

**International Leadership of  
Texas**

**Lancaster Middle**

**2025-2026  
Campus  
Improvement Plan**

# Mission Statement

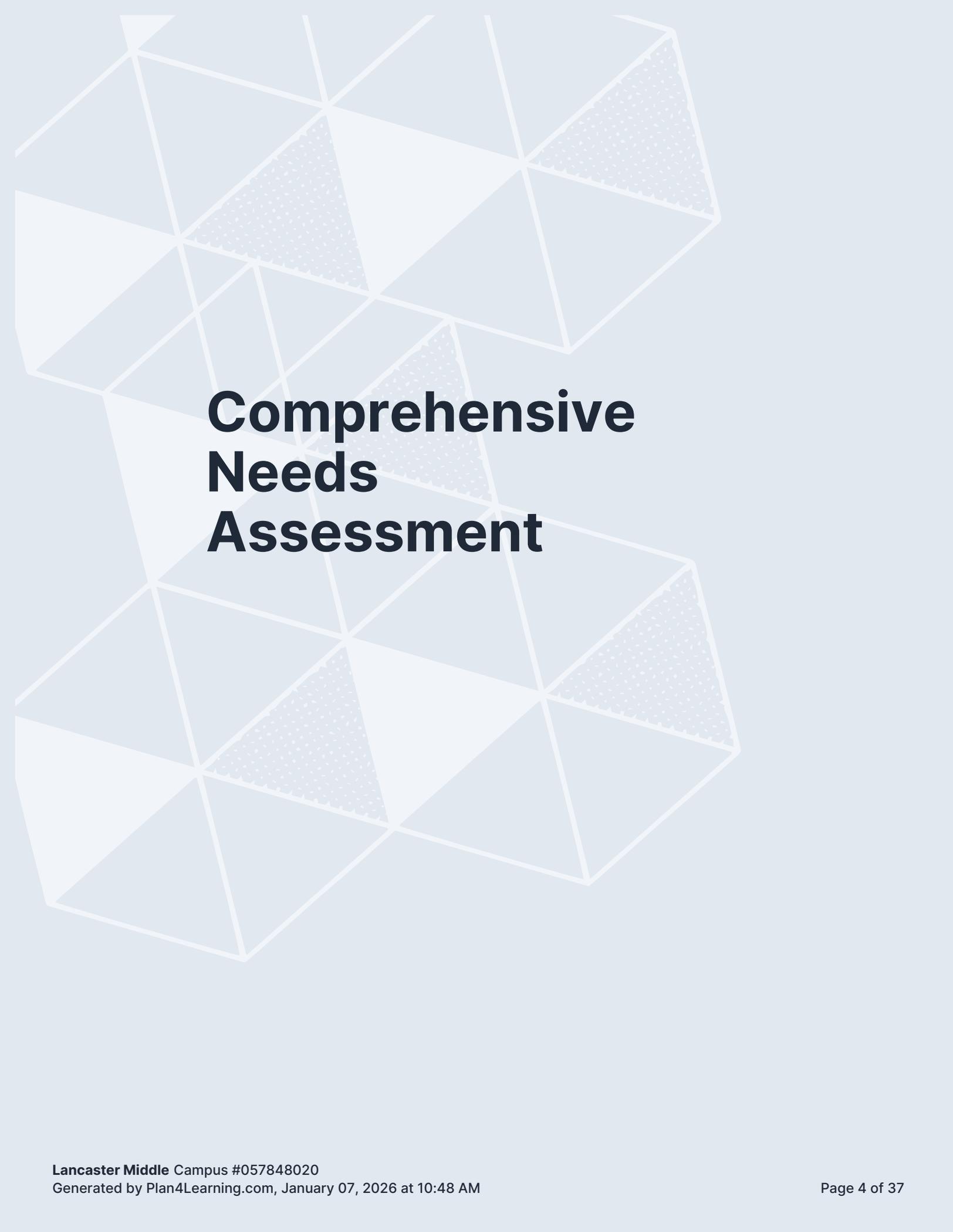
The mission of International Leadership of Texas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish and Chinese languages, and strengthening the body, mind and character.

# 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.

# Table of Contents

<b>Comprehensive Needs Assessment</b>	4
Demographics	5
Student Learning	7
School Processes & Programs	11
Perceptions	15
<b>Priority Problem Statements</b>	18
<b>Data Documentation for CNA</b>	20
Improvement Planning Data	21
Accountability Data	21
Student Data: Assessments	21
Student Data: Student Groups	21
Student Data: Behavior and Other Indicators	22
Employee Data	22
Parent/Community Data	22
Support Systems and Other Data	22
<b>Goals</b>	23
Goal 1 : By the end of the 25-26 school year, 85% of ILTexas campuses will receive an o...	24
Goal 2 : By the end of the 25-26 school year, at least 75% of students graduate meeting...	29
Goal 3 : By the end of the 25-26 school year ILTexas will retain 76% of teachers, an incr...	32
<b>Committees</b>	36
2024-2025 Needs Assessment Team	37
Members	37



# Comprehensive Needs Assessment

# Demographics

## Summary

### Demographics (6th -8th grade)

As an international school, we are proud to serve a diverse community of families representing a wide range of ethnic and socio-economic backgrounds. We also prioritize hiring educators who reflect that same diversity, bringing varied cultural perspectives and rich professional experiences to our classrooms. Below is a summary of our current student demographic data: African American - 133, Hispanic - 225, American Indian - 2, Asian - 1, White - 7, Native Hawaiian- Pacific Islander- 1, Two-or-More- 10

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

### Attendance Percentage per month (6th -8th grade)

Sept. 2024-93.75%, Oct. 2024-93.55%, Nov. 2024-93.13%, Dec. 2024-92.75%, Jan. 2025-88.87%, Feb. 2025-88.29%, March 2025-90.58%, April 2025-92.13%, May 2025-88.79%

Source: SKYWARD Attendance Monthly report

### Staff Quality - Information

100% of our teachers have at least a bachelors degree. Below is a breakdown of our certified and non certified middle school teachers:

MIDDLE SCHOOL NON – CERTIFIED TEACHERS: 18

MIDDLE SCHOOL CERTIFIED TEACHERS: 6

Source: Campus Staffing Sheet and Charter Human Resources Department

## Strengths

Our campus's diversity provides students with meaningful exposure to a wide range of cultures, encouraging creativity and enriching their overall educational experience. By engaging with peers from different backgrounds, students develop a broader perspective, collaborate more effectively, and build empathy—important skills in today's dynamic world. In addition to the strength found in our diverse community, students also benefit from access to various support programs. These include free meal services, specialized educators, and additional academic resources, which help ensure that all students—regardless of background—have equitable opportunities to succeed and experience learning environments comparable to those of their more affluent peers.

# Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	All educators are not culturally competent to effectively handle all students.	Educators placing much emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.
2 ★	Maintaining attendance rates above 97% each month.	Accountability for student attendance needs some improvement. 2) Students who relocate often throughout the year. 3) Parents are unable to transport students to school due to family circumstances such as sick parents or sick siblings.
3	Ability of the campus to provide opportunities for teachers to receive supplemental funding to address the compensation discrepancies/gaps between Charter and Large Public Schools.	Unable to retain effective teachers for continued service. Root Cause: Compared to other districts in the area, our salary is not as competitive. especially for our teachers who gain certification while with us.
4	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.	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

ILTexas Lancaster K-8 has identified key strengths and areas for growth within its instructional program that may influence student performance. As part of the needs assessment process, a variety of data sources—including campus-wide ECAs (Eduphoria: AWARE), MAP test results, monthly I-Station data, STAAR results, weekly assessments, and teacher observations—will be reviewed to evaluate the overall effectiveness of instruction. This data analysis will highlight specific content areas in which students are performing below district averages across core subjects.

To address gaps in learning, especially in reading and math, the campus is planning targeted interventions, including boot camps designed to support students who require additional help. A comprehensive analysis of STAAR scores, end-of-year assessments, and MAP data indicates that these interventions are critical for developing foundational skills and improving overall academic achievement.

Instructional coaches and classroom teachers will regularly profile student performance using weekly assessments, end-of-course data, and district benchmarks. Vertical alignment planning across grade levels will be supported by tools such as the Texas Resource System and Lead4Ward data analysis to ensure instructional coherence and student growth.

A primary need identified is the certification of teachers in their respective content areas to ensure a strong understanding of both general and content-specific pedagogy. Additionally, teachers must be equipped to design and deliver standards-based lessons that are responsive to the diverse academic, social-emotional, and cultural needs of their students. Addressing these needs will enhance instructional quality and support sustained academic progress campus-wide.

Results of Data Collection (2022-2023)					
Grade Level	Subject	% Did Not Meet	% Approaches	% Meets	% Masters
6	Reading				
6	Math				
7	Reading				
7	Math				
8	Reading				
8	Eng 1				
8	Math				
8	Algebra 1				

## Strengths

ILTexas Lancaster K-8 is committed to fostering a culture where high-quality instruction is a top priority and teaching capacity is consistently strengthened to ensure every student receives the best educational experience each day. Our mission includes making meaningful cultural connections to students' daily lives by providing real-world learning opportunities that go beyond the curriculum and prepare them for leadership in an ever-changing world.

We recognize both the academic challenges our students face and the strengths they bring. To address ongoing learning gaps, we continue to enhance our instructional programs and interventions. Parents have been kept informed through orientations and actively support initiatives such as Eagle Academy (Homework/Mastery Learning Academy), Fitness WIN, and a variety of tutoring

options, including Saturday School and extended after-school support. These efforts reflect our shared commitment to closing achievement gaps and supporting student success.

# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Students need an opportunity for software application instruction to maximize application usage.	Technology instruction for students (i.e. computer lab, technology lessons) is not targeted or consistent.
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 ★	Maintaining attendance rates above 97% each month.	Accountability for student attendance needs some improvement. 2) Students who relocate often throughout the year. 3) Parents are unable to transport students to school due to family circumstances such as sick parents or sick siblings.
4	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.	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.
5	The data reflects that some standards need additional time, a 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. Professional development and support is needed.

# 6

Ongoing professional development on authentic integration of technology in daily instruction

Teachers have daily agendas during their PLC time, and instruction time is limited and some PLCs are overloaded with information; therefore; performance planning days are needed.

 = 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

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 TEKS Resource System to guide in planning, instruction and assessment. Teachers plan with their grade level teams and content areas. Teachers have dedicated DATA days every 3 or 6 weeks 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.

Teachers have the support of partners and team members. Teachers plan lessons, activities and assessments together. All GLAs/ teachers will attend TEKS Resource System Training. Teachers have access to several on-line programs: Study Island, Reading A-Z, Brain Pop, Measuring Up, etc. Teachers utilize Eduphoria and ProjectEd. Teachers have the support of the District Content Directors and Area Coaches. Students receive intervention during school and after school/Saturdays. Items used for curriculum: TEKS Resource System, Selected programs for core subject areas, Trilingual Programs (English, Spanish and Chinese). Items used for assessment: iStation in Kinder-8th grades, IXL (6th-8th) STAAR (6th - 8th grade), ECA's (6th - 8th grade).

# Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p><b>1</b> The data reflects that some standards need additional time, a 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.</p>	<p>Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction. Professional development and support is needed.</p>
<p><b>2</b> Ability of the campus to provide opportunities for teachers to receive supplemental funding to address the compensation discrepancies/gaps between Charter and Large Public Schools.</p>	<p>Unable to retain effective teachers for continued service. Root Cause: Compared to other districts in the area, our salary is not as competitive. especially for our teachers who gain certification while with us.</p>
<p><b>3</b> Ongoing professional development on authentic integration of technology in daily instruction</p>	<p>Teachers have daily agendas during their PLC time, and instruction time is limited and some PLCs are overloaded with information; therefore; performance planning days are needed.</p>
<p><b>4</b> All educators are not culturally competent to effectively handle all students.</p>	<p>Educators placing much emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.</p>
<p><b>5</b> Students need an opportunity for software application instruction to maximize application usage.</p>	<p>Technology instruction for students (i.e. computer lab, technology lessons) is not targeted or consistent.</p>
<p><b>6</b> ★ Students need additional resources to increase student achievement. Teacher needs more training to effectively implement the curriculum to close learning gaps.</p>	<p>There are several gaps in student achievement and additional resources are needed to close the gaps.</p>

7

The need to increase the PTO membership by providing various forms of volunteer opportunities for parents and stakeholders annually

Host meetings and have information tables for volunteer registration and sign up. Host elections at the school with bio and photos. Have a campus open election.

8



Build effective communication & relationship among parents in the community.

Create a Site-Based Decision Making Committee where parents are informed of new development, annually revised Campus Action Plan, Comprehensive Need Assessments, Family and Community events and activities.

9



Consistency in the quality of our school wide systems is vital to a positive culture and climate.

We have to consistently monitor our progress through the use of quality and control surveys and community volunteers. We need to streamline communication to all affected parties.

10

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.

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

# Perceptions

## Summary

At ILTexas Lancaster K-8, our mission is to build strong partnerships with families and communities to promote meaningful engagement and improve communication between home and school. Our goal is to ensure every family feels informed, valued, and involved. We strive to enhance parental involvement by identifying new ways to foster collaboration and strengthen community connections.

To support this mission, our campus maintains consistent communication with families in accessible formats, including translations when necessary. Teachers and staff use platforms such as Class Dojo and Skyward to share updates, while our media specialist supports outreach through social media, Peach Jar, and the campus website. Additional communication tools include the parent-student handbook, school newsletters, an annual calendar, and special event reminders. Regular progress reports, report cards with comments, student planners, parent-teacher conferences, and family engagement nights in academics and fine arts further keep families informed and involved. For younger students, PK-2 teachers send home daily behavior sheets, and our principal shares important announcements via call-out messages.

Our school is guided by a clear vision and core beliefs that shape our approach to student learning and achievement. We are committed to fostering a culture of excellence through collaboration and shared responsibility. Grade-level teams work together to set and meet instructional goals, and staff regularly collaborate to support one another and improve outcomes for all students. We are currently establishing a Parent-Teacher Organization (PTO) and a campus advisory board to strengthen family involvement and create more opportunities for partnership in school activities.

Through these efforts, we aim to create a unified school community where students thrive academically, socially, and emotionally.

## Strengths

ILTexas Lancaster K-8 demonstrates numerous strengths that support student achievement and foster a strong school community. One of the campus's greatest assets is its commitment to collaboration—among teachers, families, and community members—which is rooted in a shared vision and mission. The school promotes a culture of excellence through structured planning, consistent communication, and a collegial environment where teachers support each other professionally. Parents are highly engaged through various platforms such as Class Dojo, Skyward, newsletters, and social media, and communication is accessible to families of diverse backgrounds. Regular events, academic updates, and efforts like the formation of a PTO and advisory board further strengthen the home-school partnership. These collaborative practices, combined with clear academic expectations and proactive family outreach, create a supportive and inclusive environment where students are positioned for success.

# Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	The need to increase the PTO membership by providing various forms of volunteer opportunities for parents and stakeholders annually	Host meetings and have information tables for volunteer registration and sign up. Host elections at the school with bio and photos. Have a campus open election.
2 ★	Build effective communication & relationship among parents in the community.	Create a Site-Based Decision Making Committee where parents are informed of new development, annually revised Campus Action Plan, Comprehensive Need Assessments, Family and Community events and activities.
3 ★	Consistency in the quality of our school wide systems is vital to a positive culture and climate.	We have to consistently monitor our progress through the use of quality and control surveys and community volunteers. We need to streamline communication to all affected parties.
4	The data reflects that some standards need additional time, a 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. Professional development and support is needed.
5	Ability of the campus to provide opportunities for teachers to receive supplemental funding to address the compensation discrepancies/gaps between Charter and Large Public Schools.	Unable to retain effective teachers for continued service. Root Cause: Compared to other districts in the area, our salary is not as competitive. especially for our teachers who gain certification while with us.
6	Ongoing professional development on authentic integration of technology in daily instruction	Teachers have daily agendas during their PLC time, and instruction time is limited and some PLCs are overloaded with information; therefore; performance planning days are needed.





# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

Consistency in the quality of our school wide systems is vital to a positive culture and climate.

We have to consistently monitor our progress through the use of quality and control surveys and community volunteers. We need to streamline communication to all affected parties.

2  
★

Build effective communication & relationship among parents in the community.

Create a Site-Based Decision Making Committee where parents are informed of new development, annually revised Campus Action Plan, Comprehensive Need Assessments, Family and Community events and activities.

3  
★

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.

4  
★

Maintaining attendance rates above 97% each month.

Accountability for student attendance needs some improvement. 2) Students who relocate often throughout the year. 3) Parents are unable to transport students to school due to family circumstances such as sick parents or sick siblings.

★ = 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)

## 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 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
- 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

- 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**

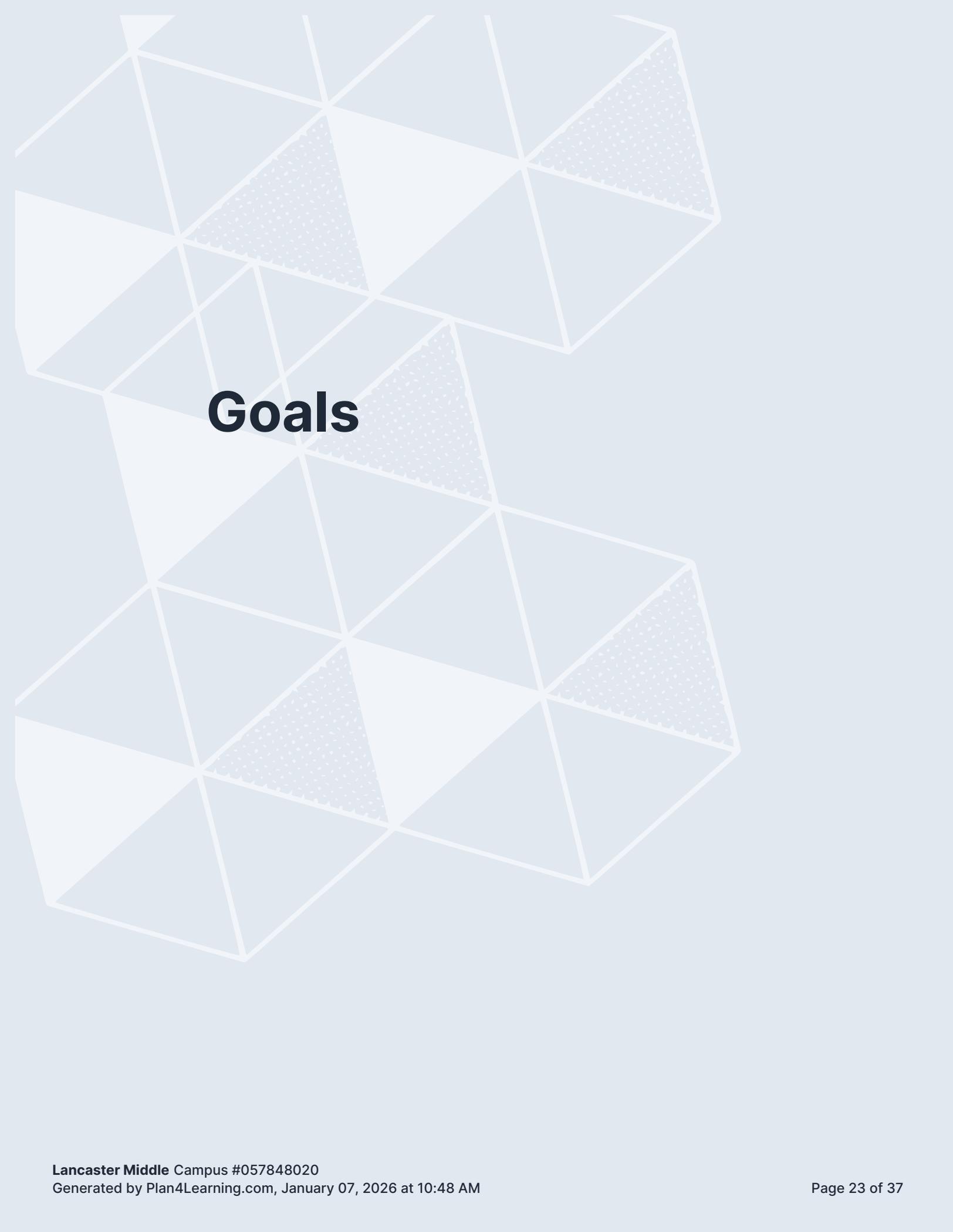
- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

## **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 in all content areas

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

### Strategy 1 Targeted Support Strategy

Hire a Middle School Reading Language Arts Instructional Coach.

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

**Staff Responsible for Monitoring:** Dean of instruction

**Funding Sources:** Payroll 211 - Title 1-A, \$60,000

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

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

#### Formative Reviews

November

January

May

June

### Strategy 2 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. Implementation utilizing contracted services 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:** High Student Academic Achievement

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

**Funding Sources:** Professional Development/ Contracted Services 288 - ESF, \$90,000, consultant services / PD 211 - Title 1-A, \$1,000

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

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

### Formative Reviews

November

January

May

June

### Strategy 3 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 Teacher 211 - Title 1-A, \$55,000

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

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

### Formative Reviews

November

January

May

June

### Strategy 4

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:** 211 - Title 1-A, \$10,000

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

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

## Formative Reviews

November

January

May

June

### Strategy 5 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:** Administrators, GLAs, ICs, and teachers

**Funding Sources:** Supplies 211 - Title 1-A, \$15,000

**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

November

January

May

June

### 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 a Middle School Math Instructional Coach.

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

**Staff Responsible for Monitoring:** Dean of instruction

**Funding Sources:** Math Instructional Coach 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

January

May

June

### Strategy 2

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:** Math Experts and Consultants 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

### Formative Reviews

November

January

May

June

### 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:** 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

### Formative Reviews

November

January

May

June

## 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

### Formative Reviews

November

January

May

June

# 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 least at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

## Performance Objective 1 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 Targeted Support Strategy

Technology experts will train the faculty and staff on effective strategies for highlighting student participation in fine arts through social media, newsletter, 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

#### Formative Reviews

November

January

May

June

### 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

## Formative Reviews

November

January

May

June

### 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

## Formative Reviews

November

January

May

June

### Performance Objective 2 High Priority

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

**Evaluation Data Source:** AAPPL and ACTFL rating,

### Strategy 1 Targeted Support Strategy

Hire a LOTE Coach, LOTE Consultant, or LOTE 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:** LOTE Coach, Consultants, and or Experts 211 - Title 1-A, \$60,000

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

## Formative Reviews

November

January

May

June

### 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

### Formative Reviews

November

January

May

June

### 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 LOTE Teachers or Consultant Fee 211 - Title 1-A, \$2,000

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

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

### Formative Reviews

November

January

May

June

# 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 22-23.

## 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

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.

**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, Facilitator pay 211 - Title 1-A, \$500

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

#### Formative Reviews

November

January

May

June

### Strategy 2 Targeted Support Strategy

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:** Snacks, Materials, Facilitator Fees 211 - Title 1-A, \$500

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

## Formative Reviews

November

January

May

June

### Strategy 3 Targeted Support Strategy

All teachers will have an opportunity to participate in at least two student performance planning 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:** Materials, Snacks, Substitutes, Facilitator fees 211 - Title 1-A, \$1,000

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

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

### Formative Reviews

November

January

May

June

### 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, Snacks, Marketing Material 211 - Title 1-A, \$500

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

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

## Formative Reviews

November

January

May

June

### 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

### Formative Reviews

November

January

May

June

### 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, Snacks, and Marketing Material 211 - Title 1-A, \$500

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

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

### Formative Reviews

November

January

May

June

### 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:** Marketing Material and Snacks 211 - Title 1-A, \$500

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

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

**Formative Reviews**

**November**

**January**

**May**

**June**

**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, \$16,150

**Formative Reviews**

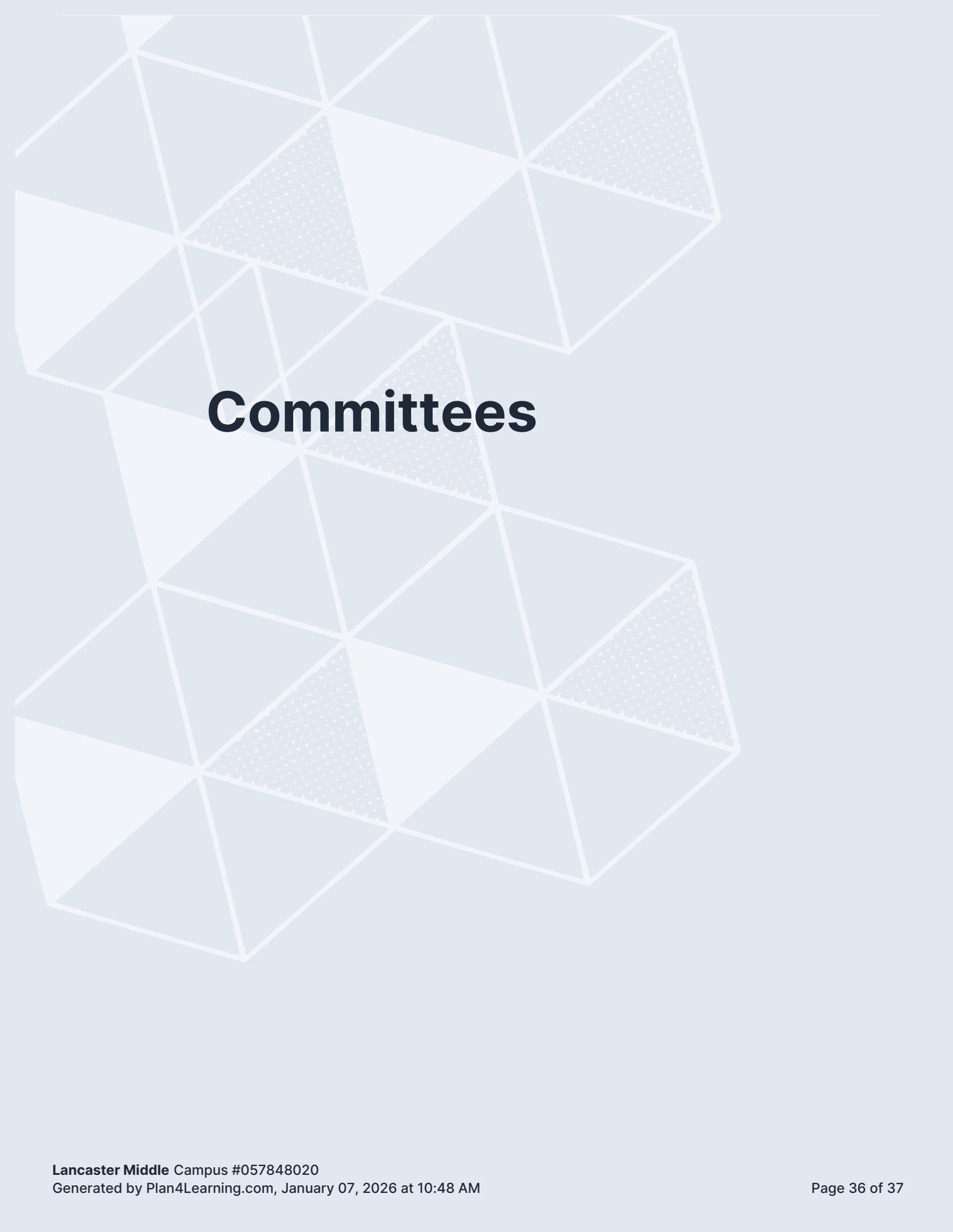
No Progress

**November**

**January**

**May**

**June**



# Committees

# Committees

## 2024-2025 Needs Assessment Team

### Members

First Name	Last Name	Position	Committee Role
Natalie	Canales	Parent	Parent
Kenya	Thomas	6-8 Assistant Principal	Classroom Teacher
Cory	Battle	Teacher/GLA	Classroom Teacher
Sonja	Jones	Attendance Clerk	Non-classroom Professional
Amanda	Gonzalez	Registrar	Non-classroom Professional
Charquinta	Lipsey	Teacher / GLA	Classroom Teacher
Dahleesia	Johnson	3-5 Associate Principal	Administrator
Monte' L.	Demars	Principal	Administrator