



INTERNATIONAL LEADERSHIP OF TEXAS

1810 N Glenville Dr, Ste. 102, Richardson, TX 75081 ♦ (972) 479-9078 ♦ ILTEXAS.org

AGENDA

International Leadership of Texas Board of Directors Meeting

Thursday, August 28, 2014 – 6:30 p.m.

ILTexas District Office – 1810 N Glenville Dr., Ste 102, Richardson, TX 75081

- I. Call to Order
- II. Approval of May, June and July 2014 Minutes.
- III. General/Public Comment
- IV. CEO/Superintendent Report: Eddie Conger
 - A. Chief Financial Officer Report, Jerry McCreight
 - B. Chief Operations Officer Report, Chris Florance
 - C. Chief Academic Officer Report, Dr. Laura Carrasco
 - D. Special Education Report, Veronica Harris
 - E. Development & Marketing Report, Katie Qualls
 - F. Athletics Report, Tomas Sanchez
 - G. Technology Report, Joyce Wheeler
 - H. Assessments & Data Report, Tiffany Harrod
 - I. Federal Funding Report, Krystal Lovato
 - J. Principals' Report:
 1. High School - Garland - Nadia Ayala, Principal
 2. Middle School - Garland – Myrna Apodaca, Principal
 3. Elementary - Garland – Angela Marcellus, Principal
 4. Elementary & Middle School – Arlington, Elizabeth Lawlor, Principal
 5. High School – Arlington, Dan Mendoza, Principal
 6. Elementary & Middle School – Keller, Pete Chapasko, Principal

V. Discussion Items:

- A. Academic Rating and Charter FIRST Rating.

VI. Executive Session:

- A. Discuss Personnel Hiring, Termination, and Resignations
- B. Discuss Real Estate

VII. Action items:

- A. Discuss/act on resignation of Board Member Mr. Cliff Sevier
- B. Discuss/act on appointment of potential Board Member Mr. Jorge Flores
- C. Discuss/act on hiring of new personnel, terminations, and resignations.
- D. Discuss/act on amendment of 2013-2014 Budget
- E. Discuss/act on Superintendent Salary and LOA
- F. Discuss/act on of changes for 2014-2015 School Calendar
- G. Discuss/act on of District Improvement Plan 2014-2015
- H. Discuss/act on amendments 2014-2015 Student Handbook
- I. Discuss/act on Local Wellness Program
- J. Discuss/act on Child Nutrition Charging Policy

VIII. Adjourn



Operations & Facilities – July 15 Board Report

Prepared by: Chris Florance, Chief Operations Officer

Facilities: Campus Updates:

All campuses are running well. New Campuses are on line.

A. Garland Elementary School / Garland Middle School.

* GES/GMS The reconfiguration of Child Care to SPED has been completed.

B. Garland High School

* GHS / New Garland HS

1. Garland High School is now occupied and running.
2. Furniture has been installed with a few punch list items outstanding.
3. Technology infrastructure is complete with a few punch list items to be completed.
4. Student Housing is up, running and occupied.

C. Arlington Elementary and Middle School.

* AES/AMS – The New Campus is up and running

1. All furniture has been installed with a few punch list items to be completed.
2. Technology infrastructure is complete with a few punch list items to be completed.

D. KES/KMS – New Campus. The New campus is up and running.

1. All furniture has been installed with a few punch list items to be completed.

2. Technology infrastructure is complete with a few punch list items to be completed.

District Offices.

Arlington and Garland District offices are fully functional.

Technology: C2M – Updates included in campus reports.

Security: The Security Contract with All Star Security was signed and they are presently working at all campuses. The transition from a company run security operation to a private security company was a smooth transition.

Nurses: All campuses are hired up for nurses. We are presently looking for substitute nurses.

Transportation: We are still working on cost effective bus service for field trips. We are also considering purchasing Vans to transport our athletic teams to competitions.

Operations moving forward: We continue to work daily with the Charter Fund in reference to construction completion with our new Schools. We are meeting on a regular basis with Hill & Wilkinson, the contractor on our new facilities. We review daily all projects regarding punch lists which includes AES/AMS-Arlington, GHS/Garland, Student Housing and KES/KMS - KellerA

Food Service: INTERNATIONAL LEADERSHIP OF TEXAS Child Nutrition Department.

Chef Simmons continues to coordinate and meet with compliance specialists in Child nutrition. Our objective is to give our district students the very best, including foods that are balanced and nutritious.

MAINTENANCE.

Operations is taking applications for a Maintenance helper.



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Curriculum and Instruction, August 2014 Board Report

Presented By: Dr. Laura Carrasco, CAO

I. August Professional Development

At the end of the school year, we evaluated our highest priority items to plug into our August Professional Development Calendar. This dictated how our August PD calendar unfolded. The highlights include: Two summer book studies, Kilgo, NMSI, College Board Pre-AP/AP, Trilingual District Support (committee), CSA Development, Athlos Turf/Character Ed training, Procedures and Routines for an effective uniform and unified 50/50 departmentalized model, Positive Discipline, International Teacher Orientation, Fine Arts Department PD/District Meeting, Jr3 Attendance/Gradbook, Special Education, LOTE (TPRS), RtI, Dr. Mercuri (K-5), and A+ Sheltered (6-11).

II. New Teacher Induction Program (Chair: Mr. David Rivers, Co-chaired by Academic Coordinators)

Our first New Teacher Induction Program was held Friday, Aug. 8th at Garland K-8. 1st and 2nd year IL Texas educators received classroom management training from Region 10 ESC, a catered lunch, and an official welcome from Superintendent Conger and district and campus staff.



III. Required Health and Safety Professional Development

As Appendix A of this report, please find our 2014-2015 Required Health and Safety PD Plan. On this plan, we have taken all of the trainings required by the state and dispersed them accordingly. Several of these will be led by campus counselors and others will be completed online.

IV. District Academic Support Team Bios

As Appendix B of this report, I have included short bios for members of our district team who will be working directly with impacting student achievement towards our one common mission. While several of the team members listed here are returning, there are seven new to ILTexas. Please note that many of these team members cross over into other departments/impact other areas of ILTexas in addition to providing academic support.

V. ILTexas Two-Way 50/50 Dual Language Immersion, Basics & Non-Negotiables across grade levels.

Grades	Subjects taught in <i>English</i>	Subjects taught in <i>Spanish</i> .		Planning	Homework	
K	All	All	<p>Spanish DL Teachers in grades where 50/50 is in full implementation teach in Spanish only, and in grade levels where we have the modified 50/50 program, DL-Spanish teachers teach in Spanish every lesson of every day- but wear their Spanish Immersion hat only 10-30% of the time .</p>	<p>Partner teachers are an extension of each other. They are teaching the same lessons at the same time, but in different languages. In modified DL grade levels, DLI-Spanish teachers teach every lesson of every day using Spanish at least 10% of the time (Preview-View-Review & with language scaffolds to make input comprehensible). Teachers do not lose ground when students are with partner teacher, because they have planned lesson together, know what each other is teaching and communicate daily to discuss students' progress. There should be an excel spreadsheet that all teachers who share students have access to where students data is communicated and logged (quantitative- reading levels, test scores & qualitative- student strengths, weaknesses, life events, documentation of parent conversations, etc).</p>	<p>Homework is sent in the language it was taught in, and in both when practical. Every effort needs to be made to communicate with parents our language objectives as well as content objectives.</p>	<p>Outside of each lesson, any administrator, teacher, and staff member (office staff included) who speaks our 2nd and 3rd languages (Spanish and Chinese) should make every effort to speak that language to our students to maximize on unstructured time, transition time, and hallway time as time for language learning and appreciation</p>
1	All	All				
2	All	All				
3	All	All				
4	All	All				
5	All	All				

VI. District Academic Coordinator Schedule

District Academic Coordinators (Master)				
Monday	Tuesday	Wednesday	Thursday	Friday
Keller Division	Garland Division	Arlington Division	District: Academic Coordinator weely meeting w/CAO, planning/prep, development, curriculum writing, data analysis, etc	

VII. Coordinator Reports

A. Math (Ms. A. Gibson)

Common Summative Assessments:

A Common Summative Assessment Development Guide was created to help teachers identify and track questions that corresponded with the tested TEKS for each grading cycle. Provided with 2013-2014 STAAR math data, teachers also noted historical areas of struggle to make sure these items were well represented on the CSAs and targeted as areas of instructional focus. The alignment of curriculum and instruction will also be assessed with the CSAs as we are ensuring the scope of the TEKS are covered to make strategic district and campus data-driven instructional decisions.

Curriculum and Instruction:

To address teacher concerns about the pacing of math instruction to cover the essential TEKS, a suggested planning/pacing calendar is being provided for each grade level. Currently, “suggested” pacing calendars have been created for the first grading cycle for 4th and 5th grades. Teachers are encouraged to document any planning modifications for cross-school, grade-level discussions in efforts to generate a district pacing guide. Furthermore, math teachers have also been involved in grade level planning sessions to specifically assist teachers, especially those new to the profession and/or ILT, in following their Kilgo scope and sequence to maximize the instructional days in the first grading cycle. Instructional best practices, including incorporating language and content objectives/strategies will also be modeled in bi-weekly PLC’s (professional learning communities) conducted on each campus.

Technology Integration:

In Google Drive, folders were created and shared with teachers with math resources for each grade level. Grade level resources, which include the TEKS “unpacked” serves to inform teachers on how the TEKS have changed, offering concrete examples of the new student expectations. Additionally, a District Math Edmodo page has also been created to not only share district math

resources but also allow for postings by teachers, encouraging collaboration across campuses and languages. Throughout the year, teachers will also receive campus/web-based training in effectively utilizing technology for instructional use.

B. Science (Mr. D. Rivers)

Skype Video Conferencing

Video Conferencing capability has been established in the district office in Garland via Skype. District personnel that work out of the Arlington/Keller divisions will be able to join meetings through video conference. Leveraging this technology will save the district reimbursement costs of employee travel outside of their home division. Shortly, we will migrate to video conferencing via Lync (*a resource included in our Office 365 district accounts*).

Foss Science kits for each Division

Foss Science kits are inventoried and ready for delivery. Each division will receive 37 Foss kits that contain materials and resources needed for us to establish and maintain the state required 40% lab activity mandate for science classrooms.



Google Drive/Edmodo

An IL Texas Science google share drive has been created for district science instructors. The Google drive will be linked to my IL Texas Science Edmodo account. Merging these two programs will allow me to disseminate information, forms, and technology resources. Science teachers will also be able to quickly send questions, comments, and concerns to one location.

Socrative Accounts for Science Teachers

Science teachers are developing appropriate, effective use of technology in the classroom. Electronic devices are a powerful means of student engagement if implemented correctly. Socrative is a free, web-based student response system for the classroom. Informal assessment, exit tickets, quick quizzes, and open ended questioning are integrated seamlessly into the lesson

cycle. Socratic provides real time results, allowing teachers to immediately see and correct misconceptions students may have. District provided internet and student laptops will become an integral part of our learning environment.

C. Social Studies (Ms. J. Russell)

Social Studies CSAs for the first six weeks were created with a “backward” planning approach in mind; teachers were instructed to create CSAs with critical TEKS from Kilgo’s first six weeks as the target. Teachers were also encouraged to plan their units with this model in mind, so that instruction throughout each lesson actually prepares students for the culminating assessment at the end of each unit and ultimately for the CSA. Teacher developed CSA’s are now being revised and formatted for district distribution later in the marking period. District Social Studies Coordinator has been meeting at all campuses in one-on-one and group meetings with teachers to address teacher concerns/needs and provide guidance for pacing/planning the first couple weeks of school. Coordinator has also inventoried Social Studies curriculum, categorized/labeled materials ready for campus distribution, and submitted requests for curriculum resources that will support the TEKS and our AP courses.

8th grade Early US History, 11th grade Post-Reconstruction US History, and AP US History teachers, have been given calendars, lessons, pacing guides, and STARR/EOC preparation materials to assist in their unit development throughout the year to prepare for state assessment and College Board AP Exam next spring. Suggested pacing guides are being developed for all grade levels and supplemental material to support the TEKS have been ordered and are being created for distribution to teachers. Guidelines for the district service learning project are being created and will be outlined for campus administrators forthcoming; the goal is to establish a service learning committee which will meet by the end of September to begin implementation of district service learning goals on each campus.

D. Reading Language Arts (Mrs. S. Dingle)

Common Summative Assessments

Teachers met on Monday, August 4th, to discuss CSA guidelines and get a general overview of expectations. We discussed the importance of the dual language program in conjunction with CSAs and emphasized the importance of teacher collaboration both in lesson planning and design *and* the creation of CSAs; there is not to be simple translation, rather the English and Spanish are to be interwoven in such a way that language acquisition is both successful and readily apparent, particularly on the CSA.

Secondary teachers were asked to focus on creating a shorter CSA than was used last year and to find/provide/create dual coded multiple-choice questions (work smarter, not harder). Teachers chose TEKS that were commonly missed on previous tests that correlate with Kilgo’s first cycle outline. In effort to review and reinforce these concepts, the RLA District Coordinator created and distributed lessons to share with teachers; lessons follow NMSI strategies and mirror grammatical

concepts used by Killgallon for teaching grammar in context. Challenging yet accessible texts have been chosen for the first cycle in each grade level, and the Kilgo question stems will be used in class as practice and preparation for both CSAs and state exams.

Lesson Planning/Academic Rigor

In effort to better align instruction and rigor, RLA District Coordinator has created pacing guides for grades 6-11 for Cycle 1. Elementary grades forthcoming. DC has met with teachers individually, in small groups, and by grade levels as requested so as to incorporate teacher input and feedback in the lesson cycle. NMSI strategies, lessons, and trainings will be implemented across grades 3-11, as well as best Reading and Writing practices as set forth by Don Killgallon, Kelly Gallagher, Nancy Atwell, and Jeff Anderson. Challenging texts, including novels, short stories, poetry, and nonfiction, will make up a grade-appropriate district reading list. Titles will correspond with units taught across the curriculum (ie. 8th grade ELAR might read *Chains* as Social Studies covers the Revolutionary War, etc.). DC will model/co-teach lessons across the grade levels in effort to increase student performance and will video/share model lessons to reinforce reading and writing strategies.

E. Chinese (Mrs. X. Wang)

The curriculum framework for our Chinese courses in 6 different levels is created: Elementary Chinese I (Kinder GES & AES, K-5 KES), Elementary Chinese II (1-5th grade GES & AES), Secondary Chinese I (6th grade GMS & AMS, 6-8th grade KMS), Secondary Chinese II (7-8th grade GMS, AMS, GHS, AHS), Secondary Chinese II Advanced (GHS), and Exploratory Languages (Native Chinese students at GHS).

In terms of collaborative lesson planning, google drive is set up and utilized by Chinese team, for sharing of lesson plans, worksheets, exams, activities, and teaching resources. The Chinese department group on Edmodo has been created for discussions and information exchanges.

Twelve new Hanban guest teachers arrived on August 1st and received training sessions between August 8 and August 13 on ILTexas Chinese program curriculum, as well as how to prepare themselves for the new school year. Samples of teaching websites, lesson plan templates, progress plans, technology tools and teaching resources were shared with new guest teachers.

F. ELL/Spanish

Professional development

PD training day for DL-Spanish Teachers K-5 and LOTE Spanish grades 6-9 held on 08-09-14. Hosted special guest speaker Bryce Hedstrom from Loveland, Colorado to provide training on Teaching Proficiency through Reading and Storytelling (TPRS). TPRS is based on Stephen Krashen's Acquisition-Learning Distinction Hypothesis about Second Language Acquisition.

Curriculum

Plans are underway to develop first ILTexas first Spanish Scope and Sequence (**S&S**) for grades 6-9 Spanish curriculum based on a mixture of TPRS and Realidades textbook in collaboration with LOTE Spanish teachers. Plans include completion of the **S&S** by the end of first semester. The first meeting was held on 08-09-14.

Plans are underway to develop entrance level criteria for Pre AP and AP Spanish courses in the secondary level based on the American Council of Teaching Foreign Languages (ACTFL) Additionally, based on the progressing language proficiencies of ILTexas students in Spanish and Chinese throughout the years, (especially students enrolling new K-2) the courses in the secondary level will demand rigor to sustain the students' language needs. Next LOTE meeting: September 2014.

Contacted Ysleta ISD to set up school visit with successful trilingual DL program research-based models in El Paso, TX. Possible dates: week of September 8, 2014, in an effort to support the DL 45/45/10 (modified) for all ILTexas Divisions and ensure program fidelity for program sustainability and success. Plans include establishing networking relationship with successful DL schools who closely resemble our mission.

Support and Resources

- Technology Integration: Established Edmodo group accounts specifically for K-5th DL Spanish Teachers and LOTE 6th -9th: August 2014. The purpose of the Edmodo account district level to share resources electronically, hold discussions and communicate constantly and work on LOTE **S&S** virtually, if necessary. The purpose is to have a centralized location to hold resources and facilitate access.
- Held first LOTE Department meeting on 08-09-14. One of monthly series.
- DL-Spanish Department meetings will also be organized and held on a monthly basis.



Curriculum and Instruction Report – July 21, 2014 Board Report

Prepared by: Dr. Laura Carrasco, CAO/Dir. of Dual Language

I. Texas Accountability Calendar:

July 2014 Consolidated Accountability Files (CAF), file released

August 1, 2014 2014 Preliminary Performance Index Tables without rating labels

August 7, 2014 Rating labels

Toni Templeton, Data Analyst for the Texas Charter School Association, has completed an analysis of ILTexas' year one state assessment scores.

According to her findings, she predicts our district scores will meet targets in all four indices. Within the next few weeks, we should receive our official ratings for not only our district, but also each individual campus.

II. District Content Area Coordinators

We look forward to welcoming our new academic dream team (district coordinators: social studies, reading language arts, math, science, Chinese, and Spanish). We know these new district positions will be instrumental in providing our teachers with the instructional leadership and coaching needed to significantly increase student achievement at every level and across the district.

III. Professional Development Projects

Attached, please find the August PD, at a glance, calendar. It delineates our professional development plan across the district. The plan ranges from curriculum and assessment development, supporting our trilingual model, to looking at each discipline. Further, we have included specialized professional development sessions for our international teachers and teachers new to the teaching profession (in their first two years of teaching). All new to ILTexas faculty and staff will come together for orientation on August 13.

IV. Teacher of the Year, 2015

*AES- Monica Gordon



AMS- Selece Tower
 GES- Marcine Simpson

GMS-Marco Deleon

*GHS-Betsy Compton
 Ms. Gordon and Ms Compton have advanced to the 2015 Texas Teacher of the Year competition.

V. Pass/Fail Rates, Report

Attached, please find the pass/fail rates per campus and per course

VI. End of Year LPAC, Changes Effective August 21, 2014

In all we LPACd **613** students (ELL, and non-ELL first and second year monitors) which resulted in **171** schedule code changes. These changes will take effect August 21, 2014. In most cases, students met exit criteria, thus now coded as "F" for first year monitors.

VII. Student and Community Engagement Survey

Results of the survey are found below along with the criteria decided upon by the local committee.

A. Results

**INTERNATIONAL LEADRESHIP OF TEXAS PEIMS Performance
 Rating Data 2013-2014 - Campus Rating**

Campus Number:

Data Element	Not Applicable -00	Exemplary - 01	Recognized - 02	Acceptable - 03	Unacceptable - 04
Fine Arts				X	
Wellness and Physical Ed			X		
Community and Parental Involvement				X	
21 st Century Workforce Devel Pgm				X	
Second Language Acquisition Pgm			X		
Digital Learning Environment				X	
Dropout Prevention Strategies				X	
Educational Pgm for GT Students				X	
Overall Rating					

Data Element	Not Receiving Services, Or Condition Or Situation Not Applicable - 0	Participant in Program or Service, Or Condition Or Situation Applicable - 1
Statutory Reporting and Policy Compliance		1

DATE: JUNE 9, 2014

B. Criteria for consideration

Fine Arts

- Participation in TCSAAL competitions
- Student participation in special assemblies, clubs, and performances



- Student participation in community--based fine arts programs
- Literary publications by students
- Field trips to museums, community theaters, opera, symphony, art, etc.
- Inclusion of art, music and/or theatre TEKS in core courses
- Student art exhibits on or off campus
- Number of Fine Arts course offerings/clubs (i.e. set design, Ag fine arts, etc.)

Wellness and Physical Education

- Number of PE course offerings (i.e. elementary, middle, high school athletics)
- Concussion oversight team required under HB 2038
- Student access to recess opportunities
- Safe playground equipment
- Participation in school breakfast/lunch/dinner programs
- Number of forced admin. withdrawals noncompliance with immunization requirements
- Availability of school nurses
- Notice of required immunizations
- Compliance with state and federal nutrition requirements
- Participation in health fairs, free vaccination clinics/other health services
- Wellness clinics (access, information availability to students/parents)
- Mobile health screenings on campus (heart, hearing, vision, dental, spinal)
- Participation in fitness programs on campus (not related to Fitnessgram)
- Percent of students completing more than one credit of P.E.
- Participation in voluntary health/wellness programs fairs (Night at Gym, etc.)
- Fun runs, Walk a thons, community runs
- Fundraising for causes
- Participation/district coordination in causes (Pink Out, 5Ks, etc.)
- Intramural Programs
- Field Day
- Enrichment Programs (golf, tennis, ballroom dancing)
- Positive Role Models--- student athletes, alumni college athletes, prof. athletes
- Sports tournaments (kickball)
- CPR Training provided to staff and/or students
- AED Instruction provided to staff and/or students
- New student programs availability
- Back to School Health Programs
- Health courses, nutritional value training, etc.
- Family Health Night
- Anti--bullying lessons/programs/educational activities
- Character education
- Availability of school counselors
- Compliance with annual SHAC requirements (report to the board)



- Blood Drives (district or campus)
- DARE/Red Ribbon activities
- Blood born pathogens – compliance with state law requirements
- Unlicensed Diabetes Care assistant training/requirements (mandated by HB 984)
- Courses in Health Sciences (CTE)
- Bike Safety information provided to students/parents

Community & Parental Involvement

- PTA/PTO involvement at district and campus levels
- Focus on Schools related activities
- Participation in community--based fine arts programs (dance, music, art, etc.)
- Back to school orientations
- Extracurricular events that include and encourage community involvement
- Education partnerships with community members/groups/business/charities, etc.
- Educational Foundations
- Veterans Day Assemblies
- Climate surveys of parents, community members, etc.
- Materials and training provided in multiple languages to parents and community
- Activities sponsored by dedicated grants (i.e. Gear Up)
- Opportunities for field trips to museums, theaters, opera, etc.
- Student art exhibits on or off campus (city hall, local bank)
- Cultural fair/expo (FFA)
- Number of campuses with active PTOs or PTAs
- Programs engaging parental/community involvement (meet the teacher, food drive)
- End of year programs including parents --- highlighting successes of students
- Community wide pep rally to honor persons in the community or campus
- Mentoring/tutoring provided to students/parents through community partnerships
- Mentorship programs hosted by district or campuses (Dad's night, character bldg)
- College/Career counseling programs and/or College/Career Fairs
- Room Parent Programs offered at the district or campus levels
- Opportunities for Open House for parents, local businesses, local charities, etc.
- Freshman/New Family orientation opportunities available
- Community partnerships (local libraries, doctors, businesses, local fire, etc.)
- Percent of student body with one or more family members represented in PTA or PTO
- Communication with parents/community via Facebook, Twitter, Parent portals, etc.
- Use of newsletters to communicate with parents, community members, etc.
- Activities related to college/career fairs (assemblies with businesses, higher ed)
- Required posting notices timely filed on the district website
- Participation of family members that attend one or more adult--ed program
- Documentation of IEP, Personal Graduation, 504 plans
- Community partners supporting various school organizations



- Community service projects (beautification projects, food drives, clothing drives)
- Art/Project based community Expos
- Fundraising projects with various community organizations (homeless projects)
- School Health Night
- Number of volunteer opportunities coordinated by district/campuses
- Preschool screening
- Student participation in community gardens
- College night offerings
- Literacy Night opportunities for parents and community members
- Math Night
- Reading recognition programs
- Reading partnerships
- Community partners in education
- Initiatives aimed at increase parental involvement (Donuts with Dad)
- Book fairs
- Santa store
- Onsite after--school care
- Participation in boys/girls clubs
- Volunteering (senior centers, animal shelters)
- Assemblies and award programs open to the public
- Student Principal's Advisory Committee
- Activities related to Student Council/Government
- Principal brown bag lunch with parents
- "Meet the Teacher" opportunities
- WATCHD.O.G.S. program
- Participation in County Shows/Fairs (arts, metal projects, etc.)

21st Century Workforce Development

- CTE Course offerings available to students related to postsecondary opportunities
- Associates Degree --number of students working toward associates degree
- Articulated coursework
- Dual Credit opportunities available, dual credit course completions, etc.
- Career Days --- Dress for future employment
- Job Shadowing opportunities
- Take your child to work day programs
- College and Career Readiness Fair
- College Day (s) (i.e. College representatives visiting campuses and students
- College visits --- college students who are former grads return to talk to students
- College pennant/dress days
- Partnerships with Workforce Center
- Certifications/licenses that can be obtained



- Career exploration opportunities available
- Mentoring/tutoring provided through community partnerships
- Number of students completing coherent sequence of CTE courses
- Number of students completing articulated programs for certifications or licenses
- Number of students completing college credit courses
- Percent of students admitted to colleges, tech. school, military after graduation
- Number of students completing 1st year of post--secondary education/training
- District or campus participation in TEA STaR Chart
- ROTC availability and participation
- Magnet schools
- Student advocates/college mentors
- Student leadership opportunities/Student Council
- Student orgs--- CTE affiliated organizations, FFA, FCCLA, Ready--Set--Teach, etc.
- Student led organization opportunities
- National Honor Society
- School--wide ACT test / Plan, Explore opportunities
- Specialty schools--- New Tech High Schools
- Personal graduation plans
- GO Centers – Initiatives related to the “Education. Go Get It.” Program
- Community/business partnerships preparing students for post secondary success
- Tutoring opportunities
- Virtual course offerings and/or participation rates
- Program offerings for students related to auto mechanics, technology, welding, etc.
- Texas Scholars Award
- High School courses offered to middle school students
- Embedded soft skills in various courses to prepare students for postsecondary success
- Project Based Learning (PBL)
- Pre--AP courses available
- Programs that promote contextual/soft skills/Character Education Programs
- Competitive grant funded activities

2nd Language Acquisition

- Career Pathways designated for each grade level
- Home language surveys distributed and completed
- English language courses offered to ELL parents
- Open House opportunities for ELL parents
- CLEP students for foreign language students
- Foreign language course offerings in middle school
- Multiple language offerings
- AP Language courses
- Newcomer student program opportunities



- S**IOP Instructional Model
- F**oreign Language Clubs
- O**nline Course offerings in LOTE
- L**ongitudinal data that reflects language acquisition
- C**ultural programs available to assist students in 2nd language acquisition
- A**vailability of language tools for students
- L**anguage mentors --- Confucius Classroom
- M**entorship programs to assist students in 2nd language acquisition
- M**entorship programs to assist ELL students
- H**igh school mentors
- B**usiness partnerships that promote 2nd language acquisition
- M**ulticultural clubs
- C**ultural performances
- P**roviding translations of letters/notices to parents and students
- S**ervices for families that will assist students in a 2nd language acquisition
- S**ummer programs geared to language proficiency
- C**ommunity outreach programs/services aimed at 2nd language acquisition
- T**arget for dropout prevention
- N**umber of Dual Language Programs offered
- P**ercent of students completing 2 or more credits of a given foreign language
- N**umber of LOTE offerings available online or on campus
- L**PAC decisions implemented, documented

Digital Learning Environment

- S**tudent/family access to technology away from school
- R**esources aimed at supporting technology (financial/personnel/infrastructure/etc.)
- S**taff completing prof. development using technology, online courses, etc.
- S**taff completing prof. dev. with technology as a tool to assist student learning
- P**urchase and use of electronic textbooks, technology, infrastructure, etc.
- N**umber of "flipped" classrooms
- R**atio of students to computer work stations (tablets, lap tops, etc.)
- E**xtent to which state or other assessments are administered online
- N**umber of courses completed via online delivery (Tx VSN or other)
- S**tudent access to graphing calculators for state assessments
- O**ne---to---One device initiatives
- B**.Y.O.D. (Bring your Own Device) initiatives
- 2**1st Century Classroom initiatives
- C**TE course availability related to digital learning
- O**nline coursework availability/opportunities
- U**se of technology to assist students in credit recovery



- Use of technology to assist students in credit acceleration
- Readily available computer access
- Technology initiatives to increase technology in classroom and with students work
- School policies updated to foster a digital learning environment
- Wi--fi access on and off campus for students, faculty and parents
- Student newscasts
- Participation in TEA's Project Share
- Participation in the Texas Virtual School Network (TxVSN)
- Use of web filters for Internet safety
- Digital safety training for students/teachers/parents
- Training on cyberbullying
- Use of YouTube/Teacher Tube Channel
- Use of social media/other tools to deliver course content, instruction, tutoring
- Use of social media for communication between students, teachers and parents
- Use of models and tools that integrate technology and mobile learning in schools
- Digital access for use of probes in science classes
- Use of Digital Curation (finding free open content and warehouse it digitally)
- District and campus use of Texas STaR Chart

Dropout Prevention Strategies

- Mentoring/tutoring provided through community partnerships
- Improvement plans that include statutory requirements
- End of year programs including parents highlighting various successes of students
- Mentorship programs (Dad's night, character building programs, peer--to--peer, etc.)
- Student athlete mentor program
- Student work programs
- Room Parents
- Programs and initiatives geared to increasing communication with parents
- Open house opportunities
- Percent of student body with one or more family members represented in PTA or PTO
- ROTC programs offered
- Activities related to college or career/vocational fairs
- Opportunities for student to visit college campuses
- Programs for family members to acquire English literacy
- Migrant education programs keeping student on grade level, staying up with peers
- Documenting Personal Graduation Plans, 504 plan implementation
- Anti--bullying activities, programs, lessons, etc.
- Availability of school counselors
- Number of students targeted for truancy prevention due to high absentee rate
- Implementation of positive behavior systems
- Reductions in students being removed from class



- Door--to--door sweeps of truant students
- Use of character education programs
- Use of early warning discipline indicators
- Climate surveys / student satisfaction surveys
- Online courses for HS credit/credit recovery
- Summer school attendance rate
- Offering ESL summer school
- Credit recovery programs on campus
- School culture/climate initiatives
- Transition program to next level
- Fish camps
- Availability of extracurricular activities/after school activities
- Student clubs (sports, fishing, chess, language, boys and girls clubs, YMCA, etc.)
- Availability of early childhood education
- Response to Intervention programs, Student Success Initiative programs, 504 plans
- Transportation programs for challenged students
- Homeless education initiatives
- Guest speakers promoting "Stay In School"
- Campus--wide discipline program (CHAMPS, etc.)
- Attendance incentives
- Attendance measure for dropouts
- Breakfast program availability
- Mobile Healthcare
- Programs to transform classrooms and campuses to keep students engaged
- TEA PRS (Pregnancy Related Services)
- After school tutoring, homework assistance program availability
- Double block scheduling
- Teen leadership programs
- Personal graduation plan
- Extra / co--curricular activity availability
- At--risk Counselor(s)
- Social Work program(s)

Educational Programs for Gifted and Talented Students

- Number of diverse course offerings (academy class for GT and accelerated students)
- AP / Dual Credit / IB participation by GT students
- Online coursework availability for GT students
- Clubs/Science Olympiad, Robotics, Math/science competitions for GT students
- Enrichment opportunities / summer camps for GT students
- Utilization of the Texas Performance Standards Project



- Student leadership opportunities for GT students
- Field trips and competitions
- Showcasing work and activities of students
- Parent and student surveys of GT programs
- Summer school / after--school programs
- Parent support groups for GT students
- Support for underrepresented groups
- Parent training regarding GT programs and students
- Chess or other enrichment clubs availability
- Supportive policies for GT programs and students
- Verification for underrepresented groups

Compliance and Policy Reporting Requirements

- Improvement plans that include statutory requirements
- Documented Personal Graduation Plans, 504 plan implementation
- Home language surveys completed
- LPAC decisions implementation documented
- Low levels of risk in PBMAS on measures related to ELLs, etc.
- Number of forced admin. withdrawals --- noncompliance with immunization requirements
- Notice of required immunizations delivered timely to parents
- Compliance with state and federal nutrition requirements
- Participation in free vaccination clinics or other health services
- Participation and results on Fitnessgram
- Health screenings on campus (hearing, vision, dental, spinal curvature)
- Compliance with annual SHAC requirements (report to the board)
- Participation in summer food programs
- PID error rate
- Notice of required notices/postings to web site in timely manner (ratings, etc.)
- Timely accountability notices sent home with first report cards
- TEA--prepared "school report cards" sent to parents
- Number of testing irregularities reported to TEA in a timely manner
- Grant/federal funds expended as required
- Staff evaluations completed by district or campus deadline
- Identified staff completed required training relevant to their jobs
- Percent of staff meeting certification requirements
- Percent of staff meeting highly qualified
- Compliance with state required safety plans
- Reporting compliance related to NCLB, FIRST Rating, PBMAS, PEIMS, transportation
- Timeliness and accuracy of submitting reports
- Office of Civil Rights (OCR) compliance
- School board reporting items



- School Improvement Audit (SIP)
- TAIS (Texas Accountability Intervention System)
- Campus Plan / District Plan
- SHAM (Sign--in sheets, Hand--outs, Agendas, and Minutes)

VIII. ILTexas Pledge

I pledge to be a servant leader and put others before myself.
I will serve others, respect others and encourage others.
When I graduate from ILTexas, I will be a healthy person with a strong mind and character who speaks at least three languages.
I will change the world.

Juramento de ILTexas

Prometo ser un líder servicial pensando en otros antes que en mí mismo.

Serviré, respetaré y motivaré a los demás.

Cuando me gradúe de ILTexas, seré una persona de mente y carácter saludables, hablando por lo menos tres idiomas.

Cambiaré el mundo.

ILTexas shì yán

誓言

wǒ xuān shì chéng wéi yí gè gōng pú lǐng xiù, xiān rén hòu jǐ
我宣誓成为一个公仆领袖，先人后己。

wǒ jiāng fú wù tā rén, zūn zhòng tā rén, gǔ wǔ tā rén
我将服务他人，尊重他人，鼓舞他人。

dāng wǒ cóng ILTexas bì yè, wǒ jiāng chéng wéi yí gè tǐ gé qiáng zhuàng,
当我从ILTexas毕业，我将成为一个体格强壮，

yì zhì jiān qiáng, huì shuō sān zhǒng yǔ yán de yōu xiù rén cái
意志坚强，会说三种语言的优秀人才。

wǒ jiāng gǎi biàn shì jiè
我将改变世界。



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Special Education Board Report

Prepared and Submitted by Veronica Harris, Director of Special Education

August 26, 2014

Item #1 Sped Enrollment

As of data received today, August 26, 2014, we have a total of 204 special education students that are present and have been verified. Of that total, 73 are scheduled to receive speech services only. The diagnosticians and the PEIMS Coordinator have been working diligently to verify the previous placement of students through the use of the TREX system and our special education system, eSped. We have already begun holding transfer and interim meetings for verified sped students. PEIMS counts begin upon placement by transfer, interim or permanent placement ARD committee meetings.

Item #2 Personnel

As yesterday afternoon, August 25, 2014, we have all positions filled. Our last open position was for a Speech/Language Pathologist for the Keller division. We were holding out for a fully certified person, as opposed to a SLP-Assistant. We have a proposed contract and our certified SLP is ready to begin this week.

Item #3 Supplies

The warehouse has been opened up to special educators where they have found loads (literally) of instructional materials. They are very appreciative of the opportunity. This has been a huge help to them as they prepare for the new academic year. There are still items that will need to be purchased, but I am so excited about the items teachers has found and taken back to their classrooms.

Item #4 Classrooms

The classrooms are complete with teacher desks, one locking metal cabinet, and student desks and chairs, thanks to the hard work of Mr. Florance's team. We will be moving the fireproof filing cabinets to the divisions as soon as our folder audit is complete; this should be done sometime next week.

Item #5 Trainings

Each Special Education team member audited a folder audit for one of the students at their campus. This was a good learning session for the teachers and aides. We walked through the process and tied the process to our online special education system, eSped. In another day's training, we spent time reviewing the development of appropriate, clear and concise Present Levels of Academic Achievement and Functional Performance (PLAAPFs) and Measurable Annual Goals and Objectives and how to create these in eSped.

The counselors received a packet of documents and procedures for referral for a special education evaluation in a 2 hour session at the Richardson District Office. They asked many questions and seemed to appreciate the additional guidance and support in this area.

Item #6 General

We are off to a very good start. It is always a little challenging in the beginning because students arrive we were not expecting and others we had hoped to see did not return. The campus and division teams are coming together as a unified force to meet the common goal of serving our students with disabilities.



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PDSO, Development, Marketing, Recruitment – August 2014 Board Report

Prepared by: Katie Qualls

SEVIS/Recruitment

1. International Student Enrollment
 - a. 27 Students
 - b. Updates to I-17, SEVIS liaison visit (August 28, 2014)

Events

1. Campus Grand Openings
 - a. ILTexas Garland HS and Student Apartments (August 12)
 - b. ILTexas Keller K-8 (August 18)
 - c. ILTexas Arlington K-8 (August 19)
2. North Texas Giving Day
 - a. September 18, 2014

Marketing

1. Campus Signage
2. EDDM for High School Campuses – Arlington/Garland
3. KERA Radio Ads
4. DMN- Neighbors Go Article (Friday)

KERA story on International Students:

<http://education.kera.org/tag/international-leadership-of-texas/>

International Student Marketing/Recruitment

1. ILTexas International Student Program Website – September
2. Student recruitment video



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Athletic Department – August 2014 Board Report

Prepared by: Tom Sanchez, Director of Athletics

Personnel:

Assigned:

- Garland: 12 PE/PC teachers/coaches
- Arlington: 10 PE/PC teachers coaches
- Keller: 8 PE/PC teachers coaches
- District total: 30 PE/PC teachers coaches

New Hires:

- Garland: 3 PE/PC teachers/coaches
- Arlington: 4 PE/PC teachers/coaches
- Keller: 6 PE/PC teacher coaches
- District Total of new hires: 13

Training:

- All personnel attended the Texas High Scholl Coaches Conference in San Antonio TX, 20-22 Jul 14
- All personnel attended the Athlos Training Conference at Garland MS 4-6 Aug 14

Equipment

- Requested for all campus PE and sport equipment:
- Volleyball
- Cross Country

Summer activities:

- Completed Garland: Basketball Boys camp 18-19th Jul at Garland MS, Volleyball camp 28-30 Jul at Garland MS. Girls Basketball 28-31 Aug.
- Completed Keller: Volleyball camp 28-31 Jul at Saginaw HS

GO EAGLES!!!



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Technology – August 2014 Board Report

Prepared by: Joyce Wheeler, Director of Technology

Technology

Almost all our technology equipment has been delivered to campuses. C2m is working after hours (4pm-Midnight) the next few weeks to get all installations complete. C2m is providing us with a list of items still needing to be addressed. If we receive it prior to the board meeting it will be included in this report.

Chromebooks are on backorder, delivery is scheduled for late September for Keller and grade 4 at Arlington and Garland Elementary campuses.

We requested 1600 Chromebooks, but C2m only approved 1250 chromebooks in the equipment financing. Therefore, we need 350 additional Chromebooks to ensure all new ILTexas students in grades 4-11 receive one. C2m and other companies will bid on this so we may purchase the devices as cost effective as possible.

K-3 Tablets for Keller were not included in the equipment financed by C2m. Have requested several companies to quote and include financing options.

Division Techs reported to work this month and have been very busy assisting staff with hardware and software issues as well as learning our systems.



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Federal Programs – August 2014 Board Report

Prepared by: Krystal Lovato, Director of Federal Programs

- I. Title I, Part A – Improving Basic Programs: \$497,195**
 - a. Reimbursement to date:**
 - i. \$309,265.77 – Personnel, Tutoring, Contracted services, and Instr. Supplies
 - b. 2014-2015 Planning**
 - i. Projected Budgeting – Planning amounts received
 1. 2014-2015 Title I - \$500,546
 2. 2014-2015 Title II - \$80,360
 3. 2014-2015 Title III - \$57,063
 4. 2014-2015 IDEA B - \$296,129
- II. Title II, Part A- Teacher Training and Recruiting: \$82,533**
 - a. Reimbursement to date**
 - i. \$65,044.16
- III. Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act: \$32,311**
 - a. Reimbursement to date**
 - i. \$26,434 – Contracted Service and Payroll Costs
- IV. Individuals with Disabilities Education Act (IDEA), Part B : \$328,452**
 - a. Reimbursement to date**
 - i. \$290,063.21 – Payroll, Contracted Services, and supplies.
- V. Education Service Center Region XI**
 - a. Reimbursement to date**
 - i. \$24,512.61 – Professional Development



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Assessment and Data Analysis – August 2014 Board Report

Prepared by: Tiffany Harrod, Director of Assessment and Data Analysis

2014 Accountability Summary

All campuses and the district met standard in the state's accountability system. Two campuses earned distinctions – ILTexas Garland High School earned a distinction for Academic Achievement in Mathematics and ILTexas Arlington Middle School earned a distinction as Top 25 Percent Closing Performance Gaps. Three campuses scored 100% for System Safeguards – ILTexas Garland Middle School, ILTexas Garland High School, and ILTexas Arlington Middle School.

The 2014 Consolidated School Rating Report will be released on October 1, 2014. This report includes a combination of academic ratings, financial ratings, and community and student engagement ratings.

The 2013-2014 Texas Academic Performance Reports (TAPR) will be released in November. TAPR was previously known as the Academic Excellence Indicator System (AEIS) Reports.

District and Campus summary sheets are attached

Summer EOC Report

The first assessments that will be part of the 2015 accountability system are Summer EOCs.

28 Students took the English I assessment – 50% met standard

14 students took the English II assessment – 71.43% met standard

7 students took the Algebra I assessment – 28.57% met standard

6 students took the Biology I assessment – 33.33% met standard

The next round of state assessments will be STAAR-EOCs the first week of December.

Changes to the 2015 Accountability System

On Thursday, August 21st Commission Williams made a major announcement concerning a modification to the phase-in system for STAAR/EOC passing standards. For the 2014-2015 school year the state will maintain the existing Phase-in 1 academic performance standard levels.

The current phase-in 1 performance standards will be maintained for the 2014–2015 school year.

The new phase-in 2 performance standards will be implemented beginning in the 2015–2016 school year.

The new phase-in 3 performance standards will be implemented beginning in the 2018–2019 school year.

The final recommended performance standards will be implemented in the 2021–2022 school year.

For students taking high school EOC's, the standard in place when a student first takes an EOC assessment is the standard that will be maintained throughout the student's school career.

High School Dual Credit Program

Over the summer, a total of 28 students from ILTexas Garland High School were enrolled at Richland College in the Dual Credit Program.

26 students took two classes for either the Summer I session or the Summer II session and earned 6 credits.

2 students took one class during the Summer I session and one class during the Summer II session also earning a total of 6 credits.

The grand total for Summer I and II combined is a total of 168 credits earned.

22 students took Psychology

28 students took Speech

1 student took Art

3 students took Humanities

2 students took Sociology

For the fall, there are currently 34 students enrolled at Richland College in the Dual Credit Program.

28 students will be taking 4 classes

3 students will be taking 3 classes

3 students will be taking 2 classes

A total of 381 credit hours are projected to be taken this semester:

College Algebra/Pre-Cal – 8 students

English – 30 students

Physics – 27 students

US History – 29 students

Spanish – 16 students

Chinese – 17 students



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Arlington High School – August 22, 2014 Board Report

Prepared by: Daniel Mendoza, Principal

Parent Preview/Orientation

On July 24, 2014 ILTexas Arlington High School had its second Parent Preview. We had over 75 families represented. The following topics were covered during the meeting:

- Faculty and Staff
- School Mission
- Policies & Procedures
- Homework Academy
- Dress Code/Uniform
- Graduation Plan Requirements

Arlington High School conducted its Parent Orientation/Meet the Teacher Night on August 19, 2014 from 6-8pm. We were able to hand our class schedules and allow parents to ask any questions they had of teachers and administration. This event was a great success and left all feeling excited for the beginning of the new school year. In all, we had over 70 families represented at this meeting.

First Day of School

Our first day of school was August 21, 2014. We had a tremendous day with very few issues. Student were dropped off, directed to the gym, and obtained their temporary ID card and a fresh copy of their schedule. We used our “C Day – Assembly” schedule for the first two days of school, which allowed for an assembly while also ensuring that each teacher saw all of their students that day. Since we don’t have a bell system, we did have some confusion regarding passing periods, but this was quickly remedied, resulting in a smooth transition between classes and lunch the second day of school.

At the assemblies, students were briefed on dress code/uniform, school rules, and expectations. At the second assembly, time was allotted to separate boys and girls to discuss issues of hygiene, conduct, manners/etiquette, and the first Character Trait of the year, “Grit”.

Admission and Enrollment Status

As of the first day of school, our enrollment is 101 students. Although this is down from our expected 122 students (Based on the students fully enrolled on August 20, 2014), after contacting families we expect this gap to close considerably.

In order to boost enrollment numbers, we have requested an additional mailer to be sent to the Arlington, Grand Prairie, and Mansfield. We strongly believe that, in combination with an aggressive marketing campaign, word-of-mouth referrals based on strong relationships with our current families should help to bring additional families to ILTexas AHS.

Faculty and Staff

Arlington High School began the school year fully staffed.



ILTexas Elementary School – Arlington – August 2014 Board Report

Prepared by: Elizabeth Lawlor, Principal

I. Status of Hiring 2014-2015

Student Support Team

Name	Grade Level
Laritza Rodríguez	Kindergarten
Maricelus Villafane	First
Judy Beigle	Second
Ana Ramirez	Third
Nguyen Masters	Fourth
Maria Brieman	Fifth
Shu Feng Wu	Copy Clerk

Kindergarten

Jahzeel Chavez	SPANISH
Mireya Ortega	
Marta Colon	SPANISH
Lisa Warren	
Manuelita Pastor	SPANISH
Mandy Jonkers	
Ana Cristina Saenz Gomez	SPANISH (Spain)
Latrenda Rush	

First Grade

Viridiana Guardado	SPANISH
Daphne Rogstad	
Joanna Riveria	SPANISH
Alycia Halla	
Juan Andres Fernandez	SPANISH (Spain)
Katrina Del Prado	
Jacqueline Dominguez	SPANISH
Janice Herrera	

Second Grade

Gabriela Hernandez	SPANISH
LaShon Poitier	
Adrian Castañeda Sanchez	SPANISH (Spain)
Laura Elmousa	
Maria Pettiford	
Marcel Schindler	SPANISH (Spain)

Winifred Willis	
Rosa Gonzalez	SPANISH

Third Grade

Tammie Davis	
Amy Jaramillo	SPANISH
Valerie Rimmer	
Crystal Franco	SPANISH
Audrey Cole	
Gustavo Salcido	SPANISH

Fourth Grade

Patricia Cantu	SPANISH Humanities
Julie Levy	ENGLISH Humanities
Tiffany DeRossett	ENGLISH Math
Patricia Alarcon	SPANISH Math
Linda Holliday	ENGLISH Science
Teneshi Rose	SPANISH Science

Fifth Grade

Elizabeth Maddox	ENG Science
Teresa Grino	SPANISH Science
Tammy Janzen	ENGLISH Humanities
Laryn Cruz	SPANISH Humanities
Monica Gordon	ENG Math
Ity Ponce	SPANISH Math

Chinese Language Team

Adeline Brewer	K-5 Chinese
Yihue "Blake" Yang	K-5 Chinese
Wei Hang "Jenny" Zhang	K-5 Chinese

Specialist

Brian Fratto	K-5 Music
Renata Saldanha	K-5 Art
Lindy Weiss-Englander	K-5 Theater

Athletic Coaches

Kevin McLendon	K-5 AC
Cindy Pyron	K-5 AC
Samuel Hall	K-5 PC
Garrett Meier	K-5 PC

Office and Operations Support

Anel Ponce	Admin Assistant
Maria Flores	Office Clerk
Ariel Martinez	Receptionist
Kiera Lusk	Cafeteria Clerk

# of Positions	Positions Filled	% Hired
70 (including administration)	69	98.5%

II. Recruiting

- We are presently enrolling new students for 2014-15 school year. Families that have not responded to several communications from us to come in and complete enrollment are being dropped from our lists and wait list families are being called. We are adding new students daily.
- We have filled all our teaching positions for this school year.
- Our 4 teachers from Spain are settling into their new roles as elementary teachers in Texas and have adapted extremely well to American education system.
- It has been a much bigger adjustment for our Chinese teachers, they are finding the long work days hard.
- We have one position to fill, the librarian position.

III. School News

- We received our Accountability Ratings from the TEA and AES Met Standard on all 4 of the performance Indices.
- We are up and running in our new beautiful facility.
- We held an Open House on Saturday August 16th 8:00 a.m. – 5:30 p.m. Families were giving an opportunity to view the new facility.
- Meet the Teacher Night was held for K-5 families August 18th – 20th each night we had great attendance.
- PTO hosted their first Back to School Family Event Friday August 15th.



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ILTexas Middle School – Arlington – August 2014 Board Report

Prepared by: Elizabeth Lawlor, Principal

I. Staffing

Teacher	Course	Room Number
Linda Robinson	6 th Grade Reading	128
Jeffrey Smith	6 th Grade Math	130
Tubita Adams	6 th Grade Science	133
Tracy Schneider	6 th Grade Social Studies	120
Monica Altamirano	6 th Grade Spanish	132
Yihui Yang	6 th Grade Chinese	134
David Isbell	7 th Grade Reading	131
Stacey Alfred	7 th Grade Math	136
Allison Barkman	7 th Grade Science	150
Byan Parra	7 th Grade Social Studies	129
Immaculada Frontoba	7 th Grade Spanish	138
Sui Chi Fang	7 th Grade Chinese	148
Sonya Williams	8 th Grade Reading	151
Kala Biscoe	8 th Grade Math	149
Selece Gathings	8 th Grade Science	147
Michael Mayfield	8 th Grade Social Studies	152
Jamie Nisttahuz	8 th Grade Spanish	153
Guihua Dong	8 th Grade Chinese	154
Kara Kelly	SPED	143
Irma Cardoza	Art	141
Rebecca Annunziato	International Leadership Studies	135
Gloria Buchanan	Theater Arts	Floater
Danielle Dansby	Reading Interventionist	Floater
Mark Hillegass	Band	Stage
Ronald Walker	Orchestra	Stage
Chris Massey	P.E.	Gym
James Wortham	P.E.	Gym
Austin White	P.E.	Gym
Matthew Watkins	P.E.	Gym

In addition to above we have 3 instructional Aides to support each grade level.
We have one open position for a bilingual teacher aide that will be filled next week.

II. School News

We are working with YMCA to offer an afterschool program. The YMCA have funding for Youth and Government Program and they would like to partner with us to bring this program to our school.

MS Basketball season is here. Students began practicing afterschool the first day of school.

MS PTO have developed their calendar of events for the school year.

Mr. Nistathuz has started his advanced Spanish classes, beginning at 7:00 a.m. each morning.



ILTexas Garland Elementary – August 2014 Board Report

Prepared by: Angela Marcellus, Principal

A. Academics

- Met standard in 4 out of 4 target areas on TEA's accountability rating

B. Enrollment

- At 99% Capacity
- Spots remaining to be filled:
 - Kindergarten - 2 seats
 - 1st Grade - 0 seats remaining
 - 2nd Grade - 0 seats remaining
 - 3rd Grade - 1 seat remaining
 - 4th Grade - 5 seats remaining
 - 5th Grade - 1 seat remaining

C. Staffing

- 100% staffed for classroom, aide, and office positions
- GES/GMS have an open position for the Librarian/Media Specialist

D. Activities

- PTO hosted a Spirit Night on 8/12 at BurgerFI
- Meet the Teacher Night was held on Tuesday, 8/19



ILTexas High School, Garland – July 15 Board Report

Prepared by: Nadia Ayala, Principal

I. 2014-2015 Vacancies

- Facilities Manager
- Librarian
- Registrar
- Nurse
- History
- Chinese
- Theatre
- Choir

II. 2014-2015 Enrollment/Applicant Numbers

Garland	Returning/Accepted	Waiting List	Openings
9	Full	63	0
10	135	n/a	9
11	83	n/a	61

III. Announcements

- 11 students joining our 8th graders on the U.S. History Trip
- 10 students in Chinese Immersion Program this summer
- May 6th & 7th – Administered Biology and Algebra I End of Course Exams with 100% participation
- May 9th – International Fine Arts Debut/ Fundraiser
- May 10th – Orientation for upcoming 9th grade families
- May 15th – High School Spring Band Concert
- May 16th – High School Spring Orchestra and Guitar class concert
- May 17th – 10 students have been selected to participate in the Texas Charter school state monolog competition in Austin
- May 20th – First Annual ILT Talent Show
- May 13th – We are administering the AP Human Geography exam to 43 students
- May 22nd – Orientation for new 10th & 11th grade families
- 15% of the sophomore class are registered to take Richland Summer Courses.
- 2/3 of the current Sophomore class are anticipated to participate in the dual credit program in the fall



ILTexas-GMS – June 18, 2014 Board Report

Prepared by: Myrna Apodaca, Principal

Current Enrollment

July 21, 2014

<i>Garland MS</i>	YTD Enrolled	YTD Withdrawals	Current Total	Open Seats
6	182	31	151	5
7	169	28	140	16
8	164	24	141	15
	515	83	432	36

- Enrollment offices open Monday –Friday 8:00am -5:00pm
- Accepting 156 per grade level
- Enrollment appointments scheduled through Google Docs
- 2014-2015 Waiting list
 - 6th grade-237 wait list
 - 7th grade- 135 wait list
 - 8th grade- 92 wait list

Staffing

- 100% Staffed for 2014-2015
- New Hire Recommendations
 - Assistant Principal- Marco De Leon
 - 8th Grade Science- Donald Braswell
 - 8th Grade Math- David Bailey
 - 8th Chinese- Dai Tang
 - 7th Grade Math- Caree McKethan
 - 7th Grade Social Studies- Robert Green
 - 7th Grade ELA- Jacklyn Rudes
 - 6th Spanish – Rosario Amador
 - Music Director- Anthony Scardino
 - PE –Justin Bell

Community/ Parent Outreach

- Announcements -Website/Facebook/School Messenger system
 - gms.iltexas.org
- Summer School June 16 to June 23- 100% Turnout
- Uniform SWAP July 15
- Math and Reading Summer Camp July 28- August 7
- Movie Night August 8



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ILTexas – Keller K-8th

July 23th 2014 Board Report

Prepared by: David Peter Chapasko, Principal, ILTexas Keller

Enrollment – Student Applications

Continuing registration for students on waiting list.

As of July 22, 2014 over 1,345 students officially registered into system

Kinder - 157

First - 153

Second – 148

Third – 153

Fourth – 148

Fifth – 151

Sixth – 151

Seventh – 142

Eighth - 142

Hiring

Hired 98 staff/teachers



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Interviewing

Currently interviewing teachers for

- Nurse
- Choir
- Theater

Parent & Community Communication

Finalized dates for parent informational meetings for July 18th & 19th

Met with YMCA to discuss after school care

Posted supply list on district website

Submitted master schedule to JR3 for student schedules

Academic Outfitters is now open in Haltom City

2013-2014 Proposed Budget Amendment

Anticipated Revenue 2013-2014		
Fund	Major Object	Total
240-National School Lunch Program	57XX-Local Revenue	\$ 159,815
	58XX-State Revenue	\$ 76
	59XX-Federal Revenue	\$ 514,537
	79XX-Transfer from Operating	\$ 280,000
240-National School Lunch Program Total		\$ 954,428
420-Foundation School Program	57XX-Local Revenue	\$ 274,726
	58XX-State Revenue	\$ 19,719,317
	79XX-Loan Proceeds	\$ 800,000
420-Foundation School Program Total		\$ 20,794,043
498-Local Grants	57XX-Local Revenue	\$ 3,000
498-Local Grants Total		\$ 3,000
499-Local Grants	57XX-Local Revenue	\$ 99,750
499-Local Grants Total		\$ 99,750
461-Campus Activity Fund	57XX-Local Revenue	\$ 310,666
461-Campus Activity Fund Total		\$ 310,666
Grand Total		\$ 22,161,887

Members voting in favor of the 2013-2014 Budget Amendment

Edwin Flores, Board President

Curtis Donaldson, Vice-President

Jorge Flores, Board Member

Connie Wallace, Secretary

James Williams, Board Member

Date

International Leadership of Texas

District Improvement Plan

2014-2015

Accountability Rating: Met Standard



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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

ILTexas students come to us from 18 different school districts and from various private schools. Further, some of our families were previously home-schooled. We have a varying number of different ethnicities represented, with top three being Hispanic, African American, and White. Our student from our Arlington and Garland Divisions are also approximately 65% low socioeconomic status, qualifying for free or reduced lunch.

We have a significant number of English Language Learners. During our June 2014 end of year LPAC, we looked at **613** students (ELL, and non-ELL first and second year monitors) which resulted in **171** schedule code changes (students who met or continued to meet exit criteria).

Our class sizes/ Teacher:Student ration range from 1:20 in K-2, 1:26 3-high school. Our attendance average fell at about 96% during the 2013-2014 school year.

Student enrollment has increased significantly from our inaugural year as we are expanding the Garland Division High School and opening three additional campuses (Arlington Division High School, Keller Division Elementary School, and Keller Division Middle School).

Female 52%, Male 48%

Hispanic 80%

American Indian/Alaskan Native 5%

Asian 7%

Black/African American 21%

Native Hawaiian/Pacific Islander <1%

White 69%

Our percentage of students who were identified as economically disadvantaged were approximately 65%. All campuses were qualified as Title I.

Our students served by Special Education falls well below the state average at approximately 5%.

Demographics Strengths

- * There are 15 different home languages and cultures represented among our 8 campuses
- * We have 27 currently and will have up to 190 international students from China living on campus in student housing and learning and growing alongside ILTexas students.
- * At each campus Chinese and Spanish national teachers are a part of the instructional team for content (DLI program) and language courses (secondary).

Demographics Needs

- * While we celebrate the diversity found within our student demographics, it also identifies the need to address issues of diversity
- * Continued partnerships need to be nurtured and expanded with the Chinese and Spanish communities both locally and abroad

Student Achievement

Student Achievement Summary

In our first year, International Leadership of Texas District met standard and is found to be acceptable according to the state accountability standards. The Garland Division campuses (Elementary, Middle, and High School) also met standard, as did the Arlington Division campuses (Elementary and Middle School).

The district performed well in Index 1 which is a snapshot of performance across all subjects. The target for this index was 55 and ILTexas scored 72. For Index 2 (Student Progress) the district exceeded the state target of 16 by 15 points. For Index 3 which examines advanced academic achievement of economically disadvantaged students as well as the two lowest performing groups from the previous year. The district scored 36 points exceeding the state target of 28. As we did not test students last year, this was based solely on the performance of our low SES students. Next year, this index will also look at our African American and Hispanic students. Index 4 looks at postsecondary readiness. The target for this index was set at 13 and we scored 24 points.

Raw Data – All students tested

	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Special Ed	Economic Disadvantaged	ELL
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STAAR Performance

All Subjects

% at Phase-in 1 Level II or above	75%	71%	73%	82%	67%	87%	--	87%	64%	72%	57%
% at Final Level II or above	31%	29%	26%	46%	27%	47%	--	47%	27%	27%	14%
% at Level III Advanced	9%	6%	8%	15%	13%	14%	--	10%	3%	7%	3%

Reading/ELA

% at Phase-in 1 Level II or above	82%	81%	80%	89%	80%	88%	--	91%	69%	80%	68%
% at Final Level II or above	40%	39%	35%	55%	40%	52%	--	36%	34%	35%	21%
% at Level III Advanced	12%	8%	11%	21%	20%	20%	--	18%	3%	10%	6%

Mathematics

% at Phase-in 1 Level II or above	72%	65%	72%	77%	40%	84%	--	90%	65%	69%	57%
% at Final Level II or above	26%	22%	22%	36%	20%	40%	--	50%	22%	23%	10%
% at Level III Advanced	9%	7%	8%	12%	20%	16%	--	0%	3%	7%	2%

Writing

% at Phase-in 1 Level II or above	69%	63%	65%	81%	100%	86%	--	75%	58%	65%	44%
% at Final Level II or above	24%	17%	17%	45%	33%	45%	--	50%	26%	16%	7%
% at Level III Advanced	1%	0%	1%	1%	0%	7%	--	0%	5%	1%	1%

Science

% at Phase-in 1 Level II or above	67%	64%	62%	79%	50%	90%	--	67%	58%	65%	36%
% at Final Level II or above	26%	24%	21%	40%	0%	50%	--	33%	22%	25%	11%
% at Level III Advanced	6%	3%	5%	15%	0%	7%	--	0%	3%	4%	2%

Social Studies

% at Phase-in 1 Level II or above	72%	74%	67%	80%	--	100%	--	100%	55%	67%	44%
% at Final Level II or above	30%	36%	20%	55%	--	57%	--	100%	27%	25%	7%
% at Level III Advanced	11%	13%	7%	30%	--	0%	--	50%	9%	8%	0%

Student Achievement Strengths

- * The focus for ILTexas is to provide a rigorous curriculum to all students based on the Margaret Kilgo scope and sequence
- * All students receive instruction in both Spanish and Mandarin Chinese beginning in Kindergarten and continuing through High School
- * Students at the elementary levels participate in a two-way dual language program
- * Instruction and learning is supported through Athlos - our character education and physical education program
- * Common Summative Assessments are used at the end of each grading period to gauge mastery learning
- * Data Days are set aside for teachers to understand where students are and to purposefully plan for instruction, remediation, and extension
- * High School students will begin participating in a dual credit arrangement with Richland College with the goal of obtaining an Associates Degree along with their High School diploma

Student Achievement Needs

- * The district expanded the instructional support team to include content specific coordinators to provide guidance with curriculum, instructional support, and meet resource needs of classroom teachers at all campuses
- * Per Index 3, the district will focus on increasing both the number of students meeting the state standards as well as increasing the number of students scoring Advanced who are African American, Hispanic, and/or Economically Disadvantaged
- * The district will continue to work towards all teachers and paraprofessional educators meeting the requirements for highly qualified
- * The district will continue to work towards all teachers and paraprofessional educators being certified with Bilingual or ESL endorsements

District Culture and Climate

District Culture and Climate Summary

Staff culture and climate is addressed in partially assessed in the form of staff, student, and student surveys. The data obtained from these surveys, alongside observations, meetings, and other forms of feedback from our various stakeholders, provided ILTexas with a overview of areas of strength and areas of need.

District Culture and Climate Strengths

Strengths:

- *Alignment with the ILTexas mission and evident passion for and commitment to the vision.
- *Commitment to high quality instruction
- *Availablility of technology
- *Involved parents
- *Kilgo scope and sequence
- *Positive teacher/student rapport

District Culture and Climate Needs

- *Provide additional support for our teachign staff in the form of varied professional development opportunities
- *Provide additional oppourtunities for growth, not only in the area of curriculum and instruction, but in the areas of tri-lingual education and multi-cultural appreciation and global understaning

- * Create a greater variety of parental involvement opportunities
- * Better embrace and maximize on parental involvement
- * Provide scaffolds for strong positive dicipline/classroom management at our campuses

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The heart of our organization is our faculty and staff. As such, ILTexas will need to continue recruiting, developing, and retaining high quality teachers while developing a strong New Teacher Induction Program.

Staff Quality, Recruitment, and Retention Strengths

- * Goal: 100% high quality staff, 100% Bilingual and/or ESL certified teachers
- * Book studies and Professional Development Plan aligned with teacher needs
- * Stipends for shortage areas

Staff Quality, Recruitment, and Retention Needs

- * Maintain high quality staff
- * Higher salaries
- * Strengthen New Teacher Induction Program
- * Strengthen Professional Development opportunities by bringing in subject area experts, networking with our ESCs, and attending professional conferences

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

ILTexas will foster and maintain high quality curriculum and instruction with increased depth and rigor to ensure success towards realizing the ILTexas mission and success on state assessments. As such, ILTexas will not only support and maintain a strong curriculum, but will have a well aligned testing schedule for adequate data, provide high quality professional development, and provide a strategic and well aligned support system for our faculty/staff.

Curriculum, Instruction, and Assessment Strengths

- * Recruitment of the new 'Academic Dream Team', consisting of a district math, science, social studies, reading/language arts, Chinese and Spanish/ELL coordinators.
- * Data Days built into the academic calendar
- * Professional Learning Communities
- * Kilgo Scope and Sequence
- * Focus on equipping teachers with adequate instructional materials

Curriculum, Instruction, and Assessment Needs

- * Further strengthen and align our testing schedule and the analysis of results to foster data driven decisions
- * Develop well aligned Common Summative Assessments (CSAs).
- * Use Kilgo with fidelity to achieve district curricular goals
- * Use the two-way dual language immersion model in K-5 to fidelity, so as to have access to the promises it holds
- * Implement differentiated instruction

Family and Community Involvement

Family and Community Involvement Summary

One of ILTexas' many strengths is its strong family and community involvement. However, ILTexas needs to do a better job of maximizing on this potential through increased opportunities for family and community involvement and stonger communication.

Family and Community Involvement Strengths

- * Parent access to grades and schedules
- * School Messenger
- * Website/Facebook page and social media
- * parent volunteers

Family and Community Involvement Needs

- * Increased opportunities for parental input and involvement
- * Increased opportunities for community involvement in support of the ILTexas mission

District Context and Organization

District Context and Organization Summary

ILTexas strives to develop and promote the most effective organizational framework which will scaffold and support the realization of the ILTexas mission.

District Context and Organization Strengths

- * ILTexas leadership/organization chart (from Superintendent Conger down to the Grade Level Administrators)
- * Grade Level Administrators
- * Environment that fosters and embraces innovative thinking
- * Teachers have a voice

District Context and Organization Needs

- * In-depth training to maximize on district resources (curriculum, technology, methodology, etc)
- * Address admin work towards continuous improvement in all areas

Technology

Technology Summary

Technology Summary:

- Teachers 1:1 laptops
- Students grades 4-11 1:1 chromebooks Grades K-3 1:2 tablets
- District is networked with minimum 100mb connection on campus
- Domain controller and active directory for shared network drive
- Content filter
- All classrooms can access internet via a Cat6e drop
- All campuses are 100% covered with wireless access points
- All teachers have an interactive projector and document camera
- Computer lab in the media center
- VOIP phone system

Technology Strengths

Technology Strengths:

- Teachers and students have great technology access
- Teachers are integrating technology into their lessons
- ESC 10 and 11 provide technology training for teachers
- District website is available for keeping ILTexas information and policies
- Robust network to support the devices
- Device/student ratio is below 1:2

Technology Needs

Technology Needs

- Consistent technology budget to better plan and make district decisions
- Equipment replacement schedule
- Time to learn new programs and integrate new knowledge in the classroom
- Professional development needed for technology integration

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent 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
- Study of best practices
- Action research results

Goals

Goal 1: Trilingual development & academic success for all students.

Performance Objective 1: Deliberate practice of research-based second language acquisition strategies integrating content and language objectives in English, Spanish and Mandarin Chinese. The content objectives and language objectives follow the state mandated TEKS curriculum. Language focused instructional practices in the three languages will develop trilingualism and academic success for students at ILTexas.

Summative Evaluation: Campuses will be surveyed every semester to evaluate program implementation support district level.

Goal 1: Trilingual development & academic success for all students.

Performance Objective 2: The Trilingual Committee was established to support, steer and monitor trilingual academic development and cultural connection through various district and campus action activities. District Level Activities: 1. Language of the Week Calendar (ETA, next Tuesday) 2. Disseminate phrase of the week in three languages Support tri-lingual Celebrations/Incentives (i.e. poetry competition) Support Divisions' Intercultural Committee's celebrations: Hispanic Heritage Month (Sept. 15th-Oct. 15th) Chinese New Year (Jan-Feb) International (May) 3. Develop a blog (K-12) in which language learning is shared and celebrated 4. Print and disseminate tri-lingual pledge and labels to each campus (English Blue, Spanish Red, Chinese Black) Campus Level Activities: 1. Practice/support/engage in language of the week (students, teachers, office staff, admin, community), embracing any opportunity to develop language (morning meetings, announcements, etc.) 2. Foster opportunities to practice the phrase of the week (share on newsletters, any weekly correspondence, during morning announcements, etc.) 3. Designate someone on campus to maintain a trilingual bulletin board (with phrase of the week posted, adding about a phrase a week). This designee can be a parent volunteer. 4. Foster a print rich environment in where all campus signs/labels are listed trilingually English Blue, Spanish Red, and Chinese Black. District to print and deliver some labels, but also email electronic copy which teachers can add to (with translation assistance from Spanish speaking and Chinese speaking fac/staff) 5. Incorporate and celebrate multilingualism in campus initiatives/events.

Summative Evaluation: The Trilingual Committee will meet four times a year to evaluate the effectiveness of the activities put in place District and campus level by analyzing the overall via feedback from the ILTexas community via a survey created by Chinese and Spanish coordinators.

Goal 1: Trilingual development & academic success for all students.

Performance Objective 3: Maintain current evaluation of students language development using ACTF guidelines. This entails developing and carrying out of ACTFL professional development plan and developing rubrics.

Summative Evaluation: ACTFL levels will be logged, tracked, and communicated to parents as part of each grading period's report card.

Goal 2: Increase the educational outcomes and achievement of all learners with an emphasis on low performing groups and based on data driven decisions (data analysis of EOC, STAAR, MAP, TPRI/Tejas Lee, EDL/DRA, Star AR, PSAT/SAT).

Performance Objective 1: Meet and maintain state mandated 40% lab activity as outlined by the Texas Essential Knowledge and Skills.

Summative Evaluation: Class/campus results from Benchmark questions that test process skills through content objectives.

Goal 2: Increase the educational outcomes and achievement of all learners with an emphasis on low performing groups and based on data driven decisions (data analysis of EOC, STAAR, MAP, TPRI/Tejas Lee, EDL/DRA, Star AR, PSAT/SAT).

Performance Objective 2: Remediate low 5th grade performance indicators tested in 8th grade.

Summative Evaluation: In-class teacher data, CSA's, Benchmarks, and STAAR results.

Goal 2: Increase the educational outcomes and achievement of all learners with an emphasis on low performing groups and based on data driven decisions (data analysis of EOC, STAAR, MAP, TPRI/Tejas Lee, EDL/DRA, Star AR, PSAT/SAT).

Performance Objective 3: Increase student understanding/mastery of 8th grade math TEKS expected to be taught within laboratory, field investigation, process skills, and reasoning in science settings.

Summative Evaluation: Math content taught in science will be evaluated through state mandated 40% laboratory requirement. This will include data collection/analysis, analyzing results from experiments, and lab reports.

Goal 2: Increase the educational outcomes and achievement of all learners with an emphasis on low performing groups and based on data driven decisions (data analysis of EOC, STAAR, MAP, TPRI/Tejas Lee, EDL/DRA, Star AR, PSAT/SAT).

Performance Objective 4: Schools will show growth in student achievement, including lower performing subgroups on campus, district, and state assessments by addressing identified site based needs particularly in the area of mathematics, reading, and writing.

Summative Evaluation: Campus based site needs will be identified from data derived from strategically placed Common Summative Assessments (CSA's) generated every grading cycle for each subject and grade level. CSA's, written based on the district's scope and sequence and historical STAAR data, will

assess the alignment of curriculum, instruction, and assessments while targeting campus based needs. Data days, embedded in the school calendar will be utilized to analyze and compare district data to guide the development of campus based "learning/intervention plans". Moreover, the district's endorsement of the ELPS (English Language Proficiency Standards) and adopted interdisciplinary approach to writing will not only increase writing proficiency but also reinforce academic language acquisition, thus supporting academic achievement across the disciplines. Additionally, professional developments on research based pedagogically sound content strategies and a range of school embedded strategies (professional learning communities, cross team planning, student work analysis, instructional coaching, etc.) will be employed to increase the knowledge of the learning community to meet the diverse learning needs of all students.

Goal 2: Increase the educational outcomes and achievement of all learners with an emphasis on low performing groups and based on data driven decisions (data analysis of EOC, STAAR, MAP, TPRI/Tejas Lee, EDL/DRA, Star AR, PSAT/SAT).

Performance Objective 5: To expressly improve math proficiency, all campuses will engage in strategic planning and learning as the the district will continue to promote continuity among all schools and effective professional development to maintain non-negotiables in mathematics instruction.

Summative Evaluation: Math teachers will correlate their lesson plans with the newly adopted TEKS following the District's scope and sequence (KILGO). All math teachers will plan and facilitate challenging tasks which encourage speaking and writing about math. Differentiated instruction will be evidenced, as all math teachers will use a variety of strategies to meet student instructional needs. All teachers will use data to improve student achievement; identifying and analyzing learning needs, driving classroom instruction. These instructional non-negotiables will be benchmarked through campus administrators and content coordinator walk-throughs, lesson plan review and submissions, district-level content support, and site based professional developments that support district and campus initiatives.

Goal 2: Increase the educational outcomes and achievement of all learners with an emphasis on low performing groups and based on data driven decisions (data analysis of EOC, STAAR, MAP, TPRI/Tejas Lee, EDL/DRA, Star AR, PSAT/SAT).

Performance Objective 6: Provide training on how our district curriculum can be taught through 'best practices' through PLCs, and using Kilgo as a guide.

Summative Evaluation: Improved CSA, MAP and STAAR scores.
Agendas of PLCs will be maintained, including documentation of progress in this area

Goal 2: Increase the educational outcomes and achievement of all learners with an emphasis on low performing groups and based on data driven decisions (data analysis of EOC, STAAR, MAP, TPRI/Tejas Lee, EDL/DRA, Star AR, PSAT/SAT).

Performance Objective 7: Provide PD in the area of effective strategies for increasing performance of ELLs

Summative Evaluation: Calendar of events, sign in, improvement noted on CSAs and spring benchmark

Goal 2: Increase the educational outcomes and achievement of all learners with an emphasis on low performing groups and based on data driven decisions (data analysis of EOC, STAAR, MAP, TPRI/Tejas Lee, EDL/DRA, Star AR, PSAT/SAT).

Performance Objective 8: Provide training and support for increased achievement in the following areas: Math (all students, all sub-populations including African American, Hispanic, White, Economically Disadvantaged, and ELL)

Summative Evaluation: Credit of attendance recorded in Eduphoria Workshop, training agendas, and data analysis of CSAs to track progress.

Goal 2: Increase the educational outcomes and achievement of all learners with an emphasis on low performing groups and based on data driven decisions (data analysis of EOC, STAAR, MAP, TPRI/Tejas Lee, EDL/DRA, Star AR, PSAT/SAT).

Performance Objective 9: Strategically target and address the academic achievement of our ELL students through focused PD on proven effective strategies for increasing the academic achievement in areas of DLI/bilingual Math, science, and writing and as directly aligned with the ILTexas curriculum and instruction. District Academic Coordinators will solicit and recruit the help of Regions 10 and 11 Education Service Centers to bring additional support and resources.

Summative Evaluation: Eduphoria Workshop- CPE credit tracked and agendas/sign in documented

Goal 3: Provide challenging and enriching opportunities to all of our students, including accelerated instruction for our highest performing groups.

Performance Objective 1: Teachers will evaluate students' potential for Honors, Pre-AP, AP, and GT classes; qualifying students will be placed into upper level courses by week three of school year.

Summative Evaluation: Teachers will use previous year assessments, placement tests, and observations to assess student potential; Campus administrators and/or counselors will communicate academic recommendations to parents as needed.

Goal 3: Provide challenging and enriching opportunities to all of our students, including accelerated instruction for our highest performing groups.

Performance Objective 2: Qualifying students will be given enrichment opportunities to visit cultural heritage sites (domestic and abroad).

Summative Evaluation: Students and teachers reflect on visit, ie. how did the trip enhance your cultural awareness, how can your new understanding further develop you as a student leader, etc.

Goal 3: Provide challenging and enriching opportunities to all of our students, including accelerated instruction for our highest performing groups.

Performance Objective 3: 100% of qualifying students will complete TSI evaluation to determine readiness for dual credit courses.

Summative Evaluation: Counselors and Building administrators will evaluate results and assist students with DCCC applications, etc.

Goal 4: Provide ample opportunities to foster and strengthen students' leadership potential with focus on "others before self"

Performance Objective 1: 100% of students will participate in service learning projects as led by teachers and facilitated by students; projects to be completed by the end of school year.

Summative Evaluation: Students, Social Studies teachers, and campus administrators will complete a survey and personal reflection upon completion of each grade-level service project.

Goal 4: Provide ample opportunities to foster and strengthen students' leadership potential with focus on "others before self"

Performance Objective 2: Students and teachers will facilitate cultural awareness activities on at least three occasions during the school year.

Summative Evaluation: Parents and attending community members will provide feedback via survey upon completion of each activity.

Goal 5: Develop the mind, the body, and the character.

Performance Objective 1: Implementing the Athlos Model, students will develop the body (athletic conditioning), mind (through our academic model in conjunction with Athlos), and Character (through the Athlos/ILTexas Character Ed component- 12 trait framework).

Summative Evaluation: Student's development will be tracked through the Athlos Play Books and Character development will be rated using a Character Report Card.

2014-2015 District Planning Advisory Committee

Committee Role	Name	Position
Administrator	Dr. Laura Carrasco	Chief Academic Officer
Business Representative	Mr. Laurence M Cottingham	Bussineess Rep
District-level Professional	Dr. Helena Castañón-Vargas	Spanish/ELL Coordinator
District-level Professional	Mrs. Stephanie Dingle	District RLA Coordinator
District-level Professional	Ms. Asha Gibson	District Math Coorinator
District-level Professional	Mrs. Tiffany Harod	Director of Assessment and Data Analysis
District-level Professional	Mr. David Rivers	District Science Coordinator
District-level Professional	Mrs. Julie Russell	District SS Coordinator
District-level Professional	Mrs. Xiaoyan Wang	District Chinese Coordinaotr
Parent	Ms. Aide Rodriguez	GES and GHS Parent (Cital)



Texas Department of Agriculture
Local Wellness Policy Checklist

FND-105

TODD STAPLES, COMMISSIONER

SECTION A	¹ APPLICANT INFORMATION		
	Contracting Entity (CE) Name	CE ID Number	Education Service Center (ESC)
	Authorized Representative Name	ESC Child Nutrition Program (CNP) Specialist's Name	

SECTION B	¹ IMPLEMENTATION	
	1. CE has submitted documentation to support a local wellness policy that indicates implementation was effective within 12 months of approval of program application.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	² DEVELOPMENT OF POLICY	
	1. Involves parents	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	2. Involves students	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	3. Involves representatives of the CE	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	4. Involves school board/administrators	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	5. Involves school/site	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	6. Involves the public	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	A box marked "No" or "N/A" requires an explanation in the Notes section. The "N/A" box can only be marked if the question is not applicable to program regulations.	
	Notes	
	³ GOALS AND GUIDELINES	
	1. Includes goals for nutrition education designed to promote student wellness	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2. Includes goals for physical activity designed to promote student wellness	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
3. Includes goals for other school-based activities designed to promote student wellness	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
4. Includes nutrition guidelines for all foods and beverages available at each site during the school day	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
5. Provides assurance that guidelines for reimbursable meals shall not be less restrictive than the regulations and guidance of the Child Nutrition Act and then National School Lunch Act	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
A box marked "No" or "N/A" requires an explanation in the Notes section. The "N/A" box can only be marked if the question is not applicable to program regulations.		
Notes		

This document becomes public record and is subject to disclosure. With few exceptions, you have the right to request and be informed about the information that the State of Texas collects about you. You are entitled to receive and review the information upon request. You also have the right to ask the state agency to correct any information that is determined to be incorrect. (Reference: Government Code, Sections 552.021, 552.023, and 559.004.)

SECTION B (CONTINUED)	4 MEASUREMENT OF IMPLEMENTATION	
	1. Policy establishes a plan for measuring implementation of the local wellness policy	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	2. Policy designates one or more persons responsible for implementation and monitoring within the CE or at each school/site of the local wellness policy	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	3. Designated person(s) has (have) the operational responsibility for ensuring that the school/site meets the local wellness policy	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	4. Designated person(s) is (are) responsible for measuring implementation of the policy	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
A box marked "No" or "N/A" requires an explanation in the Notes section. The "N/A" box can only be marked if the question is not applicable to program regulations.		
Notes		

SECTION C	1 SIGNATURES		
	Signature of Authorized Representative	Title	Date (mm/dd/yy) / /
	Signature of ESC CNP Specialist		Date (mm/dd/yy) / /
	Signature of TDA official		Date (mm/dd/yy) / /

Federal/State Policies and Procedures

SECTION D

USDA Guidance/Requirements for Implementing a Local Wellness Policy:

As of the first day of the school year beginning after June 30, 2006, each Contracting Entity (CE) participating in a program authorized by the Richard B. Russell National School Lunch Act (42 U.S.C.1751 et seq.) or the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.) shall establish a local school wellness policy for schools/sites operating under the CE that, at a minimum: includes goals for nutrition education, physical activity and other school-based activities that are designed to promote student wellness in a manner that the CE determines is appropriate; includes nutrition guidelines selected by the CE for all foods/milk available on each school/site under the CE during the school day with the objectives of promoting student health and reducing childhood obesity; provides assurance that guidelines for reimbursable school meals and milk shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to Subsections (a) and (b) of Section 10 of the Child Nutrition Act (42 U.S.C. 1779) and Section 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C.1758(f)(1), 1766(a) as those regulations and guidance apply to CEs/schools/site; establishes a plan for measuring implementation of the local wellness policy, including designation of one or more persons within the CE or at each school/site, as appropriate, charged with operational responsibility for ensuring that the school/site meets the local wellness policy; and involves parents, students, and representatives of the CE, the school board, school/site administrators, and the public in the development of the local wellness policy.

The Secretary of Agriculture, in coordination with the Secretary of Education and in consultation with the Secretary of Health and Human Services, acting through the Centers for Disease Control and Prevention, shall make available to local education agencies, CEs and State educational agencies, on request, information and technical assistance for use in establishing healthy nutrition environments, reducing childhood obesity, and preventing diet-related chronic diseases. Technical assistance provided by the Secretary under this section shall: include relevant and applicable examples of schools/sites and CEs that have taken steps to offer healthy options for foods sold or served in schools/sites; include such other technical assistance as required to carry out the goals of promoting sound nutrition and establishing healthy nutrition environments that are consistent with the local wellness policy, be provided in such a manner as to be consistent with the specific needs and requirements of local educational agencies, and be for guidance purposes only and not be construed as binding or as a mandate to CEs or state educational agencies.

Responsibilities of Texas Department of Agriculture (TDA) Food and Nutrition (F&N):

The TDA F&N will provide technical assistance and required training to the local CE operating the School Nutrition Programs (SNP) through the ESC Child Nutrition Program (CNP) Specialist. TDA F&N will supply training materials for the wellness policy training sessions and offer resources for CEs through TDA’s website at <http://www.squaremeals.org/>. Copies of all local wellness policies and their corresponding completed checklists will be reviewed by the TDA F&N and placed in the CE’s file. This requirement will be monitored during the scheduled Administrative Review.

SECTION D (CONTINUED)

Federal/State Policies and Procedures:

TDA F&N will distribute the Wellness Policy Checklist to CE, as needed, thru the ESC CNP Specialist for use as a self-evaluation tool.

TDA F&N will provide technical assistance and required training to the CE through the ESC CNP Specialist. The training sessions should provide all the information CEs need to develop a local wellness policy that meets the requirements of the 2004 Reauthorization Act. The ESC CNP Specialist will review all local wellness policies adopted by the CEs in their region and will complete the Wellness Policy Checklist to verify all local wellness policies meet the minimum requirements established by the 2004 Reauthorization Act and USDA. The ESC CNP Specialist will sign and submit a copy of the written local wellness policy and completed checklist to the TDA F&N for final review and to be placed in the CE's file.

Responsibilities of the CE:

CEs must submit to regional ESC CNP Specialist(s) documentation to support a local wellness program that complies with the USDA Guidance and includes a date for implementation.

As of the first day of the school year beginning after June 30, 2006, the CE is responsible for the actual development of the policy and for meeting the minimum requirements established by the 2004 Reauthorization Act.

2013-2014 Proposed Budget Amendment

Anticipated Revenue 2013-2014		
Fund	Major Object	Total
240-National School Lunch Program	57XX-Local Revenue	\$ 159,815
	58XX-State Revenue	\$ 76
	59XX-Federal Revenue	\$ 514,537
	79XX-Transfer from Operating	\$ 280,000
240-National School Lunch Program Total		\$ 954,428
420-Foundation School Program	57XX-Local Revenue	\$ 274,726
	58XX-State Revenue	\$ 19,719,317
	79XX-Loan Proceeds	\$ 800,000
420-Foundation School Program Total		\$ 20,794,043
498-Local Grants	57XX-Local Revenue	\$ 3,000
498-Local Grants Total		\$ 3,000
499-Local Grants	57XX-Local Revenue	\$ 99,750
499-Local Grants Total		\$ 99,750
461-Campus Activity Fund	57XX-Local Revenue	\$ 310,666
461-Campus Activity Fund Total		\$ 310,666
Grand Total		\$ 22,161,887

2013-2014 Proposed Budget Amendment

Fund	Function	Data		Proposed Budget by Function	Unencumbered Balance
		Current Budget	Sum of Change		
240-National School Lunch Program	35-Child Nutrition	\$ 937,917	\$ 16,511	\$ 954,428	\$ 5,895
240-National School Lunch Program Total		\$ 937,917	\$ 16,511	\$ 954,428	\$ 5,895
420-Foundation School Program	11-Instructional Services	\$ 10,866,712	\$ 92,499	\$ 10,959,211	\$ 200,436
	12-Library & Media Services	\$ 67,019	\$ (10,000)	\$ 57,019	\$ 4,223
	13-Curriculum & Staff Development	\$ 186,927	\$ 52,615	\$ 239,542	\$ 12,178
	21-Program Administration	\$ 390,477	\$ (40,000)	\$ 350,477	\$ 17,573
	23-Campus Administration	\$ 1,527,907	\$ 122,015	\$ 1,649,923	\$ 30,000
	31-Counseling & Assessment	\$ 387,541		\$ 387,541	\$ 19,000
	33-Health Services	\$ 301,151	\$ (16,200)	\$ 284,951	\$ 8,834
	34-Pupil Transportation	\$ 20,000		\$ 20,000	\$ 3,830
	35-Child Nutrition	\$ 230,000	\$ 50,000	\$ 280,000	\$ -
	36-Extra Curricular Activities	\$ 239,321	\$ 40,816	\$ 280,137	\$ -
	41-District Administration	\$ 827,357	\$ 106,348	\$ 933,705	\$ -
	51-Maintenance & Operations	\$ 3,849,729	\$ (100,000)	\$ 3,749,729	\$ 139,564
	52-Security Services	\$ 182,219	\$ 20,934	\$ 203,153	\$ 22,114
	53-Networking & Technology	\$ 951,090		\$ 951,090	\$ 3,866
	61-Community Services	\$ 279,819	\$ 10,000	\$ 289,819	\$ 13,586
	71-Debt Services	\$ 123,003	\$ 23,103	\$ 146,107	\$ 17,825
	81-Fund Raising Activities	\$ 11,640		\$ 11,640	\$ -
420-Foundation School Program Total		\$ 20,441,913	\$ 352,130	\$ 20,794,043	\$ 493,028
461-Campus Activity Fund	36-Extra Curricular Activities	\$ 254,774	\$ 44,110	\$ 298,884	\$ -
	81-Fund Raising Activities	\$ 15,904	\$ (4,122)	\$ 11,782	\$ -
461-Campus Activity Fund Total		\$ 270,678	\$ 39,988	\$ 310,666	\$ -
498-Local Grants	11-Instructional Services	\$ 3,000		\$ 3,000	\$ 977
498-Local Grants Total		\$ 3,000		\$ 3,000	\$ 977
499-Local Grants	12-Library & Media Services	\$ 50,000		\$ 50,000	\$ 1,825
	36-Extra Curricular Activities	\$ 49,750		\$ 49,750	\$ 49,750
499-Local Grants Total		\$ 99,750		\$ 99,750	\$ 51,575
Grand Total		\$ 21,753,258	\$ 408,629	\$ 22,161,887	\$ 551,476

2013-2014 Proposed Budget Amendment

Fund	Mobjct	Data			
		Current Budget	Sum of Change	Proposed Budget by Object	Unencumberd Balance
240-National School Lunch Program	61XX-Payroll Expenses	\$ 143,946		\$ 143,946	\$ 5,057
	62XX-Contracted Services	\$ 790,156	\$ 11,611	\$ 801,767	\$ 707
	63XX-General Supplies	\$ 3,516	\$ 2,800	\$ 6,316	\$ 62
	64XX-Other Operating Expense	\$ 300	\$ 2,100	\$ 2,400	\$ 69
240-National School Lunch Program Total		\$ 937,917	\$ 16,511	\$ 954,428	\$ 5,895
420-Foundation School Program	61XX-Payroll Expenses	\$ 13,260,307	\$ 128,195	\$ 13,388,502	\$ 291,112
	62XX-Contracted Services	\$ 5,127,102	\$ (2,526)	\$ 5,124,576	\$ 33,510
	63XX-General Supplies	\$ 1,317,488	\$ 50,189	\$ 1,367,677	\$ 6,720
	64XX-Other Operating Expense	\$ 384,012	\$ 103,169	\$ 487,181	\$ 143,861
	65XX-Debt Services	\$ 123,003	\$ 23,103	\$ 146,107	\$ 17,825
	89XX-Transfer to Other Funds	\$ 230,000	\$ 50,000	\$ 280,000	\$ -
420-Foundation School Program Total		\$ 20,441,913	\$ 352,130	\$ 20,794,043	\$ 493,028
461-Campus Activity Fund	62XX-Contracted Services	\$ 519	\$ (1)	\$ 518	\$ -
	63XX-General Supplies	\$ 206,646	\$ (83,474)	\$ 123,172	\$ -
	64XX-Other Operating Expense	\$ 63,513	\$ 123,463	\$ 186,976	\$ -
461-Campus Activity Fund Total		\$ 270,678	\$ 39,988	\$ 310,666	\$ -
498-Local Grants	63XX-General Supplies	\$ 3,000		\$ 3,000	\$ 977
498-Local Grants Total		\$ 3,000		\$ 3,000	\$ 977
499-Local Grants	63XX-General Supplies	\$ 99,750		\$ 99,750	\$ 51,575
499-Local Grants Total		\$ 99,750		\$ 99,750	\$ 51,575
Grand Total		\$ 21,753,258	\$ 408,629	\$ 22,161,887	\$ 551,476

Jorge R. Flores

EDUCATION University of Texas School of Law, Austin, Texas

J.D. received May 2005

Noteworthy courses: Federal Income Taxation, Employment and Labor Law, Insurance Regulation, Real Estate Finance, Texas Marital Relations & Divorce, Criminal Procedure, Intellectual Property, Children and the Law

University of Texas-Pan American, Edinburg, Texas

B.A. received May 1993; Major: Political Science/Minor: Philosophy

SKILLS Ability to read, to write, and speak Spanish fluently

TOTAL YEARS OF PROFESSIONAL WORK EXPERIENCE: 21+ years (Please See Work Experience Below)

EDUCATIONAL EXPERIENCE

Student Transfer Coordinator, *Student Services Department*, Dallas, Texas

(Dallas Independent School District) (June 17, 2013 – Present)

- Oversee student transfers to ensure compliance with local, state, and federal guidelines and requirements
- Ensure timelines for transfers is communicated and updated via the district website
- Ensure students are coded accurately according to transfer approvals and denials
- Work with division staff regarding compliance with transfers
- Assist staff with initiatives related to Student Services
- Serve as member of the Transfer Appeal Hearings
- Develop action plans, policies and procedures to attain department operational targets
- Assist campus staff to ensure data accuracy of graduation rates, completion rates, and drop-out rates
- Meet regularly with Student Services Executive Director to discuss and review items affecting department
- Prepare reports and planning documents requiring technical precision, accuracy, readability and editorial correctness
- Provide cross-functioning leadership and technical assistance to managers and to other departments
- Ensure department/campus compliance with TEA, state, federal and school board policies and laws
- Collaborate with campus leadership to establish and implement measureable accountability standards for all staff
- Keep abreast of technical, legislative and professional trends and developments affecting the department's target population

Parent Engagement/Resource Specialist, *Superintendent's and Central Learning Community*, currently *Division 2*, Dallas, Texas (Dallas Independent School District) (February 2010-June 2013)

- Oversee campus parent liaisons to assure Title I compliance: monitored Title 1 meetings and collections ranging from parent involvement meetings, PTA, SBDM, parent workshops, parent compacts, parent involvement policies and Title I binders.
- Coordinate trainings for campus liaisons on Title I compliance, NCLB, truancy reduction, discipline referral reduction, raising student achievement, mentoring programs, and increasing parent involvement.
- Compile academic and discipline data to address issues affecting at-risk students and underrepresented students. Strategies are implemented to improve campus results and relationships.
- Point of Contact and facilitator for Mayor's Back to School Fair, Dallas Reads! Literacy initiatives, Community out-reach meetings, African American Student/Success Initiative (AASI), Anti-Bullying campaigns, and Parent Portal.
- Hearing Officer for Discretionary, Mandatory, and Expellable Offenses; worked closely with the Office of Student Discipline; presided over appeal proceedings in English and Spanish; overturned or upheld appeals by adhering to the Student Code of Conduct; worked closely with campus administrators regarding student discipline.
- Assist parents/guardians on a daily basis in navigating the school district system and its policies including issues of attendance, discipline, school completion, and overall academic achievement. Align with the district mission of "educating all students for success".
- Offer and facilitate a variety of parent workshops and staff development workshops including topics ranging from: reaching at-risk students, reduction in truancy, district discipline, state testing (STAAR),

- grade level transition, school completion, college and career readiness, and college fairs/trips.
- Work with campus administrators and staff regarding district policy, grievance hearings, and facility issues.
- Make campus visits regularly to address parent concerns/issues.
- Attend SBDM, PTA, and Parent Celebrations/Academies district-wide.
- Facilitate training by the Attendance Improvement and Truancy Reduction Dept., the Attendance for Credit Committee, the Inside Track district information meetings, and Parent Portal meetings for Secondary Learning Communities.
- Active on district and community committees for student and parent initiatives; including Parent Portal Advisory Committee, Engaged Parents and Guardians, and Operation Comeback/Graduation.

Community Liaison, Thomas Jefferson High School (January 2009-January 2010)

Dallas, Texas (Dallas Independent School District)

Recognized by the Dallas Police Department-Northwest Division for community service

- Assured campus was in Title I Compliance for parent involvement by monitoring and collecting parent compacts, Parent Involvement Policies, Campus Improvement Policies, and overseeing parent meetings (PTA, SBDM, Title I meetings).
- Worked with parents daily to help them find resources and resolve issues; held parent conferences
- Translated community correspondence and meetings in Spanish
- Coordinated and facilitated Parent Training Programs (The Concilio, Dallas Urban League)
- Reinstated Parent Teacher Association (PTA); worked with volunteers who mentor students
- Helped students find resources from counseling (family & drug), after school programs, employment
- Spoke to churches, businesses, non-profit organizations wanting to provide resources to students: United Way, The Concilio, Northway Church, Iglesia Bautista, Walnut Hill United Methodist Church, et. al.
- Chair and member of Site Based Decision Making Committee (SBDM); Member of Technical Assistance Team (TAT); Member of the Substance Abuse Resource Team (SART); Participated in the Dallas Police Department-Northwest Division Anti-Cheese/Heroin Task Force (NATF); Member of the High School Redesign Committee; Member of Community Advisory Group for Mentoring Students

Teacher, (July 1999-December 2000)

La Joya Independent School District, La Joya, Texas

Taught Seventh grade Social Studies, including migrant, at-risk, and special ed. Students

LEGAL EXPERIENCE

Legal Assistant (October 2007-March 2008)

The Law Firm of Matt Trevena

- Prepared family and employment based immigration petitions for clients
- Duties included creating client files, organizing, filling in and sending out immigration forms, drafting waiver affidavits, scheduling vital government appointments, and explaining complex immigration procedures
- Served as client liaison with U.S. Citizen and Immigration Service, U.S. Consulates and the U.S. State Department

Legal Assistant/Associate, (August 2005-May 2006)

McCreary, Veselka, Bragg & Allen, P.C., Austin, Texas

- Prepared suits against delinquent property tax owners
- Involved in all stages of the firm's collection process including drafting demand letters, filing tax liens, and participating in property foreclosures
- Contacted and translated legal matters to Spanish-speaking property owners

Legal Assistant, (June 2002-August 2004)

Attorney Francisco J. Prado Jr., Edinburg, Texas

- Interviewed clients, prepared depositions, and gathered documents for their respective cases

Legal Assistant, (September 1994-December 1998)

Attorney *Craig L. White, P.C.*, San Antonio, Texas

Attorney *Patrick J. Boone*, San Antonio, Texas

Law Offices of Garcia & Lopez, P.L.L.C., Edinburg, Texas

- Worked with all three offices for a major case involving over 700 clients
- Assisted attorneys with interrogatories, discovery, and depositions
- Used county courthouse files and archives to facilitate clients' cases

OTHER EXPERIENCE

Educational Measurement Reader/Scorer (March 2007, March 2008-December 2008)

Pearson Educational Measurement Group

Austin, Texas

Scored and evaluated student written composition responses for state standardized exam

Notary Public, (April 1990-April 2002)

McAllen, Texas

Translated and prepared immigration and income tax forms for indigent and low-income community

Researcher and Clerk, (August 1986-December 1992)

Region One Education Center, Edinburg, Texas

Duties included preparing essential documents for the Rio Grande Valley's migrant student program

Nightshift Office Manager and Scale Man, (June 1988-September 1992)

San Juan Farmers Co-Op Gin, San Juan, Texas

Responsibilities included operation of cotton gin and assisting in bookkeeping

HONORS & ACTIVITIES

Lois Donaldson Endowed Presidential Scholarship in Law recipient, (August 2002-May 2003)

Chicano Law School Association member, (August 2002-May 2005)

Phi Alpha Delta Law Fraternity life member, (August 2002-present)

REFERENCES

Leslie Williams, Former DISD Senior Executive Director-Central Secondary Learning Community and Feeder Pattern Executive Director

Cell: 214-535-2265

E-Mail: LWilliams@dallasisd.org

Edward Conger, Superintendent of the International Leadership of Texas Charter School, DISD Principal-Thomas Jefferson High School and Feeder Pattern Executive Director

Cell: 817-946-4350

E-mail: EConger@ILTexas.org

Dr. Jose Luis Torres, Former DISD Executive Director-Parent Services and School Choice

Cell: 469-853-4939

E-mail: 98jltorres@att.net

Dr. Eleazar Ramirez, CEO, Program Evaluation & Educational Research Solutions (PEERS)

Work: 214-298-7792

E-Mail: Ramirez@peers-group.com

Date Prepared: July, 2014



International Leadership of Texas

ILTexas.org 3301 N. Shiloh, Garland, TX 75044 Tel: (888) 579-8981

This Addendum modifies the ILTexas 2014-2015 Student Hand Book, issued on August 21, 2014 ("RFQ"), as follows:

PAY TO PLAY

The individual will pay a one-time per year sports fee that would entitle that student to participate in any sport without an additional participation fee.

The ILTexas Fees will be set as follows:

\$20.00 for one sport

\$30.00 for more than one sport

The Family Rate will be set at \$40.00 for families who have 2 or more participating children in grades 6-12

Pay to Participate fees must be paid in full before an athlete will be placed on the team roster. Fees will be collected by the head coach of each sport. Students who have not paid will not be on a team until said fees are paid.

Voluntary withdrawal, lack of playing time, academic ineligibility, or disciplinary actions taken by the coach and/or school administration will not be the basis for refunding fees.

Financial Hardship

Our school does not want students whose families have financial problems to be denied the opportunity to participate. Any student who wishes to participate, but is unable to because of finances, should complete the Pay to Play registration form and mark We wish to be considered for exemption from this fee due to financial hardship._____. (Parents Initials) All exemptions will be turn in to the students Principal for approval. The income guidelines for determining that a student will have the participation fee partly waived will be the same as the Federal income criteria which is used for the free or reduced lunch program.

Tomas A. Sanchez, RAA
District Director of Athletics
International Leadership of Texas

ILTexas School District

PAY TO PARTICIPATE ATHLETIC PROGRAM

Athletic Office Phone – (972) 479-9078
Tom Sanchez – Athletic Director
tsanchez@iltexas.org

The established Pay to Participate fees for school year 2014/2015 are:

\$20.00 fee per sport for participants (\$30.00 for more than one sport - third sport free)

Family rate \$40.00 one-time annual fee for all dependents which includes participation in multiple sport

1. Payment and application **MUST** be made prior to the first day of competition. **Athletes are not allowed to participate until payment and application are made to their respective coach.**
2. Please make your payment by check or money order payable to ILTexas Athletics. Your check will serve as your receipt.
3. Fees are not refundable unless a student is not selected (for teams where such eliminating is done), or if a team is cancelled because the number of participants does not meet the established minimum number required. Voluntary withdrawal or lack of playing time will not be the basis for refunding fees.
4. The fee will not be refunded or pro-rated for an athlete who becomes ineligible during the season, when an athlete is removed from a team for disciplinary reasons, when cancelled contests cannot be rescheduled, or when a full allotment of games cannot be scheduled. In addition, I understand that the number of scheduled contests may vary from level to level.
5. Participants are required to have an athletic physical on file in the Athletic Office before taking part in try-outs or practice. **This physical must be dated April 15, 2014 or later and be on an UIL physical form.** You can find this form from the team Head Coach.



ILTEXAS SCHOOL DISTRICT

Athletic Participation Application

NAME OF STUDENT-ATHLETE: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

NAME OF SPORT: _____

CONTACT NUMBER: _____

Make checks or money orders payable to: ILTexas Athletics _____

- The participation fee will be collected by the coach the first day of tryouts.
- If a student quits or is dismissed for disciplinary/academic reasons, there is no refund.
- The athletic fee does not guarantee playing time or control over any conditions/decisions of the team and is not refundable.

PARENT/GUARDIAN PRINT NAME HERE

PARENT/GUARDIAN SIGN HERE

DATE: ____/____/____

STUDENT-ATHLETES MAY NOT PRACTICE OR PARTICIPATE UNTIL THE APPROPRIATE FEE HAS BEEN PAID.

We wish to be considered for exemption from this fee due to financial hardship. _____ . (Parents Initials) All exemptions will be turn in to the students Principal for approval.

COACHES:

1. STAPLE THE CHECK OR MONEY ORDER TO THE FORM BEFORE TURNING INTO THE ATHLETIC OFFICE.
2. IF CASH IS ACCEPTED YOU **MUST** PROVIDE AN IMMEDIATE RECEIPT.





INTERNATIONAL LEADERSHIP OF TEXAS
1810 N Glenville Dr, Ste. 102, Richardson, TX 75081 ♦ (972) 479-9078 ♦ ILTEXAS.org

Proposed Board Meeting Dates for 2014-2015 Academic Year

Wednesday, September 17, 2014

Wednesday, October 22, 2014

Wednesday, November 19, 2014

Wednesday, December 17, 2014

Wednesday, January 28, 2015

Wednesday, February 18, 2015

Wednesday, March 18, 2015

Wednesday, April 15, 2015

Wednesday, May 20, 2015

Wednesday, June 17, 2015

Wednesday, July 29, 2015

Wednesday, August 26, 2015