

**International Leadership of  
Texas**

**Lancaster High**

**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

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

# Value Statement

Others Before Self

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# Comprehensive Needs Assessment

# Demographics

## Summary

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

### School Population

	Student Total	191	100%
9th Grade	50	26.18%	
10th Grade	57	29.84%	
11th Grade	47	24.61%	
12th Grade	37	19.37%	

### Student Demographics

	Count	Percent
<b>Gender</b>		
Female	93	48.69%
Male	98	51.31%
<b>Ethnicity</b>		
Hispanic-Latino	116	60.73%
<b>Race</b>		
American Indian - Alaskan Native	1	0.52%
Asian	3	1.57%
Black - African American	62	32.46%
Native Hawaiian - Pacific Islander	0	0.00%
White	5	2.62%
Two-or-More	4	2.09%

### Student Programs

	Count	Percent
Dyslexia	3	1.57%
Gifted and Talented	10	5.24%
Regional Day School Program for the Deaf	0	0.00%
Section 504	7	3.66%
Special Education (SPED)	21	10.99%
<b>Bilingual/ESL</b>		
Emergent Bilingual (EB)	85	44.50%
Bilingual	0	0.00%

English as a Second Language (ESL)	6	3.14%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	79	41.36%
<b>Title I Part A</b>		
Schoolwide Program	191	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

## Student Indicators

	Count	Percent
At-Risk	180	94.24%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	0	0.00%
Intervention Indicator	41	21.47%
Migrant	0	0.00%
Military Connected	6	3.14%
Transfer In Students	0	0%
Unschooling Asylee/Refugee	0	0%
<b>Economic Disadvantage</b>		
Economic Disadvantage Total	159	83.25%
Free Meals	6	3.14%
Reduced-Price Meals	0	0.00%
Other Economic Disadvantage	153	80.10%
<b>Homeless and Unaccompanied Youth</b>		
Homeless Status Total	2	1.05%
Shelter	0	0.00%
Doubled Up	0	0.00%
Unsheltered	0	0.00%
Hotel/Motel	2	1.05%
Not Unaccompanied Youth	2	1.05%
Is Unaccompanied Youth	0	0.00%

## Strengths

### Demographic Strengths

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

Campus Diversity well represented at LDHS

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

# Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Need increased number of students attending mandatory tutoring with consistency from Day 1	Students trying to attend multiple events such as sports practice, clubs or won't show.
2	High number of preps per teachers - adversely affects ability to fully prepare lesson plans in depth.	Increased enrollment could support additional staffing.
3 ★	Have high percentage of economically disadvantaged students	Parents of Economically disadvantaged seek out charter schools more often than others
4	No building - need traditional school building	Efforts toward obtaining building are currently in litigation
5 ★	Lack of Fully Certified teachers.	Difficult recruiting & retaining certified teachers.
6	Lack of training and learning opportunities for Emerging Bilinguals	Need consistent training in IXL and best practices to reach EBs

★ = Priority

# Student Learning

## Summary

# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Low number of students attending mandatory tutoring with consistency from Day 1	Effectiveness of communication and consistency
2 ★	Lack of training and learning opportunities for Emerging Bilinguals	Consistent training on best practices to reach EBs
3 ★	No building - need traditional school building.	Efforts toward obtaining building are currently in litigation.
4 ★	Lack of Fully Certified teachers.	Difficult recruiting & retaining certified teachers.
5 ★	Need better progress monitoring of students' data on computer programs	PD needed on how to use and monitor students on such programs
6	High number of preps per teachers - adversely affects ability to fully prepare lesson plans in depth.	Increased enrollment could support additional staffing.

7  
★

High percentage of economically disadvantaged students

Parents of Economically disadvantaged seek out charter schools more often than others

8

There remains a significant salary gap between ILTexas and surrounding school districts

Funding inequity between ISDs and Charter schools

9  
★

Lack of Fully Certified teachers.

Difficult recruiting & retaining certified teachers.

★ = Priority

# School Processes & Programs

## Summary

### CURRICULUM, INSTRUCTION, & ASSESSMENT

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

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

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

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

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

### STAFF RECRUITMENT & RETENTION

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

### SCHOOL ORGANIZATION

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

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

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

### TECHNOLOGY

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

IXL,

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

## Strengths

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

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

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

# Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Absences from teachers.	Stress and need for time off, competitive salaries.
2	High number of preps per teachers - adversely affects ability to fully prepare lesson plans in depth	Increased enrollment could support additional staffing
3 ★	Lack of training and learning opportunities for Emerging Bilinguals	Need training on best practices for our EB students
4	No building - need traditional school building.	Efforts toward obtaining building are currently in litigation.
5 ★	High number of preps per teachers - adversely affects ability to fully prepare lesson plans in depth.	Increased enrollment could support additional staffing.
6	High percentage of economically disadvantaged students	Parents of Economically disadvantaged seek out charter schools more often than others

7

Low number of students attending mandatory tutoring with consistency from Day 1

Effectiveness of communication and consistency

8  
★

Lack of Fully Certified teachers.

Difficult recruiting & retaining certified teachers.

9

Low teacher parent communication regarding academics

Teachers do not create a communication line with families early in the year.

★ = Priority

# Perceptions

## Summary

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

Parent Perspective:

Positive accessibility to administration and staff to communicate on all matters

Community Connection:

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

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

## Strengths

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

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

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

Teachers supportive of one another

# Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Need increased activities for students - clubs and organizations - enhance the HS experience - especially for Senior Class	Learning senior class best practices
2	High number of preps per teachers - adversely affects ability to fully prepare lesson plans in depth.	Increased enrollment could support additional staffing.

 = Priority



# Priority Problem Statements

**Problem Statement**

**Root Cause**

1  
★

High percentage of economically disadvantaged students

Parents of Economically disadvantaged seek out charter schools more often then other

2  
★

Have high percentage of economically disadvantaged students

Parents of Economically disadvantaged seek out charter schools more often then others

3  
★

Lack of training and learning opportunities for Emerging Bilinguals

Consistent training on best practices to reach EBs

4  
★

Lack of Fully Certified teachers.

Difficult recruiting & retaining certified teachers.

5  
★

Lack of Fully Certified teachers.

Difficult recruiting & retaining certified teachers.

6  
★

Difficulty recruiting and maintaining experienced and highly effective faculty and staff.

Pay for faculty and staff; quality of PD opportunities

7  
★

High percentage of economically disadvantaged students

Parents of Economically disadvantaged seek out charter schools more often than others

8  
★

Lack of training and learning opportunities for Emerging Bilinguals

Need training on best practices for our EB students

9  
★

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

Increased enrollment could support additional staffing.

10  
★

Lack of Fully Certified teachers.

Difficult recruiting & retaining certified teachers.

11  
★

Need better progress monitoring of students' data on computer programs

PD needed on how to use and monitor students on such programs

12  
★

No building - need traditional school building.

Efforts toward obtaining building are currently in litigation.

13



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

Increased enrollment could support additional staffing.

14



Lack of Fully Certified teachers.

Difficult recruiting & retaining certified teachers.

15



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

Increased enrollment could support additional staffing.

16



Lack of Fully Certified teachers.

Difficult recruiting & retaining certified teachers.

17



No building - need traditional school building.

Efforts toward obtaining building are currently in litigation.

= 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

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

## 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
- Homeless data

## Employee Data

- Teacher/Student Ratio



# 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 the previous year.

## Performance Objective 1 HB3 Goal

100% of HS Campuses are expected to utilize Title Funds to facilitate student registration of AP Exams by the end of 2024-25 School Year.

**Evaluation Data Source:** College Board

### Strategy 1

Early communication and Parent meetings led by AP teachers and CTC. Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide online access to CNA/CIP.

**Strategy's Expected Result/Impact:** Increased participation of AP Testers

**Staff Responsible for Monitoring:** AP Teachers and CTC

**Funding Sources:** 211 - Title 1-A,

**TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college

### Formative Reviews

November

January

May

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## Performance Objective 2

By the end of the 24-25 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

**Funding Sources:** 420 - State, , 211 - Title 1-A,

**ESF Levers:** Lever 3: Positive School Culture

### **Formative Reviews**

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## **Performance Objective 3**

All students will grow one level in STAAR EOC Assessments - DNM to Approaches, Approaches to Meets, Meets to Masters at minimum.

**Evaluation Data Source:** STAAR EOC Results, Benchmarks

### **Strategy 1**

Utilization of Peer to Peer tutoring (NHS and Mentor to Mentors), and Mandatory Tutoring as needed

**Strategy's Expected Result/Impact:** Increased level of mastery from students and decreased failure rates

**Staff Responsible for Monitoring:** Associate Principal, Lead SPED teacher, Counselors

**TEA Priorities:** Improve low-performing schools

### **Formative Reviews**

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### **Strategy 2**

Utilize supplemental instructional materials, computer/web based programs - ProjectEd, Rhithm, Study Island, Flocabulary, Edpuzzle, Measuring Up, MAP, Plato, Mathia, Bilingual dictionaries, library books to support literacy, leveled readers, READ 180, and MATH 180 and All in Learning to track progress. Ongoing Coaching & 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:** Increased level of mastery from students and decreased failure rates

**Staff Responsible for Monitoring:** AP

**Funding Sources:** 263 - Title III, \$3,500, 211 - Title 1-A,

**Formative Reviews**

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**Strategy 3**

Use Saturday School and after-school tutoring and extended year services such as Summer School in order to provide additional instruction for students in Math, English, Science and Social Studies based on data analysis of student needs

**Strategy's Expected Result/Impact:** Increase in student scores on state exams

**Staff Responsible for Monitoring:** Associate Principal, GLAs

**Funding Sources:** 211 - Title 1-A,

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

**Formative Reviews**

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**Strategy 4**

ILTexas will provide parents of Emergent Bilingual students learning opportunities to support their children at home, understand the importance of state assessments, and receive college and career information. 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:** Increased student performance, increased parent engagement

**Staff Responsible for Monitoring:** AP

**Funding Sources:** 263 - Title III,

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

## Formative Reviews

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### Strategy 5

Provide snacks for students who participate in after hours tutoring including after school, before school and Saturdays.

**Strategy's Expected Result/Impact:** Increase in Tutoring attendance and academic performance.

**Staff Responsible for Monitoring:** Teachers

**Funding Sources:** 211 - Title 1-A,

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

### Formative Reviews

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### 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, as well as STAAR aligned resources to aid in preparation of State and National Assessments (including Kamico, STAAR Master, Measuring UP, MAP, etc.)

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

**Staff Responsible for Monitoring:** Administrators, GLAs, ICs, and teachers

**Funding Sources:** Supplies 211 - Title 1-A, \$50,000

**TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

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### Performance Objective 4 High Priority

## 1.1 Develop instructional leaders w/ clear roles and responsibilities

**Evaluation Data Source:** Key Practices (evidence from campus leadership): Principal/AP Weekly outlook calendars show scheduled time for obs/feedback of instruction as monitored by the chain of command

### Strategy 1

BRES Provides: On campus BRES Obs/Feedback/Teacher Coaching PD for school leaders (ILTexas GBF), anchored in the expectation that principals/APs serve as the main instructional leaders on campus, responsible for implementation of the curriculum and successful execution of the instructional delivery.

**Staff Responsible for Monitoring:** Administration

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

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

#### Formative Reviews

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### Strategy 2

ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students.

**Strategy's Expected Result/Impact:** 100% of Emergent Bilingual students will achieve a minimum of Approaches on STAAR Reading.

**Funding Sources:** 263 - Title III,

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

#### Formative Reviews

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## Performance Objective 5 High Priority

### 4.1 Daily use of HQIM

**Evaluation Data Source:** On BRES Walks- Identity and address HQIM is being implemented (as internalized during PLCs)-- This is the first item on the rigor trajectory of our Get Better Faster Waterfall: Lesson Plans in hand

## Strategy 1

Key Practices (evidence from campus leadership): Sometimes lead IPP- PLCs, but always supervise/monitor the use and implementation of HQIM (ILTexas curriculum & program model) as evidenced by daily pulse checks of lesson plans "in hand" w/ annotations & aligned instruction to Lesson Frame: CO/LO-- as an extension of the work completed during PLCs

**Strategy's Expected Result/Impact:** Better Instruction

**Staff Responsible for Monitoring:** Administration

**Funding Sources:** 211 - Title I School Improvement, , 255 - Title II,

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

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

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## Performance Objective 6 High Priority HB3 Goal

Effective Instruction 5.1 PD for effective classroom instruction on GBF (from obs/feedback cycles)/ 5.2 Build teacher capacity through obs/feedback (ESF) 5.4 MTSS for students with learning gaps

**Evaluation Data Source:** BRES provides coaching and resources for campus leaders to identify the highest leverage next step to improve teacher's craft and subsequent PD (See-Name-Do)

Key Practices (evidence from campus leadership):  
Use TTESS/GBF in SchoolMint with follow up PD (PD PLC)

## Strategy 1

Executes the ILTexas Mon-Fri PLC Framework --- then look for evidence of implementation in the classroom during classroom walks/observation. Fidelity to Triage/ Campus MTSS Plan (WIN & Acc Learning) Accountability:

**Strategy's Expected Result/Impact:** Increase Effective Lessons

**Staff Responsible for Monitoring:** Administration

**Funding Sources:** 255 - Title II,

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

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

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### Performance Objective 7 High Priority

5.1 PD for effective classroom instruction on GBF (from obs/feedback cycles)/ 5.2 Build teacher capacity through obs/feedback (ESF) 5.4 MTSS for students with learning gaps

**Evaluation Data Source:** BRES provides coaching and resources for campus leaders to identify the highest leverage next step to improve teacher's craft and subsequent PD (See-Name-Do)

Key Practices (evidence from campus leadership):  
Use TTESS/GBF in SchoolMint with follow up PD (PD PLC)

#### Strategy 1

Executes the ILTexas Mon-Fri PLC Framework --- then look for evidence of implementation in the classroom during classroom walks/observation. Fidelity to Triage/ Campus MTSS Plan (WIN & Acc Learning) Accountability:

**Strategy's Expected Result/Impact:** Increase Effective Instruction

**Staff Responsible for Monitoring:** Administration

**Funding Sources:** 255 - Title II,

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

#### Formative Reviews

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### Performance Objective 8

Students will participate in field trips to enhance their understanding of various educational concepts

#### Strategy 1

Students will take a field trip to the Perot Science and Nature museum.

**Strategy's Expected Result/Impact:** Students will be given the opportunity to participate in field trips to the nature and science museum. Students will demonstrate an improvement in their understanding of key scientific concepts such as biodiversity, ecosystems, and scientific inquiry.

**Staff Responsible for Monitoring:** GLA

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

November

January

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June

## Performance Objective 9 High Priority

The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase to over 90% by June 2025.

### Strategy 1

Provide Career & Technical Education resources including but not limited to teacher professional development, hardware, software, peripherals, online resources, and industry based tools to support the established Programs of Study at each high school.

**Strategy's Expected Result/Impact:** Increase Academic Achievement

**Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Exec. Director of CTE, Campus Principals, Deans of Instruction, Instructional Coaches

**Funding Sources:** 244 - Carl Perkins,

**TEA Priorities:** Connect high school to career and college

### Formative Reviews

November

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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

95% of students will continue to grow minimum 1 ACTFL sub- level in their LOTE courses by the end of the 2024-25 school year.

**Evaluation Data Source:** Skyward, ACTFL Ratings and Spreadsheet

### 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.

**Strategy's Expected Result/Impact:** 100% of Emergent Bilingual students will achieve a minimum of Approaches on STAAR Reading.

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

November

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## Performance Objective 2

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

**Evaluation Data Source:** Skyward, Counselor Check Ins

### Strategy 1

Counselor will structure and set up scheduled check ins for all grade levels - work with GLA to support.

**Strategy's Expected Result/Impact:** Students will successfully complete their required service hours toward graduation.

**Staff Responsible for Monitoring:** Counselor, GLA

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

November

January

May

June

## Performance Objective 3 High Priority

95% of EB students will make progress on STAAR/EOC, year to year analysis. 100% of Teaching Staff will obtain some training to support our Emergent Bilinguals, 95% of EB students in 11th grade will show increase in their performance for SAT by the end of the 2025-26 School Year.

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

### Strategy 1

\* ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Reading assessment. \* ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments.

**Staff Responsible for Monitoring:** Principal, AP, GLA's, Teachers

**Funding Sources:** 263 - Title III,

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

November

January

May

June

## Performance Objective 4

By the end of 24-25 school year, 90% of K-12 fine art students will be successful in completing the specific TEKS required for all fine art courses.

### Strategy 1

100% of Fine Arts teachers will receive content specific professional development.

**Strategy's Expected Result/Impact:** Increased teacher efficacy

**Staff Responsible for Monitoring:** AP, Director of Fine Arts

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**Performance Objective 5**

By the end of 24-25 school year, 100% of students in 12th grade students will be tested by AAPPL Chinese and Spanish and receive score reports.

**Strategy 1**

Campus Testing Coordinator will need to follow district assessment calendar and attend AAPPL trainings. LOTE teachers will prepare students for AAPPL testing.

**Strategy's Expected Result/Impact:** The completion rate of AAPPL Chinese and Spanish testing will increase.

**Staff Responsible for Monitoring:** CTC

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By the end of the 25-26 school year ILTexas will retain 76% of teachers, an increase from 73.88% achieved in the school year 22-23 (will update in August).

## Goal 3

Teacher Retention Rates 2022 - 2023

District / Campus [ -- ] = No Data

(057848) - International Leadership Of Texas (Illtexas) 63.15%

(057848032) - Illtexas Lancaster Desoto H S 45.00%

### Performance Objective 1

Increase number of professional development opportunities for teachers, coaching feedback within Schoolmint Grow, representation in headquarter level committees, and leading of session on PD/Data days by June 2025.

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

### Strategy 1

Utilize Whetstone Teacher Evaluation Tool to help provide timely teacher feedback for continue growth and teacher development. Including Teacher to Teacher. Circle 4 - Observations (1).png EVALUATION & PERFORMANCE MANAGEMENT Does your district have different rubrics for teachers, principals, and operations staff? All of them can live in Whetstone! All rubrics are customizable in Whetstone, and we make it easy to show the right rubrics to the right people so evaluation is a breeze. TIME-STAMPED NOTES Coaches use Whetstone's "Running Record" to capture what they're observing in the classroom second by second. Whether you call them literal notes, low-inference notes, or simply "notes," this tool will make it easy for you to identify critical moments during your observations to increase the impact of your coaching conversations. Circle 6 - Quick Feedback.png OBSERVATION & DEBRIEF TEMPLATES Capture in-the-moment observations on your laptop or mobile device using any number of observation forms or templates. Observation forms are completely customizable, so you can focus your observations on your school's specific needs. ACTION STEPS & GOALS Action Steps are bite-sized pieces of feedback teachers work on weekly or monthly. Whetstone's Action Step and Goal managers make it easy for coaches to assign and share action steps with teachers, as well as track mastery, allowing leaders to measure teachers' qualitative skill growth over time. WEEKLY DATA MEETINGS During Weekly Data Meetings (WDMs), instructional coaches help teachers identify student misconceptions and subsequently plan a re-teach lesson to help students master objectives. With Whetstone Meetings, schools can easily track every type of feedback meeting that occurs -- WDMs, O3s, 1:1s, or standard observation debriefs. INSTRUCTIONAL COACHING REPORTS Whetstone's Coaching Reports make it easy to see what action step each teacher across the school is working on, as well as what instructional skills they're struggling with. This helps instructional leaders deliver PD that is personalized to each teacher's individual growth needs. EVALUATION REPORTING Whetstone's Evaluation Reports make it easy for coaches, principals, HR managers, and data specialists to pull the evaluation data they need for end of year reporting. TEACHER DEVELOPMENT TIMELINE/PORTFOLIO Like your Facebook Feed, but for coaching! All coaching interactions over the school year roll up in a neat list to give teachers transparency into their professional growth and invest them in their place as a member of your school family. INSTRUCTIONAL RESOURCE LIBRARY When you identify a teacher's growth area, use Whetstone's resource suggestions to find and share

videos, exemplars, and coaching plans targeted to individual's needs

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

**Funding Sources:** 211 - Title 1-A,

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 5: Effective Instruction

### **Formative Reviews**

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## **Performance Objective 2**

ILTexas will provide onboarding training for all new teachers in the classroom in the 2024-25 school year.

### **Strategy 1**

Before new teachers enter a classroom, new teacher onboarding and training will be provided by the curriculum departments who support the content the teacher will teach.

**Strategy's Expected Result/Impact:** Increased teacher efficacy and retention

**Staff Responsible for Monitoring:** HR, Principal, IC

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction

### **Formative Reviews**

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### **Strategy 2**

ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff in order to strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Reading assessment

**Strategy's Expected Result/Impact:** Increased staff efficacy and retention

**Staff Responsible for Monitoring:** IC, AP, GLA, District Curriculum

**Funding Sources:** 263 - Title III,

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

**ESF Levers: Lever 2: Strategic Staffing**

### **Formative Reviews**

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## **Performance Objective 3**

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### **Strategy 1**

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**Staff Responsible for Monitoring:** HR, Principal, IC

### **Formative Reviews**

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### **Strategy 2**

ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff in order to strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Reading assessment

**Strategy's Expected Result/Impact:** Increased staff efficacy and retention

**Staff Responsible for Monitoring:** IC, AP, GLA, District Curriculum

**Funding Sources:** 263 - Title III,

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

### **Formative Reviews**

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# Committees

# Committees

## 2025-2026 Campus Advisory Council

### Members

First Name	Last Name	Position	Committee Role
Francisco	Becerra	Student	Student
Madison	Armstrong	Student	Student
LEANNA	LOGGINS-WALLACE	Parent	Parent
Heron	Amanda	SPED Teacher	Classroom Teacher
Cornelius	Coleman	Community Rep	Community Representative
Cornelius	Coleman	Community and Business Rep	Business Representative
HARLENE	Santiago	Teacher	Classroom Teacher
QUINCY	SLAUGHTER	Teacher	Classroom Teacher
Jeff	Powers	Families In Transition Coordinator	District-level Professional
CHARVELIA	Guillory	Associate Principal	Administrator
Xavier	Ramon	Teacher/Coach	Classroom Teacher
Meia	Richardson	Para professional	Administrative Assistant
Adrian	Apodaca	Principal	Administrator