

International Leadership of Texas



Arlington Grand Prairie High

Accountability Rating: B

2025-2026 Campus Improvement Plan

Mission Statement

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

Vision

OUR VISION IS TO SEE OUR COMMUNITY FILLED WITH MAKING A POSITIVE IMPACT ON OUR LOCAL AND COMMUNITY. WE ENJOY OUR SCHOOL AS A SAFE, AND AMBASSIADRY. WE ENCOURAGING VALUE AND POTENTIAL. WE WORK DAILY TO ALLOW OPPORTUNITIES TO HONOR BOTH.

Value Statement

We believe in exhibiting "Others Before Self" behavior.

We believe in exhibiting "Grit" and "Eagle Pride".

We believe in our students.

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Comprehensive Needs Assessment

Demographics

Summary

International Leadership of Arlington Grand Prairie High School is a charter school rated as a "C" with an overall score of 72% according to the preliminary State of Texas STAAR exam for D1. Enrollment has steadily increased from previous years, because of the addition of new feeder pattern schools and intentional retention strategies. We currently plan to serve 878 high school students. The ethnicity groups represented are 62.75% Hispanic, 27.08% African-American, 4.10% White, 2.91% two or more races, 2.64% Asian, 0.53% American Indian. The percentage of economically disadvantaged students is currently, 75.96% (about a 20% increase since SY23-2024).

The staff is very diverse with teachers that provide Spanish and Chinese instruction. Students receive English, Spanish, and Chinese classes for four years each, graduating with the ability to speak conversationally and have the courage to travel abroad. The campus has Leadership Instructors for each grade level for student leadership development in the classroom and community service activities. A support system is in place for teachers that may not be certified. The Area Office and HQ personnel assist teachers with teaching strategies. The Charter provides staff development during the year through Data Days and through the Professional Learning Communities (PLCs) meetings on a weekly basis.

The campus has completed its fourth year of the Marine Corps JROTC program. There will now be three campus JROTC instructors given increased interest in the program.

Strengths

The campus is very ethnically diverse (students and staff).

Despite an increase in the percentage of economically disadvantaged students, our campus continues to make academic gains when comparing STAAR results with previous years.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Increase in numbers of students who are Economically disadvantaged.	Increased enrollment and new feeder school added.
2	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. When differentiating teachers are able to reach a diverse group of students and able to target.	Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction. Professional development and support will be offered to teachers to improve data driven instruction vertical planning, classroom libraries, and online programs will be used to differentiate tests and gain real time data to meet the specific.
3	Ongoing professional development on authentic integration of technology in daily instruction	Limited time for media specialist to work with teachers during their PLC and data days.
4 ★	Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson.	Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year. Time and effort must be spent on developing the New Teacher Induction (NTI) agenda and GLA prep to help to lead NTI.
5	Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.	Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.

6



With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships.

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

7



Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps.

Inadequate PD focussed on developing an educators ability to accurately and effectively analyze data, reflect, formulate a plan, and implement the plan to meet the academic needs of the students.

 = Priority

Student Learning

Summary

Student Outcomes and Performance

1. What progress has been made by the students? Describe the domain ratings. Data Source (School Report Card)

1. AGPHS(006)

- Overall- __, Met Standard
- Student Achievement- __, Met Standard
- School Progress- __, Met Standard
- Closing the Gaps- __, Met Standard

2. Data Source (Closing the Achievement Gap Data Report)

- Summary Breakdown of Report (copy of actual report attached to this document)

-Making progress in all areas of Academic Achievement and Academic Growth across sub-pops from __ to __ school years.

Example: Academic Achievement, in all subjects for African American sub-pop increased from __% in 2024 to __% in 2025, causing us to meet target for the 2018 school year.

Example: In the area of Academic Growth, All Students, African American, Hispanic, EcoDis, and EL increased their scores enough from 2024 to 2025 to meet target for each sub pop group.

-We are reaching Target goal in the area of Academic Growth.

Strengths

Campus Strength #1: Multiple campus interventions have successfully been implemented on campus to grow students based on data. Evidence: _____.

Campus Strength #2: Creating Academic Growth in Students.

Campus Strength #3: Increasing the number of students who are at the approaches, meets, and masters standard levels.

STAAR Performance for 2024 - 2025 (insert chart from Eduphoria)

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)
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All
Percent of Tests

% at Did Not Meet GL Standard or Above	18%	20%	17%	14%	%	23%	%	0%	20%	26%	%	53%
% at Approaches GL Standard or Above	80%	78%	80%	82%	100%	74%	100%	94%	78%	68%	68%	36%
% at Meets GL Standard or Above	60%	56%	60%	72%	%	65%	%	80%	55%	42%	42%	9%
% at Masters GL Standard	19%	17%	19%	18%	%	31%	%	20%	16%	8%	10%	2%

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	English EOC results have improved from 2024 to 2025; however, they need to be stronger.	Need cross-curricular support to build writing and comprehension skills.
2	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. When differentiating teachers are able to reach a diverse group of students and able to target.	Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction. Professional development and support will be offered to teachers to improve data driven instruction vertical planning, classroom libraries, and online programs will be used to differentiate tests and gain real time data to meet the specific.
3	Ongoing professional development on authentic integration of technology in daily instruction	Limited time for media specialist to work with teachers during their PLC and data days.
4	Increase in numbers of students who are Economically disadvantaged.	Increased enrollment and new feeder school added.
5 ★	With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships.	Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding.
6	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.

7

Full adoption and implementation of the PBIS program with fidelity to include the writing of positive behavior referrals in Skyward.

Positive referrals are listed under "Discipline" in Skyward vice "Referrals". The word discipline can be a negative trigger.

8

There needs to be a focus on opportunities to educate and engage the community into the culture and climate of the school.

Minimal parenting and community workshops and or need for a community liaison / urban specialist to meet the needs of a Title 1 campus.

9

The establishment, sustainability, and effective leadership of committees designed to support the culture and climate of the campus.

The faculty and staff need designated time dedicated to meeting and planning with their committees on PD and Data Days; therefore, coverage for their regular duties would afford them adequate time to plan.

10

Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.

Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.

11

Outside partners available to provide support for student achievement. The additional support could consist of, but is not limited to the following: tutors, instructional coach, SAT and PSAT tutoring.

The needs of each campus are unique to the community they serve. Subscribing to the one size fits all is not beneficial to all students. The additional personnel could consist of, but is not limited to the following: tutors, and an instructional coach.ing/social.studies .

★ = Priority

School Processes & Programs

Summary

As a campus, our strongest areas of strength are assessment, collaborating with staff and having a voice and assisting in making campus-wide decisions. Areas of opportunity that we will continue to focus on are mentoring new staff members and providing ongoing support for teachers via professional development opportunities and technology.

Strengths

Our strengths include professional development during the summer as LOAs close out or open, campus PLCs, safety and good order and discipline processes, and PBIS.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 The content of professional development is not always what is needed to improve teacher quality and instruction.	The Charter aligns PD with district-wide initiatives vs. campus specific planning needs; however, improvement was seen in that area in 2025.
2 Teachers do not receive any compensation for continued education, teaching more than seven classes, or exceeding the 1:150 teacher to students in gradebook ratio.	Limited budget does not allow for stipends to match the needs.
3 Teachers do not receive the opportunity to attend expert training conferences.	Limited funding to pay for conference expenses.
4 English EOC results have improved from 2024 to 2025; however, they need to be stronger.	Need cross-curricular support to build writing and comprehension skills.
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. When differentiating teachers are able to reach a diverse group of students and able to target.	Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction. Professional development and support will be offered to teachers to improve data driven instruction vertical planning, classroom libraries, and online programs will be used to differentiate tests and gain real time data to meet the specific.
6 Ongoing professional development on authentic integration of technology in daily instruction	Limited time for media specialist to work with teachers during their PLC and data days.

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Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps.

Inadequate PD focussed on developing an educators ability to accurately and effectively analyze data, reflect, formulate a plan, and implement the plan to meet the academic needs of the students.

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coach.ing/social.studies .

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Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson.

Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year. Time and effort must be spent on developing the New Teacher Induction (NTI) agenda and GLA prep to help to lead NTI.

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There needs to be a focus on opportunities to educate and engage the community into the culture and climate of the school.

Minimal parenting and community workshops and or need for a community liaison / urban specialist to meet the needs of a Title 1 campus.

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The establishment, sustainability, and effective leadership of committees designed to support the culture and climate of the campus.

The faculty and staff need designated time dedicated to meeting and planning with their committees on PD and Data Days; therefore, coverage for their regular duties would afford them adequate time to plan.

12

Professional development on the establishment and sustainability of a healthy culture and climate are needed.

Funding, time, and resources for PD, book studies, and focus groups.

13

Need continued improvement of student leadership opportunities.

Teachers and administration must continue to release leadership opportunities to students and to create opportunities where the need is on campus (e.g. expand student government by grade level).

14

Build relationships among parents.

Lack of activities for parents to participate in. Lack of programming to ease the cultural barriers of parents and staff members. Lack of designated parent teacher conference nights.

15

Lack of computers for parents and students to access online information and complete required documentation.

Parents do not have computer access.

 = Priority

Perceptions

Summary

We have a learning community and atmosphere of collegiality. Our grade level teams plan together, working towards common goals. Our Cabinet, to include Dept Leads, meet weekly to discuss school-wide successes and challenges. Input is solicited from all stakeholders to address school-wide issues and concerns. Our staff members are able to rely on each other for support, suggestions, and assistance. In addition, we are able to bounce ideas off of each other and use colleagues as resources.

Professional Development training is provided to ensure that there is a common language for addressing concerns, activities, and school-related items.

Strengths

Teachers across the campus participate in monthly Learning Walks where they observe and discuss best practices with their colleagues. Classroom teachers are consistently asked to participate in PLCs that solicit their feedback as it relates to campus-based activities, provided with more timely feedback as requested on the climate survey.

Collaborative sessions are designed to solicit the input of all staff members. Monthly meetings are held to provide staff members with multiple opportunities to share their ideas about improving the overall climate and culture of the campus.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Need continued improvement of student leadership opportunities.	Teachers and administration must continue to release leadership opportunities to students and to create opportunities where the need is on campus (e.g. expand student government by grade level).
2	Build relationships among parents.	Lack of activities for parents to participate in. Lack of programming to ease the cultural barriers of parents and staff members. Lack of designated parent teacher conference nights.
3	Lack of computers for parents and students to access online information and complete required documentation.	Parents do not have computer access.
4	Increase in numbers of students who are Economically disadvantaged.	Increased enrollment and new feeder school added.
5	Ongoing professional development on authentic integration of technology in daily instruction	Limited time for media specialist to work with teachers during their PLC and data days.
6	The content of professional development is not always what is needed to improve teacher quality and instruction.	The Charter aligns PD with district-wide initiatives vs. campus specific planning needs; however, improvement was seen in that area in 2025.

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Teachers do not receive any compensation for continued education, teaching more than seven classes, or exceeding the 1:150 teacher to students in gradebook ratio.

Limited budget does not allow for stipends to match the needs.

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Teachers do not receive the opportunity to attend expert training conferences.

Limited funding to pay for conference expenses.

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Funding, time, and resources for PD, book studies, and focus groups.

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We have to consistently monitor our progress through the use of quality and control surveys and community volunteers.

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Positive referrals are listed under "Discipline" in Skyward vice "Referrals". The word discipline can be a negative trigger.

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Priority Problem Statements

Problem Statement

Root Cause

1
★

Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps.

Inadequate PD focussed on developing an educators ability to accurately and effectively analyze data, reflect, formulate a plan, and implement the plan to meet the academic needs of the students.

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Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year. Time and effort must be spent on developing the New Teacher Induction (NTI) agenda and GLA prep to help to lead NTI.

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Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding.

★ = 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
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications 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

By the end of the 23-24 school year, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Reading/Language Arts and 25% of EB students will perform at the meets level of achievement on STAAR Reading/Language Arts and all core subjects

Evaluation Data Source: STAAR assessment data

Strategy 1

Send campus and district staff to conferences (e.g. La Cosecha, Ron Clark, TESOL) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, DLI, and other programs that will increase student achievement, with particular attention to ELLs

Strategy's Expected Result/Impact: increased student achievement

Staff Responsible for Monitoring: administrators

Funding Sources: \$400, \$2,500

Formative Reviews

November

January

May

June

Strategy 2

Purchase instructional materials such as Science consumables, library books, bilingual dictionaries, leveled readers, online resources such as Novel Effect, All in Learning, Measuring Up, and Flocabulary, and enrichment summer school materials to support the instruction of English learners. 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 student achievement

Staff Responsible for Monitoring: campus administration, GLA's teachers

Funding Sources: \$500, CMO 2 FY24, \$100,000

Formative Reviews

November

January

May

June

Strategy 3

Utilize supplemental instructional materials, computer/web-based programs - ProjectEd, Rhithm, Study Island, Flocabulary, Edpuzzle, Measuring Up, MAP, Plato, Mathia, READ 180, and MATH 180 and All in Learning to track progress.

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

Staff Responsible for Monitoring: administrators

Formative Reviews

November

January

May

June

Strategy 4

Use of before school, Saturday School and after-school tutoring to provide additional instruction for students in Math, English, Science, and Social Studies

Strategy's Expected Result/Impact: increased student achievement

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals GLAs

Funding Sources: \$30,000

Formative Reviews

November

January

May

June

Performance Objective 2 High Priority

By the end of the 23-24 school year, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Math and 25% of EB students will perform at the meets level of achievement on STAAR Math.

Evaluation Data Source: STAAR scores

Strategy 1

Utilize supplemental instructional materials, computer/web-based programs - ProjectEd, Rhithm, Study Island, Flocabulary, Edpuzzle, Measuring Up, MAP, Plato, Mathia, READ 180, and MATH 180, and All in Learning to track progress.

Strategy's Expected Result/Impact: increased student achievement

Staff Responsible for Monitoring: administrators, GLA's

Funding Sources: \$10,000

Formative Reviews

November

January

May

June

Strategy 2

Use of before school, Saturday School, and after-school tutoring to provide additional instruction for students in Math, English, Science, and Social Studies

Strategy's Expected Result/Impact: increased student achievement

Staff Responsible for Monitoring: administrators, GLA's

Funding Sources: \$30,000

Formative Reviews

November

January

May

June

Strategy 3

Send campus and district staff to conferences (e.g. La Cosecha, Ron Clark, TESOL) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, DLI, and other programs that will increase student achievement, with particular attention to ELLs

Strategy's Expected Result/Impact: increased student achievement

Staff Responsible for Monitoring: administrators, GLA's

Funding Sources: \$12,000

Formative Reviews

November

January

May

June

Performance Objective 3 High Priority

The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 74% to 77% by June 2024.

Evaluation Data Source: SAT, AP, DUAL CREDIT, CTE

Strategy 1

Schedule 100% of seniors who have not CCMR by Aug 9, 2022, into a math or English class with the College Bridge program.

Strategy's Expected Result/Impact: 100% of seniors will complete CCMR readiness in both English and Math

Staff Responsible for Monitoring: Administrators, Counselors

Funding Sources: \$2,500

Formative Reviews

November

January

May

June

Strategy 2

Title funds will be utilized to cover the cost of two AP exams per student to, incentivize and attract students to take AP courses and exams. This will help eliminate educational barriers and promote access to post-secondary education.

Strategy's Expected Result/Impact: Enrollment and Registration will increase providing students more opportunities to earn CCMR point. Campuses are expected to utilize Title Funds to facilitate student registration of AP Exams.

Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Senior Executive Director of Special Programs, Director of Advanced Academics, Campus Principals

Funding Sources: \$15,000

Formative Reviews

November

January

May

June

Strategy 3

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 the percentage of students who are college and career-ready

Staff Responsible for Monitoring: Assistant Principal, Counselors

Funding Sources: CMO 2 FY24, \$60,000

TEA Priorities: Connect high school to career and college

Formative Reviews

November

January

May

June

Performance Objective 4 High Priority

By the end of the 23-24 school year, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Social Studies and 25% of EB students will perform at the meets level of achievement on STAAR Social Studies.

Evaluation Data Source: STAAR assessment data

Strategy 1

Send campus and district staff to conferences (e.g. La Cosecha, Ron Clark, TESOL) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, DLI, and other programs that will increase student achievement, with particular attention to ELLs

Strategy's Expected Result/Impact: increased student achievement

Staff Responsible for Monitoring: administrators

Funding Sources: \$12,000

Formative Reviews

November

January

May

June

Strategy 2

Purchase instructional materials, computer/web-based programs - ProjectEd, Rhithm, Study Island, Flocabulary, Edpuzzle, Measuring Up, MAP, Plato, Mathia, READ 180, and MATH 180, All in Learning to track progress, etc.

Strategy's Expected Result/Impact: increased student achievement

Staff Responsible for Monitoring: administrators

Funding Sources: CMO 2 FY24, \$25,000, \$15,000

Formative Reviews

November

January

May

June

Strategy 3

Use of before-school, Saturday school, and after-school tutoring to provide additional instruction for students in Math, English, Science, and Social Studies. 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 achievement

Staff Responsible for Monitoring: Administrators, GLA's

Funding Sources: \$30,000

Formative Reviews

November

January

May

June

Performance Objective 5

By the end of the 23-24 school year, ILTexas students enrolled in the Special Education program will maintain a Meets achievement standard at a 9% rate for Math and a 10% rate for English Language Arts and Reading state assessments.

Strategy 1

Utilize supplemental instructional materials, computer/web-based programs - ProjectEd, Rhithm, Study Island, Flocabulary, Edpuzzle, Measuring Up, MAP, Plato, Mathia, READ 180, and MATH 180, and All in Learning to track progress.

Strategy's Expected Result/Impact: increased student achievement

Staff Responsible for Monitoring: administrators, Special Education Teachers

Funding Sources: \$12,000

Formative Reviews

November

January

May

June

Strategy 2

Use of before school, Saturday School, and after-school tutoring to provide additional instruction for students in Math, English, Science, and Social Studies

Strategy's Expected Result/Impact: increased student achievement

Staff Responsible for Monitoring: Administrators, GLA's

Funding Sources: \$30,000

Formative Reviews

November

January

May

June

Performance Objective 6

By the end of the 23-24 school year, students' learning readiness indicator as measured by Rhithm, will increase 10% with the help of subject matter experts and specialized programs/resources aimed at improving the social emotional health of our students with a focus on safety.

Evaluation Data Source: Rhithm Insight reports and assessments compared to 2022-2023 data.

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: Improved learning readiness as measured by Rhithm

Staff Responsible for Monitoring: Principal, APs, Counselors

Funding Sources: \$500

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

By the end of the 23-24 school year, 90% of students will grow at least 1 ACTFL level in their LOTE courses.

Evaluation Data Source: Skyward, ACTFL Ratings, On Data Suite

Strategy 1

Provide tutoring for language support to students, with 25% of students required to attend tutoring from teachers. English, Spanish, and Chinese teachers will offer 2 days per week for tutoring. Provide language clubs for extracurricular language support in Chinese and Spanish sponsored by LOTE Teachers.

Strategy's Expected Result/Impact: Improve student achievement in languages

Staff Responsible for Monitoring: Administrators, GLA's LOTE Teachers

Funding Sources: \$500

Formative Reviews

November

January

May

June

Performance Objective 2

By the end of 23-24 school year, the percentage of seniors receiving trilingual cord will increase from 40% to 45%.

Evaluation Data Source: AAPPL Chinese & Spanish.

Strategy 1

Offer additional Tutoring in English, Spanish, and Chinese. Increase student involvement in Spanish club and Chinese Club.

Strategy's Expected Result/Impact: Increased student language proficiency

Staff Responsible for Monitoring: Administrators, GLA's LOTE Teachers

Funding Sources: \$500

Formative Reviews

November

January

May

June

Performance Objective 3 **High Priority**

By the end of 23-24 school year, at least 36% (federal target) of EL/EB students will have made one proficiency level progress in English language acquisition.

Evaluation Data Source: TELPAS 23-24

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 a focus on increasing the Meets Target goal on the STAAR Reading assessment. * 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 in strengthening their ability to support Emergent Bilingual students. * ILTexas will purchase supplemental resources for Emergent Bilingual students such as instructional materials (bilingual dictionaries, leveled readers) and online platforms to increase access to language acquisition and differentiation. * ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and monitor progress during data days.

Strategy's Expected Result/Impact: Increased student achievement for our EB students

Staff Responsible for Monitoring: Administrators, GLA's Teachers

Funding Sources: \$30,000

Formative Reviews

November

January

May

June

Goal 3

By the end of the 25-26 school year ILTexas will retain 75% of teachers, an increase from 70% achieved in the previous school year.

Performance Objective 1

ILTexas will provide onboarding training for all new teachers in the classroom throughout the 2023-24 School Year.

Strategy 1

ILTexas will offer new teacher training and a new teacher mentor program.

Strategy's Expected Result/Impact: Increase teacher retention

Staff Responsible for Monitoring: Administrators

Funding Sources: \$500

Formative Reviews

November

January

May

June