Survey

Strategy 1 Targeted Support Strategy Results Driven Accountability

The campus instructional leadership team, TIL teacher leaders, will collaborate with Region 10 Consultants, Content Experts, and HR, to facilitate onboarding training sessions for new teachers, as defined by 0 - 1 year experience as a classroom teacher or new to the Charter.

Strategy's Expected Result/Impact: High student academic achievement, Positive Culture and Climate,

Staff Responsible for Monitoring: CILT Members and TIL Teacher Leaders

Funding Sources: Supplies, Snacks, Supplemental Pay 211 - Title 1-A, \$1,000

TEA Priorities: Recruit, support, retain teachers and principals

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Strategy 2

The campus instructional leadership team, TIL teacher leaders, will collaborate with Region 10 Consultants, Content Experts, and HR, to facilitate ongoing training sessions for Tier 2 and 3 Teachers.

Strategy's Expected Result/Impact: High student academic achievement, Positive Culture and Climate,

Staff Responsible for Monitoring: CILT Members and TIL Teacher Leaders

Funding Sources: Materials 211 - Title 1-A, \$100

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

All teachers will have an opportunity to participate in at least two semester planning academy days per semester.

Strategy's Expected Result/Impact: High Teacher Retention, High Student Academic Achievement, Positive Culture and Climate

Staff Responsible for Monitoring: Dean and Instructional Coaches

Funding Sources: Supplies and Snacks 211 - Title 1-A, \$300

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Performance Objective 2 High Priority

By the end of 25-26 ILTexas, Lancaster K-8 will host at least two events focused on building strong partnerships with parents and teachers.

Evaluation Data Source: Event Survey Data and Teacher Retention Data

Strategy 1 Targeted Support Strategy

The campus will host an initial Parent Teacher Organization Meeting during the first Cycle of the school year.

Strategy's Expected Result/Impact: High parent and teacher collaboration

Staff Responsible for Monitoring: Recruiters, Campus Administrative Team

Funding Sources: Supplies and Snacks 211 - Title 1-A, \$300

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Strategy 2 Targeted Support Strategy

All parents will be provided an opportunity to participate in a Parent University Event during the beginning of the year Parent Orientation. 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.

Strategy's Expected Result/Impact: High parent and teacher collaboration

Staff Responsible for Monitoring: Recruiters, Campus Administrative Team

Funding Sources: Materials, Snacks, Marketing Material 211 - Title 1-A, \$500

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 3 Targeted Support Strategy

Each grade level will host a monthly Lunch and Learn event for all parents, updating the parents on all grade level expectations and student learning goals.

Strategy's Expected Result/Impact: High Parent Involvement and Participation

Staff Responsible for Monitoring: Grade Level Leadership Teams and Teachers

Funding Sources: Supplies and Snacks 211 - Title 1-A, \$300

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 4 Targeted Support Strategy

The Campus PTO will co-host several community events. The events are, but not limited to, the following events: Math Night, Literacy Night, and Fine Arts Night.

Strategy's Expected Result/Impact: High community engagement and involvement

Staff Responsible for Monitoring: PTO and campus events committee

Funding Sources: Supplies, Marketing Material, and Snacks 211 - Title 1-A, \$1,000

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 3

Provide targeted professional learning and ongoing coaching to campus leaders and teachers through summer training, instructional leadership support, and regular onsite visits to improve instructional practice and student outcomes.

Strategy 1

Provide targeted professional learning and ongoing coaching to campus leaders and teachers through summer training, instructional leadership support, and regular onsite visits to improve instructional practice and student outcomes.

Funding Sources: Capacity Building 288 - ESF, \$31,350

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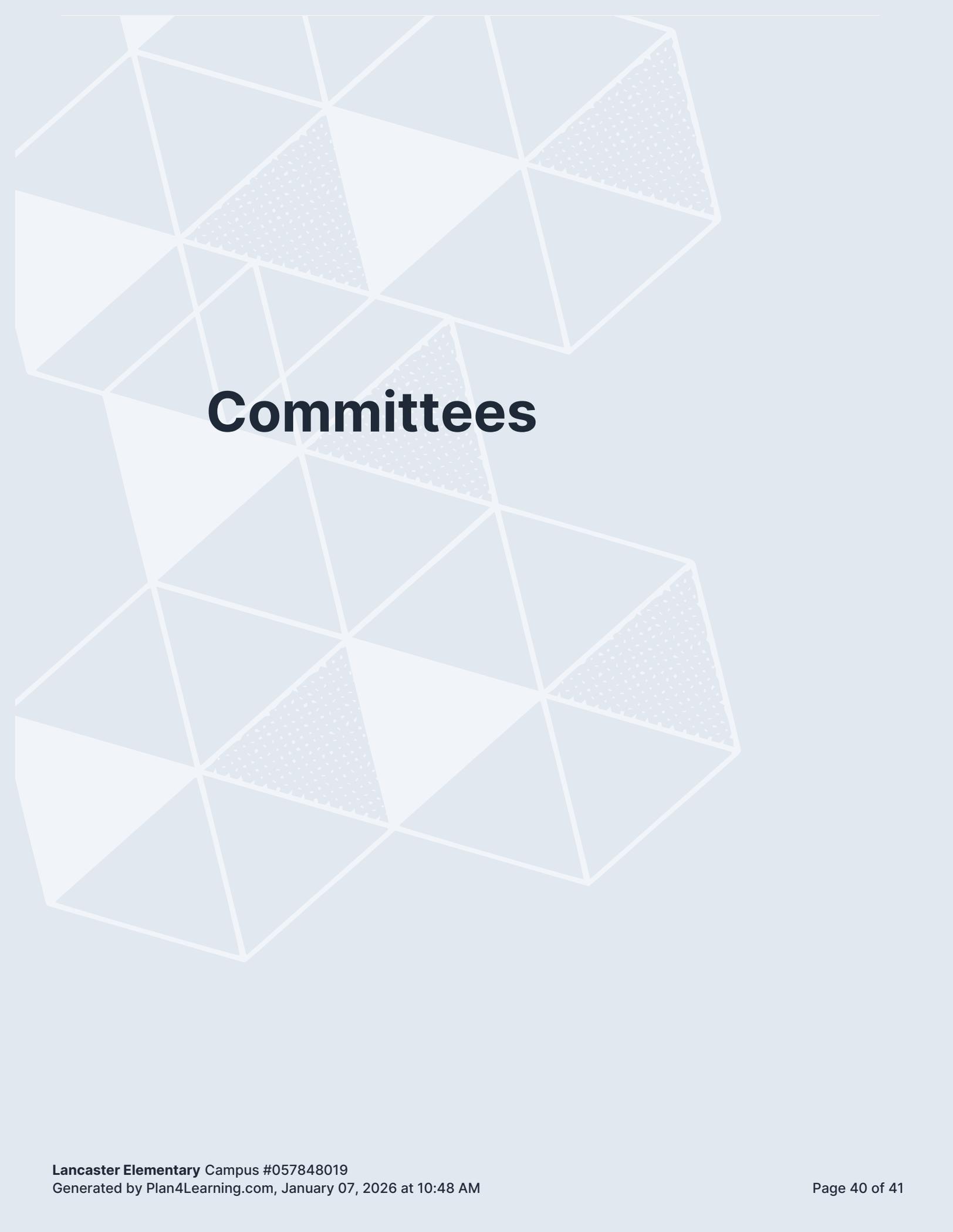
No Progress

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Committees

Committees