



# International Leadership of Texas, Inc.

## Special Board Meeting

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### **Date and Time**

Wednesday August 9, 2017 at 6:30 PM CDT

### **Location**

1820 N. Glenville Dr., #100 | Richardson, TX 75081

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### **Meeting Notice & Mission Statement**

In compliance with the Texas Open Meetings Act, the Texas Government Code, Chapter 551, timely public advance written notice (at least 72 hours before the scheduled time of the meeting) is given of the subjects the Board of Directors of International Leadership of Texas (the "Board"), and the Board will convene a Regular Open Meeting of the Board of Directors of International Leadership of Texas on the date and time and location set forth herein. It is the intent of the Board to have a quorum physically present at the above address. Board members not physically present may participate by live two-way video and audio feed in accordance with the Texas Open Meetings Act. If a quorum of the Board cannot be physically present at the above address, it is the intent to have the presiding officer physically present at the above address. The Board hereby certifies that this notice was posted on a bulletin board or on something akin thereto or at a place readily accessible and convenient to the public at 1820 N. Glenville Dr., #100, Richardson, TX 75081, as well as online at [www.ILTexas.org](http://www.ILTexas.org). The items on this Agenda may be taken in any order. The mission of ILTexas 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 mind, body and character.

/s/ Finn Simmenssen, For ILTexas' Board

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### **Agenda**

|                         | Purpose | Presenter | Time           |
|-------------------------|---------|-----------|----------------|
| <b>I. Opening Items</b> |         |           | <b>6:30 PM</b> |
| Opening Items           |         |           |                |

|   | Purpose            | Presenter | Time |
|---|--------------------|-----------|------|
| <b>A. Record Attendance and Guests</b>                      |                    |           |      |
| <b>B. Call the Meeting to Order</b>                         |                    |           |      |
| <b>C. Approve Minutes</b>                                   | Approve<br>Minutes |           |      |
| Approve minutes for Special Board Meeting on August 2, 2017 |                    |           |      |

**II. Executive/Closed Session**

|   |         |
|---|---------|
| <b>A. Authorization</b>   | Discuss |
| <p>If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting or the Board determines that a closed or executive meeting or session is authorized or required by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq., the Board will conduct such closed or executive meeting or session in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, Subchapters D and E, or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.</p> |         |

**III. Board Action Items**

|  |      |
|--|------|
| <b>A. Discuss/Act on the Slate of New Employees, Resignations and Terminations</b>   | Vote |
| <p>Consider and Take Action to Approve the Slate of Employee New District Hires, Resignations &amp; Terminations, as discussed in Closed Session.</p>  |      |
| <b>B. Discuss/Act on District and Campus Improvement Plans</b>   | Vote |
| <p>Consider and Take Action to Approve the District Improvement Plan and various Campus Improvement Plans.</p>   |      |
| <b>C. Discuss/Act on Required Charter Amendment(s), Waivers or other Submissions Required by TEA re: NRH</b>   | Vote |
| <p>Consider and Take Action to authorize the Superintendent, as it relates to the District's North Richland Hills campus, or its designee to execute and submit any necessary documentation outside the charter amendment window of February 1 - April 1, to TEA regarding the addresses and/or locations of any District campus, including but not limited to non-expansion charter amendment request(s), expansion charter amendment request(s), waivers, or any other charter related documents, and/or to execute and submit to TEA documentation retroactively addressing the same or related thereto, including but not limited to non-expansion charter amendment request(s), expansion charter amendment request(s), waivers or any other charter related documents. In addition, the Board hereby specifically authorizes the the Superintendent or its designee to submit waiver requests as it relates to 19 TAC 100.1033(b)(1); 19 TAC 100.1215(b)(1); and 19 TAC 100.1215(c).</p> |      |
| <b>D. Discuss/Act on Submission of Charter Amendment(s) to TEA re: New Campuses Opening</b>  | Vote |
| <p>Consider and Take Action to authorize the Superintendent or its designee to execute and submit any necessary documentation, including charter amendment documents, to TEA in order to clarify and correct the addresses as set forth on the attached schedule opening for the 2017-2018 school year.</p>  |      |

|   | <b>Purpose</b>  | <b>Presenter</b> | <b>Time</b> |
|---|---|------------------|-------------|
| <b>E. Discuss/Act on Submission of Charter Amendment(s) to TEA re:Keller-Saginaw HS</b> | <b>Vote</b>   |                  |             |
|   | Consider and Take Action to authorize the Superintendent or its designee to execute and submit any necessary documentation, including charter amendment documents, to TEA in order to relocate and rename the campus as set forth on the attached schedule. |                  |             |

**IV. Closing Items**

|                           |             |
|---------------------------|-------------|
| <b>A. Adjourn Meeting</b> | <b>Vote</b> |
|---------------------------|-------------|

# Coversheet

## Approve Minutes

|                          |   |
|--------------------------|---|
| <b>Section:</b>          | I. Opening Items                                    |
| <b>Item:</b>             | C. Approve Minutes                                  |
| <b>Purpose:</b>          | Approve Minutes                                     |
| <b>Submitted by:</b>     |   |
| <b>Related Material:</b> | Minutes for Special Board Meeting on August 2, 2017 |



# International Leadership of Texas, Inc.

## Minutes

### Special Board Meeting

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#### **Date and Time**

Wednesday August 2, 2017 at 6:30 PM

#### **Location**

1820 N. Glenville Dr., #100 | Richardson, TX 75081

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#### **Meeting Notice & Mission Statement**

In compliance with the Texas Open Meetings Act, the Texas Government Code, Chapter 551, timely public advance written notice (at least 72 hours before the scheduled time of the meeting) is given of the subjects the Board of Directors of International Leadership of Texas (the "Board"), and the Board will convene a Regular Open Meeting of the Board of Directors of International Leadership of Texas on the date and time and location set forth herein. It is the intent of the Board to have a quorum physically present at the above address. Board members not physically present may participate by live two-way video and audio feed in accordance with the Texas Open Meetings Act. If a quorum of the Board cannot be physically present at the above address, it is the intent to have the presiding officer physically present at the above address. The Board hereby certifies that this notice was posted on a bulletin board or on something akin thereto or at a place readily accessible and convenient to the public at 1820 N. Glenville Dr., #100, Richardson, TX 75081, as well as online at [www.ILTexas.org](http://www.ILTexas.org). The items on this Agenda may be taken in any order. The mission of ILTexas 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 mind, body and character.

/s/ Finn Simmenssen, For ILTexas' Board

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#### **Directors Present**

Dr. Lynne Beach, Jorge Flores, Major General James Williams, Tracy Cox (remote)

#### **Directors Absent**

Curtis Donaldson

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## Guests Present

Clayton Greenberg

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### I. Opening Items

#### A. Record Attendance and Guests

Tracy Cox appeared via live streaming video and audio. Jorge Flores, Major General James Williams and Dr. Lynne Beach attended in person.

#### B. Call the Meeting to Order

Clayton Greenberg called a meeting of the board of directors of International Leadership of Texas, Inc. to order on Wednesday Aug 2, 2017 at 6:39 PM.

#### C. Approve Minutes

Jorge Flores made a motion to approve minutes from the Board of Directors Meeting on 07-26-17 Board of Directors Meeting on 07-26-17.

Dr. Lynne Beach seconded the motion.

The board **VOTED** unanimously to approve the motion.

### II. Board Action Items

#### A. Discuss/Act on the Slate of Employee New Hires, Resignations & Terminations

Jorge Flores made a motion to Approve the Slate of New Employee District Hires, Resignations & Terminations, as discussed in Closed Session.

Dr. Lynne Beach seconded the motion.

The board **VOTED** unanimously to approve the motion.

#### B. Discuss/Act on District's 2017-2018 Budget

Jorge Flores made a motion to Approve the 2017-2018 District Budget.

Dr. Lynne Beach seconded the motion.

The board **VOTED** unanimously to approve the motion.

### III. Closing Items

#### A. Adjourn Meeting

Jorge Flores made a motion to adjourn the meeting.

Dr. Lynne Beach seconded the motion.

The board **VOTED** unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:00 PM.

Respectfully Submitted,  
Major General James Williams

# Coversheet

## Discuss/Act on District and Campus Improvement Plans

|                          |   |
|--------------------------|---|
| <b>Section:</b>          | III. Board Action Items   |
| <b>Item:</b>             | B. Discuss/Act on District and Campus Improvement Plans   |
| <b>Purpose:</b>          | Vote  |
| <b>Submitted by:</b>     |   |
| <b>Related Material:</b> | Every Student Succeeds Act (ESSA) Board Presentation.pdf<br>ILTexas_District__Campus_Improvement_Plans(1).pdf |



# TITLE I – PURPOSE

## *Every Student Succeeds Act (ESSA)*

- To provide supplemental funding to state and local education agencies. This funding pays for resources to assist schools with high concentrations of students from low-income families. These resources improve education quality and help ensure all children in low-income contexts meet the state’s performance standards.
- The U.S. Department of Education emphasizes four pillars within the bill:
  1. Accountability
  2. Flexibility
  3. Research-based Education
  4. Parental Options



# Strategic Priorities








## Vision

- That every child in Texas is an independent thinker and graduates prepared for success in college, a career, or the military, and as an engaged, productive citizen.
- To achieve this vision for public education in Texas, the Agency has outlined specific strategic priorities to guide and focus our work on behalf of the more than five million school children in our State.

# TEA Strategic Priorities

Every child, prepared for success in college, a career or the military.



|   |   |  |   |   |  |
|---|---|--|---|---|--|
| Strategic priorities  |  |               |                  |  |  |
|   | Recruit, support, retain teachers and principals                                  | Build a foundation of reading and math   | Connect high school to career and college   | Improve low-performing schools  |  |
|   | Enablers  |                 | Increase transparency, fairness and rigor in district and campus academic and financial performance |   |  |
|   |   |                | Ensure compliance, effectively implement legislation and inform policymakers                        |   |  |
|  |   | Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships) |   |   |  |

# Priority 1: Recruit, Support & Retain Teachers and Principals



**Recruit, support, and retain teachers and principals**

*Teachers are the most important in-school factor affecting student outcomes.*

*High priority initiatives include:*

### **Redevelop Certification Framework:**

Ensure that available certifications are aligned to strategic priorities

### **Instructional Leadership Initiative:**

Prepare school leaders and their managers to lead for student success, focusing on low-performing schools

### **Reading Excellence Teams Pilot:**

Improve teacher practice in teaching reading by providing teams of teachers coaches around the state

### **Lesson Study Pilot:**

Improve teacher support using research-based teacher development practice focused on co-developing and refining lessons that raise student outcomes

## Priority 2: Build A Foundation of Reading and Math

*High priority initiatives include:*



**Build a foundation of  
reading and math**

*It's much easier to address  
the achievement gap if we  
never let it start.*

**Reading and Math Academies:**  
Offer over 60,000 spaces for high-quality reading and math academies aligned to research and best practice to elementary teachers each summer

**Kindergarten Readiness:**  
Provide grants and resources to school districts seeking to expand or enhance their high-quality pre-kindergarten programs

**Math Innovation Zones:**  
Provide support for blended learning transformations using math curricula with track record of improving student performance

**Special Populations:**  
Developing a comprehensive, student-centered approach to improving the quality and impact of state services and monitoring

## Priority 3: Connect High School To Career and College

High priority initiatives include:



**Connect High School to career and college**

*Relevancy matters.  
Teaching kids how to weld can make them better in math.*

### **Work-based Learning:**

Develop a statewide work-based learning framework for students and create grant opportunities for teacher externships with business and industry partners

### **College and Career Counseling:**

Micro-credential and increase the numbers of college and career advisors providing support to high school students

### **Career Readiness and Accountability:**

Develop a list of certifications and programs of study that reward and promote alignment of CTE program outcomes with industry needs

### **High School Programs (Innovative Academies, ECHS, T-STEM, P-TECH)**

Accredit high school programs that deliver on the promise of rigorous college and career opportunities and training

# Priority 4: Improve Low-Performing Schools

High priority initiatives include:



**Improve  
low-performing  
schools**

*Every child.  
Every classroom.  
Every day.*

**Rural Schools Taskforce:**  
With the support of rural school leaders across the state, build systems to improve opportunities for rural students

**System of Great Schools**  
Provide technical support and incentives to increase the replication of high-performing, innovative district campuses

**Streamline School Improvement Processes**  
Ensure that the activities required to support schools are tightly focused on improving student outcomes

**Lone Star Governance**  
Support interested school boards on how to use student outcomes goals to guide their governance

District Sets Goals



Campus Adopts District Goals



Campus CIP Committee Creates

Performance Objectives & Strategies to Accomplish Goals  
(From Needs Assessment)

# ESSA Requirement District & CAMPUS NEEDS ASSESSMENT

Includes:

- Demographics
- Student Achievement
- School Culture & Climate
- Staff Recruitment - Retention
- Curriculum – Instruction
- Family and Community Involvement
- School Context & Organization
- Technology



# International Leadership of Texas Goals

## Two Goals for District & Campuses

- **Goal 1**

**By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.**

- **Goal 2**

**By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.**

# **International Leadership of Texas**

## **ILTexas Garland Elementary**

### **2017-2018 Campus Improvement Plan**



## Mission Statement

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

## Vision

ILTexas Garland Elementary School will grow and nurture students while guiding them as they reach their academic capacity. While attending ILTexas Garland Elementary, students will build relationships and excel academically. At the same time, learners will develop a love for serving others and a desire to live a healthy lifestyle.

## Core Beliefs

1. All students have value.
2. All students have potential.
3. All students have the right to high expectations, caring teachers and a loving learning environment.
4. Our job is to receive students as they are, then move them forward as much as possible.
5. School and parent collaboration is paramount.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

We pride ourselves on being an international campus. ILT Elementary Garland has a very diverse student population. As an international school we have attracted families from a wide range of ethnic backgrounds and socio-economic level. The student population is ethnically represented as follows:

### Demographics Strengths

Strengths is that we are truly representative of need for the district's mission to prepare students for exceptional leadership roles in an international community, as our student body easily represents an international community. Our families see and support the value in being internationally aware, culturally sensitive and multilingual. Currently, we maintain an overall attendance rate of 98%. Families who live at the edge of the charter geographic boundaries make the effort to bring students to school with a high attendance rate.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet. **Root Cause:** Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

**Problem Statement 2:** More students should be identified for TAG. **Root Cause:** Inexperienced teachers may not be identifying students early.

**Problem Statement 3:** New students unfamiliar with English and American culture often struggle. **Root Cause:** No immediate induction service or support is available to student new to the country.

## Student Achievement

### Student Achievement Summary

STAAR data show small gains being made across the campus. Our interventions have been making an impact on student achievement through our campus using enrichment to target interventions that are needed. One example of this was the use of interventions that targeted students in our math department. Our lower grade level math teachers played a significant role in this by helping with math instruction. Our campus was also instrumental in utilizing Saturday school for students to help further target our necessary interventions. While looking at our data we do see there is a need to improve in all subjects. Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor.

### Student Achievement Strengths

STAAR data show small gains being made across the campus. Our interventions have been making an impact on student achievement through our campus using enrichment to target interventions that are needed. One example of this was the use of interventions that targeted students in our math department. Our lower grade level math teachers played a significant role in this by helping with math instruction. Our campus was also instrumental in utilizing Saturday school for students to help further target our necessary interventions. While looking at our data we do see there is a need to improve in all subjects. Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. Rigorous instruction can be observed in the classroom. Campus expectations require students to develop mastery learning.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance. **Root Cause:** Vertical planning has been secondary to grade level planning.

**Problem Statement 2:** Increasing the percentage of students in the meet and mastery performance level. **Root Cause:** Intervention plans do not include differentiation for advanced students.

**Problem Statement 3:** Personnel availability to support supplemental instructional needs. **Root Cause:** Additional teachers or instructional aides needs to support classroom instruction.

**Problem Statement 4:** Sub populations have trouble passing state exams. **Root Cause:** Content mastery instructor not available on schedule.

**Problem Statement 5:** SpED populations find no growth after 3rd administration of STAAR. **Root Cause:** Summer remediation is not enrichment but STAAR focused without the availability of differentiated instructional materials.

## School Culture and Climate

### School Culture and Climate Summary

Our students and staff have opportunities to share their attitudes regarding school culture in climate through survey, informal conversations, as well as suggestion boxes. Part of our students and staff feeling physically safe is also important and observed through our use of signs on our doors promoting safety and our bully free zones. Language clubs, video announcements created by our student population, and consistent policies throughout our campus continue to help our students and staff maintain academic, behavioral, social, and extracurricular expectations.

### School Culture and Climate Strengths

Students and staff feeling physically safe is also important and observed through our use of signs on our doors promoting safety and our bully free zones. Language clubs, video announcements created by our student population, and consistent policies throughout our campus continue to help our students and staff maintain academic, behavioral, social, and extracurricular expectations. Strong, clear vision implementing the trilingual program. School Messenger provides for continued communications with stakeholders. Professional relationships remain strong.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Teacher Pay and recognition continues be an area of growth. To maintain and increase high positive responses for both parents and teachers by increasing communication, transparency and inclusiveness. Based on the information provided through the District's Climate Survey, Differentiated Professional Development to meet the need of teachers in all tier levels. Systems for providing feedback have be

**Problem Statement 2:** Last minute communication limits understanding and effectiveness. **Root Cause:** Lack of appropriate communication by district and campus administration.

**Problem Statement 3:** Students do not completely support servant leadership mission. **Root Cause:** Students receive little training in servant leadership and organizational development.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

We are recruiting highly qualified and effective staff by using resources such as Region 10 and other alternative certification programs, HR departments, and networking. We would like to begin adding college job fairs to our recruiting process in the future so that we can also find highly qualified and effective staff. Our staff turnover rate has been affected with many of our teachers being promoted to district office positions, others pursuing positions at our high school, as well as some staff leaving due to family circumstances. Our data has helped to determine our professional development for staff in that our campus utilizes surveys that help to drive what PD is offered, we also have in place a Professional Development Board where staff can see or voice their ideas regarding their professional development.

### Staff Quality, Recruitment, and Retention Strengths

Our data has helped to determine our professional development for staff in that our campus utilizes surveys that help to drive what PD is offered, we also have in place a Professional Development Board where staff can see or voice their ideas regarding their professional development. Campus uses Zoom Meetings during PLC. PD is also prepared by in-house instructional experts. Founding teachers continue to focus on the original charter mission and share strategies of good instructional practice.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** We would like to begin adding college job fairs to our recruiting process in the future so that we can also find highly qualified and effective staff. Our staff turnover rate has been affected with many of our teachers being promoted to district office positions, others pursuing positions at our high school, as well as some staff leaving due to family circumstances. Provide opportunities for teach

**Problem Statement 2:** Teachers do not receive competitive salaries in relation to surrounding districts. **Root Cause:** Limited budget does not allow to match surrounding district salary scale.

**Problem Statement 3:** Professional development is often given by campus teachers. **Root Cause:** Limited funds to pay for experts in the field to present to campus teachers and staff.

**Problem Statement 4:** Unable to retain effective teachers for continued service. **Root Cause:** No contract expectations available.

**Problem Statement 5:** Teachers do not receive any compensation for continued education. **Root Cause:** Limited budge does not allow for stipends to match educational expertise.



**Problem Statement 6:** Teachers do not receive the opportunity to attend expert training conferences. **Root Cause:** Limited funding to pay for conference expenses.

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

Our curriculum, instruction, and assessment supports and challenges all students with all of our teachers following the state standards (TEKS) guidelines. Our planning of instruction and assessment are always based with TEKS in mind. The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. When differentiating teachers are able to reach a diverse group of students and able to target instruction more effectively.

### Curriculum, Instruction, and Assessment Strengths

Our curriculum, instruction, and assessment supports and challenges all students with all of our teachers following the state standards (TEKS) guidelines. Our planning of instruction and assessment are always based with TEKS in mind. Mastery learning requires students to complete assignments or redo until mastery learning takes place. Students are required to attend tutoring when not meeting expectations. Teachers have access to TEKS Resource System to help develop lessons.

### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. When differentiating teachers are able to reach a diverse group of students and able to target i

**Problem Statement 2:** Not all teachers understand the Dual Language program. **Root Cause:** Inexperienced teachers have not had appropriate training.

**Problem Statement 3:** Multi-language resources are not always available. **Root Cause:** Limited funds to pay for dual language resources that are ancillary to current program resources.

## Family and Community Involvement

### Family and Community Involvement Summary

Our families and community members are involved in meaningful activities on our campus in that our PTO offers events throughout the year such as “Father Daughter dances”, “Family Bingo Night”, etc. We also have events that focus on our curriculum with the hosting of our “Family Reading Night”, while other activities involve members of the community joining classrooms for volunteer reading. There are currently opportunities for families and community members to be involved in school decisions when we host “coffee with the principal” sessions. Our next steps we are working to incorporate in our family and community involvement piece is the addition of parent surveys. Our students are receiving support in special programs as well through our GT program that focuses on project based learning, small group instruction, and as always the use of differentiating. PTO provides various materials such as listening centers and headphones that support student learning in the classroom.

### Family and Community Involvement Strengths

Our families and community members are involved in meaningful activities on our campus in that our PTO offers events throughout the year such as “Father Daughter dances”, “Family Bingo Night”, etc. We also have events that focus on our curriculum with the hosting of our “Family Reading Night”, while other activities involve members of the community joining classrooms for volunteer reading. There are currently opportunities for families and community members to be involved in school decisions when we host “coffee with the principal” sessions. Grade-level teams provide resources to parents to educate how parents can help with instruction at home.

### Problem Statements Identifying Family and Community Involvement Needs

**Problem Statement 1:** Our next steps we are working to incorporate in our family and community involvement piece is the addition of parent surveys. Our students are receiving support in special programs as well through our GT program that focuses on project based learning, small group instruction, and as always the use of differentiating. To increase minority parent involvement using strategies discussed in SBDM and PT

**Problem Statement 2:** Limited number of parents to help during school night events. **Root Cause:** Incentive for parents to come in the would benefit them immediately.

**Problem Statement 3:** Fewer male role models involved in school programs. **Root Cause:** Recruitment for male models is limited.

## School Context and Organization

### School Context and Organization Summary

To help devote adequate time to students performing poorly our campus offers tutoring, enrichment, small group instruction with our teacher assistants, as well as Saturday school. Our school expectations have revealed that our overall consistency needs to be strengthened in this area. Students continue from elementary grades through middle school. Teacher teams to develop instructional pieces (master schedule, duty schedule, planning pieces). Communication (Website, Facebook, Twitter, weekly newsletter, emails, personal notes, Google Docs, meetings, etc.) Continue to have effective new teacher support group. Additional counseling support services for social and emotional needs (direct impact to instruction and achievement). Development of informal leadership and collaboration across grade levels.

### School Context and Organization Strengths

To help devote adequate time to students performing poorly our campus offers tutoring, enrichment, small group instruction with our teacher assistants, as well as Saturday school. There is a clear hierarchy of support from GLAs to campus principal in the school system. Teachers work together in PLCs to improve schoolwide. Instructional coaching is made available to support teacher instruction.

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Our school expectations have revealed that our overall consistency needs to be strengthened in this area.

**Problem Statement 2:** Physical space of the building is not appropriate to student enrollment. **Root Cause:** Too many students are enrolled in each class.

**Problem Statement 3:** Teachers have limited say in the design of testing for students. **Root Cause:** The charter taken away the ability for the campus leadership/experts to create assessments in order to standardize for the district.

## Technology

### Technology Summary

Our campus is considered to be at a proficient level in our use of technology, while we also consider ourselves to be moving into the advanced stages with the new use of procedures/equipment being implemented such as “Google Classroom”. Some of our technology professional development we have provided consists of Wix.com that enables teachers to create professional websites for their classrooms; as well as academic resources provided include that of, Dojo, Study Island, Reading A-Z, Stemscoptes, Kuder, MAP, STAAR-AR; and finally, technology pieces that also encourage and engage parents through the use of programs such as Edmodo, and Parent Portal. With the use of this kind of technology we have increased our parent communication, improved behavior, while continuing to make teaching and the delivery more engaging, attainable, and fun.

### Technology Strengths

Some of our technology professional development we have provided consists of Wix.com that enables teachers to create professional websites for their classrooms; as well as academic resources provided include that of, Dojo, Study Island, Reading A-Z, Stemscoptes, Kuder, MAP, STAAR-AR; and finally, technology pieces that also encourage and engage parents through the use of programs such as Edmodo, and Parent Portal. With the use of this kind of technology we have increased our parent communication, improved behavior, while continuing to make teaching and the delivery more engaging, attainable, and fun.

### Problem Statements Identifying Technology Needs

**Problem Statement 1:** The challenge continues to be consistency in getting our technology to work, then serviced in a timely manner. We frequently have issues with projectors and integrated projector sound. These issues often take weeks to resolve. Improve the bandwidth so technology can immediately connect two web-based services.

**Problem Statement 2:** All in Learning program does not have enough equipment for all teachers. **Root Cause:** Limited teacher use and does not encourage more spending.

**Problem Statement 3:** Valuable websites are blocked by technology department. **Root Cause:** Access to website usage request is time consuming.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus 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
- Critical Success Factor(s) data
- Federal Report Card Data
- PBMAS data

## 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

## **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
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Class size averages by grade and subject

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

## **Support Systems and Other Data**

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

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results



## Goals

**Goal 1: By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.**

**Performance Objective 1:** By the end of the 2017-2018 school year, all Special Populations (to include SPED, Bilingual, and ESL students) will increase their performance at the Approaches Performance Level on State Assessments by at least 25%.

**Evaluation Data Source(s) 1:** STAAR & EOC Assessments

**Summative Evaluation 1:**


| Strategy Description   | Title I                 | Monitor  | Strategy's Expected Result/Impact                                | Reviews                                     |     |     |           |
|--|-------------------------|--|--|---|-----|-----|-----------|
|  |                         |  |  | Formative                                   |     |     | Summative |
|  |                         |  |  | Nov   | Jan | May | June      |
| 1) 1) Teachers K-2 will utilize AR,DRA/EDL to determine reading levels and set individual reading goals for students and provide daily guided reading instruction.   | 1, 2, 3, 4, 7, 8, 9, 10 | Principal, AP, GLAs, Teacher, Campus based instructional coach | unit assessments, BOY, MOY, EOY assessments                      |   |     |     |           |
|  |                         |  |  | Funding Sources: 211 - Title 1-A - 7500.00  |     |     |           |
| 2) 2) Teachers will utilize MAP data to create individual academic goals for students K-5 to meet projected growth in Reading and Math.  | 1, 2, 3, 4, 7, 8, 9, 10 | Principal, AP, GLAs, Teacher, Campus based instructional coach | unit assessments, BOY, MOY, EOY assessments                      |   |     |     |           |
|  |                         |  |  | Funding Sources: 211 - Title 1-A - 4000.00  |     |     |           |
| 3) Teachers will utilize supplemental resources in grades 3rd-5th grade to assist students in preparing for the STAAR assessment.  | 1, 2, 8, 9              | administration and teachers                                    | measured progress in supplemental material formative assessments |   |     |     |           |
|  |                         |  |  | Funding Sources: 211 - Title 1-A - 7500.00  |     |     |           |
| 4) 4) Teachers will offer grades 3rd-5th grade students small group tutoring for the STAAR assessment with after school and Saturday School tutoring. Students will receive snacks during their time in Saturday School. | 1, 2, 3, 4, 9, 10       | administration and teachers                                    | measured progress in supplemental material formative assessments |   |     |     |           |
|  |                         |  |  | Funding Sources: 211 - Title 1-A - 15500.00 |     |     |           |
|  |                         |  |  |   |     |     |           |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 2:** By the end of the 2017-2018 school year, all students will demonstrate an increase of a minimum of one sub-level, based on the ACTFL proficiency guidelines.

**Evaluation Data Source(s) 2:** ACTFL assessments

**Summative Evaluation 2:**


| Strategy Description   | Title I                    | Monitor   | Strategy's Expected Result/Impact                                       | Reviews   |     |     |           |
|--|----------------------------|---|---|-----------|-----|-----|-----------|
|  |                            |   |   | Formative |     |     | Summative |
|  |                            |   |   | Nov       | Jan | May | June      |
| 1) Provide Spanish/Chinese instructional material for students in reading/LA, social studies, math and science to include online & consumable resources, lab kits, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in reviewing and preparing for state assessments and foreign language assessments. | 1, 2, 3, 4, 5, 6, 8, 9, 10 | Principal, Assist. Principal, grade level administrators & teachers | Increase in the number of students passing all assessments and courses. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - 15000.00  |                            |   |   |           |     |     |           |
|    |                            |   |   |           |     |     |           |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 3:** 90% of students will meet performance standards as measured by state, district and local assessments

**Evaluation Data Source(s) 3:** CSAs, STAAR, TPRI, Tejas Lee, Map, Online software MAP, Study Island, AR, measuring Up, Brain Pop

**Summative Evaluation 3:**

| Strategy Description   | Title I                 | Monitor  | Strategy's Expected Result/Impact                                       | Reviews   |     |     |           |
|--|-------------------------|--|---|-----------|-----|-----|-----------|
|  |                         |  |   | Formative |     |     | Summative |
|  |                         |  |   | Nov       | Jan | May | June      |
| 1) Administer student assessments to monitor learning objective mastery.<br>Teacher will profile students assessment data through tracking students assessment results with profile binders, access to Lead4Ward, supplemental pay for subs to cover teacher teams for additional profile day. | 1, 2, 8, 9              | Principal, Assist. Principal, grade level administrators & teachers                                      | Increase in the number of students passing all assessments and courses. |           |     |     |           |
| Problem Statements: Student Achievement 1, 2, 3, 4, 5<br>Funding Sources: 211 - Title 1-A - 3500.00  |                         |  |   |           |     |     |           |
| 2) Provide instructional material for students in reading/LA, social studies, math and science to include online & consumable resources, lab kits, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in reviewing and preparing for state assessments.          | 1, 2, 3, 5, 6, 8, 9, 10 | Principal, Assist. Principal, grade level administrators & teachers                                      | Increase in the number of students passing all assessments and courses. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - 25000.00  |                         |  |   |           |     |     |           |
| 3) Provide summer intervention camps & snacks for K-5th grade students, SSI accelerated instruction for 5th grade Reading, Math, Social Studies and ESL summer school for incoming K and current K students.   | 1, 2, 3, 6, 7, 8, 9, 10 | Principal, assistant Principal, counselor, dyslexia facilitator, Grade Level Administrators and teachers | Sign-in sheets, Teacher lesson plans and sample lessons.                |           |     |     |           |
| Funding Sources: 211 - Title 1-A - 10000.00  |                         |  |   |           |     |     |           |
|    |                         |  |   |           |     |     |           |

**Performance Objective 3 Problem Statements:**

| Student Achievement   |
|---|
| <b>Problem Statement 1:</b> Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance. <b>Root Cause 1:</b> Vertical planning has been secondary to grade level planning. |
| <b>Problem Statement 2:</b> Increasing the percentage of students in the meet and mastery performance level. <b>Root Cause 2:</b> Intervention plans do not include differentiation for advanced students.  |

**Problem Statement 3:** Personnel availability to support supplemental instructional needs. **Root Cause 3:** Additional teachers or instructional aides needs to support classroom instruction.

**Problem Statement 4:** Sub populations have trouble passing state exams. **Root Cause 4:** Content mastery instructor not available on schedule.

**Problem Statement 5:** SpED populations find no growth after 3rd administration of STAAR. **Root Cause 5:** Summer remediation is not enrichment but STAAR focused without the availability of differentiated instructional materials.

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 4:** Increase the phase in 2 Level II rate to 90% or above in Reading and Math STAAR and increase our Level III by 20% in Reading and Math STAAR for the 2017-2018 school year. Increase phase in 2 Level II rate to 75% in writing.

**Evaluation Data Source(s) 4:** By the end of each grading period, teachers will collaboratively analyze district and campus-based assessments.

**Summative Evaluation 4:**


| Strategy Description   | Title I                    | Monitor                             | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|----------------------------|-------------------------------------|--|-----------|-----|-----|-----------|
|  |                            |                                     |  | Formative |     |     | Summative |
|  |                            |                                     |  | Nov       | Jan | May | June      |
| 1) Provide online program to include Study Island, Brain Pop, MAP, STAR AR, All in Learning , Mountain Math kits and other online resources to enhance instruction and increase student achievement.                         | 1, 2, 3, 8, 9, 10          | Principal, AP, GLA's, Teachers      | District Assessments, Agendas  |           |     |     |           |
| Funding Sources: 211 - Title 1-A - 3500.00   |                            |                                     |  |           |     |     |           |
| 2) K-5 teachers will provide opportunities for students to interact with various computer programs such as All in Learning and Edutyping, Jr. to support their instruction and enhance students' learning.                   | 1, 2, 3, 4, 5, 6, 8, 9, 10 | Teachers, Librarian, Administrators | MAP scores, AR reading levels, TPRI & Tejas Lee performance, STAAR assessment for applicable grades. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - 20000.00  |                            |                                     |  |           |     |     |           |
| 3) K-5 teachers will provide opportunities for students to acquire skills through the use of real life examples, interactive lessons and web-based research to enhance academic, music, art, fine arts and athletic success. | 1, 2, 3, 4, 6, 7, 8, 9, 10 | Teachers, Librarian, Administrators | MAP scores, AR reading levels, TPRI & Tejas Lee performance, STAAR assessments for applicable grades |           |     |     |           |
| Funding Sources: 211 - Title 1-A - 2600.00   |                            |                                     |  |           |     |     |           |
| 4) Systems for bridging needs of incoming 5th graders to close the gaps between elementary and middle school by building relationships , e.g. campus tours, vertical planning.   | 2, 9, 10                   | Support staff Teachers<br>ILT       | Agenda & sign-in sheet, Climate Survey<br>Student Perception Survey                                  |           |     |     |           |
| Funding Sources: 211 - Title 1-A - 500.00  |                            |                                     |  |           |     |     |           |
|  |                            |                                     |  |           |     |     |           |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 5:** Students in grades K-5 will participate in College and Career Initiatives, such as Career Day and College Prep Week.

**Evaluation Data Source(s) 5:** Track access and participation in College and Career Prep Initiatives, such as Kudor.

**Summative Evaluation 5:**

| Strategy Description  | Title I                       | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|-------------------------------|---|---|-----------|-----|-----|-----------|
|   |                               |   |   | Formative |     |     | Summative |
|   |                               |   |   | Nov       | Jan | May | June      |
| 1) Establish and provide event committees with a procedural agenda containing expectations and ways to lead up events, Career Day and College Week, Kudor access. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | Principal, AP, Counselors, Campus Based Interventionist | Tracking attendance and participation for college and career readiness initiatives. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - 1500.00  |                               |   |   |           |     |     |           |
|   |                               |   |   |           |     |     |           |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 6:** ILT Garland ES will increase parental and community involvement to better support student success. Garland ES will be inform parents and community of school events in a timely manner

**Evaluation Data Source(s) 6:** Parent Survey, monitor the number of people who open the weekly parent letter

**Summative Evaluation 6:**

| Strategy Description  | Title I                    | Monitor                                    | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|----------------------------|--|---|-----------|-----|-----|-----------|
|   |                            |  |   | Formative |     |     | Summative |
|   |                            |  |   | Nov       | Jan | May | June      |
| 1) School will send out a weekly parent newsletters in both English and Spanish.  | 1, 2, 4, 6, 7, 8, 9, 10    | Principal, Assistant Principal, Counselors | >85% positive responses on parent survey regarding communication with school.   |           |     |     |           |
| Funding Sources: 211 - Title 1-A - 2000.00  |                            |  |   |           |     |     |           |
| 2) School will coordinate volunteer appreciation reception and recognize volunteers with pins, certificates and other small tokens of appreciation  | 1, 2, 3, 4, 5, 6, 7, 9, 10 | Administration, Budget Clerk,              | 5% increase in parent and volunteer involvement from the year before.           |           |     |     |           |
| Funding Sources: 211 - Title 1-A - 1000.00  |                            |  |   |           |     |     |           |
| 3) School will encourage parent attendance by offering snacks & drinks.   | 1, 2, 3, 4, 5, 6, 8, 9, 10 | Administration, Budget Clerk               | increase in parent and volunteer involvement from the year before.              |           |     |     |           |
| Funding Sources: 211 - Title 1-A - 1000.00  |                            |  |   |           |     |     |           |
| 4) Provide staff opportunities each cycle to meet/communicate w/ parents/guardians regarding students' progress   | 2, 6, 9, 10                | Support staff Teachers<br>ILT              | Parent/guardian participation<br>Parent/Guardian Survey                         |           |     |     |           |
| Funding Sources: 211 - Title 1-A - 500.00   |                            |  |   |           |     |     |           |
| 5) Provides classes monthly for parents/guardians based on specific needs, e.g. Bullying Prevention, student success, student attendance to include compensatory laws, effects of poor attendance   | 2, 6, 9, 10                | Support staff Teachers<br>ILT              | Parent/guardian participation<br>Parent/Guardian Survey, Agenda & sign-in sheet |           |     |     |           |
| Funding Sources: 211 - Title 1-A - 500.00   |                            |  |   |           |     |     |           |
| 6) Identify a campus committee to identify the challenges, adopt best practices and develop a longitudinal implementation plan that addresses specific needs of the parents/guardians, e.g. correspondences, student needs, school events | 2, 6, 9, 10                | Support staff Teachers<br>ILT              | Agenda & sign-in sheet, Parent/guardian participation<br>Parent/Guardian Survey |           |     |     |           |
| Funding Sources: 211 - Title 1-A - 500.00   |                            |  |   |           |     |     |           |
| 7) Provide technology apps such as Anonymous Alert to help report bullying, sexual harassment, etc. to campus administrators and counselors.  | 1, 4, 5, 6, 9, 10          | Administration, Counselors                 | Decline in bullying and sexual harassment activity after each cycle.            |           |     |     |           |
| Funding Sources: 211 - Title 1-A - 1200.00  |                            |  |   |           |     |     |           |

|  |   |                        |  |  |  |  |
|--|---|------------------------|--|--|--|--|
| 8) Provide interactive devices such as ipad, computers, and laptops, which include software, to promote family literacy strategies such as student/parent reading nights, support for lending library on parenting skills or other material for parent development.  | 1, 2, 4, 6, 7, 9, 10<br>Principals, counselors, staff | Agenda & sign-in sheet |  |  |  |  |
| Funding Sources: 211 - Title 1-A - 5000.00   |   |                        |  |  |  |  |
| <p style="text-align: center;">  = Accomplished                        = Continue/Modify                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue                 </p> |   |                        |  |  |  |  |




**Goal 2: By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.**

**Performance Objective 1:** 100% of the ILT Garland ES of faculty will received opportunities for professional development growth (such as ATDLE, La Cosecha, TEKS RS, TMEA in San Antonio, etc), coaching and feedback support through effective implementation of T-TESS by June 2018.

**Evaluation Data Source(s) 1:** Teacher survey about requested PD, teacher survey about requested mentee/ mentor activities

**Summative Evaluation 1:**


| Strategy Description   | Title I                       | Monitor                                | Strategy's Expected Result/Impact                                    | Reviews   |     |     |           |
|--|-------------------------------|--|--|-----------|-----|-----|-----------|
|  |                               |  |  | Formative |     |     | Summative |
|  |                               |  |  | Nov       | Jan | May | June      |
| 1) Teacher will take part daily PLCs with a specific instructional focus each day, article and book studies will take place with access to PD publications such as, Teach Like a Champion, DRIVE, Mindset Subscription to ASCD   | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | Principal, Assistant Principals, GLAs  | Teacher survey, improvement in quality in instruction                |           |     |     |           |
| Funding Sources: 211 - Title 1-A - 7500.00   |                               |  |  |           |     |     |           |
| 2) Teacher will take part On going book studies and be provided instructional resources such as Teach Like a Champion, First Days of School by Harry Wong and PRIMIS Behavioral Manual and yearly subscription to ASCD Educational Leadership Publication for admin team and GLAs. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | Administration, GLAs and teachers      | 5% Increase in teacher retention from year before, teacher PD survey |           |     |     |           |
| Funding Sources: 211 - Title 1-A - 2500.00   |                               |  |  |           |     |     |           |
| 3) Teacher will take part in on going professional development through publications and Region X and other service centers.  | 1, 3, 4, 5, 8, 9, 10          | Principal, Assistant Principals, GLAs  | Teacher survey, improvement in quality in instruction                |           |     |     |           |
| Funding Sources: 211 - Title 1-A - 5000.00   |                               |  |  |           |     |     |           |
| 4) Teachers will take part in professional development at outside the district conferences that focus on the all subjects that utilize reading/writing and math strategies in engaging ways.   | 1, 2, 3, 4, 5, 8, 9, 10       | Principal, Assistant Principals, GLAs, |  |           |     |     |           |
| Funding Sources: 211 - Title 1-A - 10000.00  |                               |  |  |           |     |     |           |
|    |                               |  |  |           |     |     |           |

**Goal 2:** By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.

**Performance Objective 2:** ILT Garland ES will provide a safe, secure, and supportive environment for students and staff. ILTexas Garland will be 100% compliant in conducting all fire and emergency drills for the 2016-2017 school year

**Evaluation Data Source(s) 2:** Campus Emergency Operations binder will reflect that all monthly fire drills and emergency drills.

**Summative Evaluation 2:**

| Strategy Description   | Title I                 | Monitor   | Strategy's Expected Result/Impact                          | Reviews   |     |     |           |
|--|-------------------------|---|--|-----------|-----|-----|-----------|
|  |                         |   |  | Formative |     |     | Summative |
|  |                         |   |  | Nov       | Jan | May | June      |
| 1) Faculty and staff will be informed of emergency operations procedures.  | 1, 2, 4, 10             | Principal, Assistant Principal, GLAs, teachers, staff | Timely, documented completion of fire and emergency drills |           |     |     |           |
| Funding Sources: 211 - Title 1-A - 500.00  |                         |   |  |           |     |     |           |
| 2) Faculty and staff will be informed of and promote safety, pbis and discipline procedures with posters, newsletters. PBIS school store will be in set up each six weeks. | 1, 2, 5, 6, 8, 10       | Principal, Assistant Principal, GLAs, teachers, staff | Timely, documented completion of fire and emergency drills |           |     |     |           |
| Funding Sources: 211 - Title 1-A - 500.00  |                         |   |  |           |     |     |           |
| 3) Participation in professional development on classroom management.  | 2, 6, 9, 10             | Teachers<br>ILT                                       | Agenda & sign-in sheet, Climate Survey                     |           |     |     |           |
| Funding Sources: 211 - Title 1-A - 1000.00   |                         |   |  |           |     |     |           |
| 4) Provide Restorative Discipline Facilitator who will support students in need of behavior management support.  | 1, 2, 3, 4, 8, 9, 10    | Principal, Assistant Principal, GLAs, teachers, staff | Agenda & sign-in sheet, Climate Survey, Student Survey     |           |     |     |           |
| Funding Sources: 211 - Title 1-A - 10000.00  |                         |   |  |           |     |     |           |
| 5) K-2 will implement behavior plan that promotes student behavior and attendance through the use of nominal incentives.   | 1, 2, 3, 4, 5, 8, 9, 10 | Principal, Assistant Principal, GLAs, teachers, staff | Attendance and behavior report.                            |           |     |     |           |
| Funding Sources: 211 - Title 1-A - 1200.00   |                         |   |  |           |     |     |           |
|    |                         |   |  |           |     |     |           |

## Campus Funding Summary

| 211 - Title 1-A |           |          |                  |              |             |
|-----------------|-----------|----------|------------------|--------------|-------------|
| Goal            | Objective | Strategy | Resources Needed | Account Code | Amount      |
| 1               | 1         | 1        |                  |              | \$7,500.00  |
| 1               | 1         | 2        |                  |              | \$4,000.00  |
| 1               | 1         | 3        |                  |              | \$7,500.00  |
| 1               | 1         | 4        |                  |              | \$15,500.00 |
| 1               | 2         | 1        |                  |              | \$15,000.00 |
| 1               | 3         | 1        |                  |              | \$3,500.00  |
| 1               | 3         | 2        |                  |              | \$25,000.00 |
| 1               | 3         | 3        |                  |              | \$10,000.00 |
| 1               | 4         | 1        |                  |              | \$3,500.00  |
| 1               | 4         | 2        |                  |              | \$20,000.00 |
| 1               | 4         | 3        |                  |              | \$2,600.00  |
| 1               | 4         | 4        |                  |              | \$500.00    |
| 1               | 5         | 1        |                  |              | \$1,500.00  |
| 1               | 6         | 1        |                  |              | \$2,000.00  |
| 1               | 6         | 2        |                  |              | \$1,000.00  |
| 1               | 6         | 3        |                  |              | \$1,000.00  |
| 1               | 6         | 4        |                  |              | \$500.00    |
| 1               | 6         | 5        |                  |              | \$500.00    |
| 1               | 6         | 6        |                  |              | \$500.00    |
| 1               | 6         | 7        |                  |              | \$1,200.00  |
| 1               | 6         | 8        |                  |              | \$5,000.00  |
| 2               | 1         | 1        |                  |              | \$7,500.00  |
| 2               | 1         | 2        |                  |              | \$2,500.00  |
| 2               | 1         | 3        |                  |              | \$5,000.00  |

|                    |   |   |  |  |              |
|--------------------|---|---|--|--|--------------|
| 2                  | 1 | 4 |  |  | \$10,000.00  |
| 2                  | 2 | 1 |  |  | \$500.00     |
| 2                  | 2 | 2 |  |  | \$500.00     |
| 2                  | 2 | 3 |  |  | \$1,000.00   |
| 2                  | 2 | 4 |  |  | \$10,000.00  |
| 2                  | 2 | 5 |  |  | \$1,200.00   |
| <b>Sub-Total</b>   |   |   |  |  | \$166,000.00 |
| <b>Grand Total</b> |   |   |  |  | \$166,000.00 |

# **International Leadership of Texas**

## **ILTexas Garland Middle**

### **2017-2018 Campus Improvement Plan**

**Accountability Rating: Met Standard**



## **Mission Statement**

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

## **Vision**

At ILTexas, we are continually creating an enriched educational community of knowledge, discovery, compassion, and collaboration, igniting a culture of active and accountable students who gain a lifelong appreciation for higher learning. As we pair self-reliance with selflessness, we encourage our students to lead by example, respect diversity, and welcome challenges. Through the combined determination of students, parents, and teachers, we embrace our local and global community as we strive for excellence.

## **Motto**

**Student Success! Whatever It Takes! Legally, Morally & Ethically!**

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

We pride ourself on being an international campus. ILT MS Garland has a very diverse student population. As an international school we have attracted families from a wide range of ethnic backgrounds and socio-economic level.

### Demographics Strengths

Strengths is that we are truly representative of need for the district's mission to prepare students for exceptional leadership roles in an international community, as our student body easily represents an international community. Our families see and support the value in being interntionally aware, culturally sensitive and multilingual.

## **Student Achievement**

### **Student Achievement Summary**

Within our STAAR comparison information we found that our students have shown growth in 8<sup>th</sup> grade reading and math for the 2016-2017 school year; along with small gains being made across the campus. Our interventions have been making an impact on student achievement through our campus using enrichment to target interventions that are needed. One example of this was the use of interventions that targeted students in our math department. Our lower grade level math teachers played a significant role in this by helping with math instruction. Our campus was also instrumental in utilizing Saturday school for students to help further target our necessary interventions. While looking at our data we do see there is a need to improve in all subjects. Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor.

### **Student Achievement Strengths**

Our interventions have been making an impact on student achievement through our campus using enrichment to target interventions that are needed. One example of this was the use of interventions that targeted students in our math department. Our lower grade level math teachers played a significant role in this by helping with math instruction. Our campus was also instrumental in utilizing Saturday school for students to help further target our necessary interventions.



## **School Culture and Climate**

### **School Culture and Climate Summary**

Our students and staff have opportunities to share their attitudes regarding school culture in climate through survey, informal conversations, as well as suggestion boxes. Part of our students and staff feeling physically safe is also important and observed through our use of signs on our doors promoting safety and our bully free zones. Language clubs, video announcements created by our student population, and consistent policies throughout our campus continue to help our students and staff maintain academic, behavioral, social, and extracurricular expectations.

### **School Culture and Climate Strengths**

students and staff feeling physically safe is also important and observed through our use of signs on our doors promoting safety and our bully free zones. Language clubs, video announcements created by our student population, and consistent policies throughout our campus continue to help our students and staff maintain academic, behavioral, social, and extracurricular expectations.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

We are recruiting highly qualified and effective staff by using resources such as Region 10, HR departments, and networking. We would like to begin adding college job fairs to our recruiting process in the future so that we can also find highly qualified and effective staff. Our staff turnover rate has been affected with many of our teachers being promoted to district office positions, others pursuing positions at our high school, as well as some staff leaving due to family circumstances. Our data has helped to determine our professional development for staff in that our campus utilizes surveys that help to drive what PD is offered, we also have in place a Professional Development Board where staff can see or voice their ideas regarding their professional development.

### **Staff Quality, Recruitment, and Retention Strengths**

Our data has helped to determine our professional development for staff in that our campus utilizes surveys that help to drive what PD is offered, we also have in place a Professional Development Board where staff can see or voice their ideas regarding their professional development.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Our curriculum, instruction, and assessment supports and challenges all students with all of our teachers following the state standards (TEKS) guidelines. Our planning of instruction and assessment are always based with TEKS in mind. The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. When differentiating teachers are able to reach a diverse group of students and able to target instruction more effectively.

### **Curriculum, Instruction, and Assessment Strengths**

Our curriculum, instruction, and assessment supports and challenges all students with all of our teachers following the state standards (TEKS) guidelines. Our planning of instruction and assessment are always based with TEKS in mind.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Our families and community members are involved in meaningful activities on our campus in that our PTO offers events throughout the year such as “Father Daughter dances”, “Family Bingo Night”, etc. We also have events that focus on our curriculum with the hosting of our “Family Reading Night”, while other activities involve members of the community joining classrooms for volunteer reading. There are currently opportunities for families and community members to be involved in school decisions when we host “coffee with the principal” sessions. Our next steps we are working to incorporate in our family and community involvement piece is the addition of parent surveys. Our students are receiving support in special programs as well through our GT program that focuses on project based learning, small group instruction, and as always the use of differentiating.

### **Family and Community Involvement Strengths**

Our families and community members are involved in meaningful activities on our campus in that our PTO offers events throughout the year such as “Father Daughter dances”, “Family Bingo Night”, etc. We also have events that focus on our curriculum with the hosting of our “Family Reading Night”, while other activities involve members of the community joining classrooms for volunteer reading. There are currently opportunities for families and community members to be involved in school decisions when we host “coffee with the principal” sessions.

## **School Context and Organization**

### **School Context and Organization Summary**

To help devote adequate time to students performing poorly our campus offers tutoring, enrichment, small group instruction with our teacher assistants, as well as Saturday school.

Our school expectations has revealed that our overall consistency needs to be strengthened in this area.

### **School Context and Organization Strengths**

To help devote adequate time to students performing poorly our campus offers tutoring, enrichment, small group instruction with our teacher assistants, as well as Saturday school.

## **Technology**

### **Technology Summary**

Our campus is considered to be at a proficient level in our use of technology, while we also consider ourselves to be moving into the advanced stages with the new use of procedures/equipment being implemented such as “Google Classroom”. Some of our technology professional development we have provided consists of Wix.com that enables teachers to create professional websites for their classrooms; as well as academic resources provided include that of, Dojo, Study Island, Reading A-Z, Stemsscopes, Kuder, MAP, STAAR-AR; and finally, technology pieces that also encourage and engage parents through the use of programs such as Edmodo, and Parent Portal. With the use of this kind of technology we have increased our parent communication, improved behavior, while continuing to make teaching and the delivery more engaging, attainable, and fun.

### **Technology Strengths**

Some of our technology professional development we have provided consists of Wix.com that enables teachers to create professional websites for their classrooms; as well as academic resources provided include that of, Dojo, Study Island, Reading A-Z, Stemsscopes, Kuder, MAP, STAAR-AR; and finally, technology pieces that also encourage and engage parents through the use of programs such as Edmodo, and Parent Portal. With the use of this kind of technology we have increased our parent communication, improved behavior, while continuing to make teaching and the delivery more engaging, attainable, and fun.

# Comprehensive Needs Assessment Data Documentation

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

## Goals

**Goal 1: By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.**

**Performance Objective 1:** By the end of the 2017-2018 school year, all Special Populations (to include SPED, Bilingual, and ESL students) will increase their performance at the Approaches Performance Level on State Assessments by at least 25%.

**Evaluation Data Source(s) 1:** STAAR & EOC Assessments

**Summative Evaluation 1:**

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 2:** By the end of the 2017-2018 school year, all students will demonstrate an increase of a minimum of one sub-level, based on the ACTFL proficiency guidelines.

**Evaluation Data Source(s) 2:** ACTFL assessments

**Summative Evaluation 2:**

| Strategy Description   | Title I                    | Monitor   | Strategy's Expected Result/Impact                                       | Reviews   |     |     |           |
|--|----------------------------|---|---|-----------|-----|-----|-----------|
|  |                            |   |   | Formative |     |     | Summative |
|  |                            |   |   | Nov       | Jan | May | June      |
| 1) Provide Spanish/Chinese instructional material for students in reading/LA, social studies, math and science to include online & consumable resources, lab kits, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in reviewing and preparing for state assessments and foreign language assessments. | 1, 2, 3, 4, 5, 6, 8, 9, 10 | Principal, Assist. Principal, grade level administrators & teachers | Increase in the number of students passing all assessments and courses. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$2,500.00  |                            |   |   |           |     |     |           |
|  |                            |   |   |           |     |     |           |




**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 3:** ILT Garland MS will focus on improving academic achievement of all students through rigorous learner-centered instruction facilitated through research based instructional strategies. 90% of students will meet performance standards as measured by state, district and local assessments

**Evaluation Data Source(s) 3:** CSAs, STAAR, TPRI, Tejas Lee, Map, Online software MAP, Study Island, AR, measuring Up, Brain Pop

**Summative Evaluation 3:**


| Strategy Description   | Title I    | Monitor   | Strategy's Expected Result/Impact                                       | Reviews   |     |     |           |
|--|------------|---|---|-----------|-----|-----|-----------|
|  |            |   |   | Formative |     |     | Summative |
|  |            |   |   | Nov       | Jan | May | June      |
| 1) Administer student assessments to monitor learning objective mastery. Teacher will profile students assessment data through tracking students assessment results with profile binders, access to Lead4Ward, supplemental pay for subs to cover teacher teams for additional profile day | 1, 2, 8, 9 | Principal, Assist. Principal, grade level administrators & teachers | Increase in the number of students passing all assessments and courses. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$3,500.00  |            |   |   |           |     |     |           |
|    |            |   |   |           |     |     |           |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 4:** Increase the phase in 2 Level II rate to 90% or above in Reading and Math STAAR and increase our Level III by 20% in Reading and Math STAAR for the 2016-2017 school year. Increase phase in 2 Level II rate to 75% in writing.

**Evaluation Data Source(s) 4:** By the end of each grading period, teachers will collaboratively analyze district and campus-based assessments.

**Summative Evaluation 4:**


| Strategy Description  | Title I                 | Monitor   | Strategy's Expected Result/Impact                               | Reviews   |     |     |           |
|---|-------------------------|---|---|-----------|-----|-----|-----------|
|   |                         |   |   | Formative |     |     | Summative |
|   |                         |   |   | Nov       | Jan | May | June      |
| 1) Teachers will offer grades 6th-8th grade students small group tutoring or the STAAR assessment with after school and Saturday School tutoring. Students will receive snacks during their time in Saturday School.  | 1, 2, 3, 6, 7, 8, 9, 10 | Administration and teacher  | District Assessments, Agendas                                   |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$9,000.00   |                         |   |   |           |     |     |           |
| 2) Provide Science instructional supplies to increase student achievement. Science equipment material, and labs, kits.  | 1, 3, 4, 8, 9, 10       | Principal, assistant Principal, Counselor, Grade Level Administrators and teachers. | Increase in science scores on CSAs and STAAR.                   |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$2,000.00   |                         |   |   |           |     |     |           |
| 3) Provide summer school differentiation sessions that will consist of Reading, Math, Social Studies, and ESL in areas of accelerated instruction, on target learning, as well as students of promise to all 6th - 8th grade students. Supplies & snacks for 6-8th grade students will include construction paper and child scissors. | 1, 2, 3, 6, 8, 9, 10    | Principal, assistant Principal, Counselor, Grade Level Administrators and teachers. | Increase in Reading, ESL, Math and Social Studies STAAR scores. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$7,500.00   |                         |   |   |           |     |     |           |
|   |                         |   |   |           |     |     |           |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 5:** All 7th grade students will meet or exceed the established standards with 80% or above. Students in all student groups under college and career readiness will meet or exceed established standards at 30% or above. All students in grades 6th- 8th will increase writing scores by one point each 6 weeks, with an end goal of 3 or 4 for in all groups. PD through different learning platforms will be provided as well as instructional materials for students from various different platforms (hard copies, online resources, etc).

**Evaluation Data Source(s) 5:** CASs, STAAR, Benchmarks, online resource.

**Summative Evaluation 5:**


| Strategy Description  | Title I                 | Monitor   | Strategy's Expected Result/Impact             | Reviews   |     |     |           |
|---|-------------------------|---|---|-----------|-----|-----|-----------|
|   |                         |   |   | Formative |     |     | Summative |
|   |                         |   |   | Nov       | Jan | May | June      |
| 1) Provide writing instructional supplies and training to increase student achievement. Writing equipment materials, drama reading kits, grammar sentence strips, and dry erase boards. | 1, 2, 3, 4, 5, 8, 9, 10 | Principal, assistant Principal, Counselor, Grade Level Administrators and teachers. | Increase in writing scores on CSAs and STAAR. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$5,000.00   |                         |   |   |           |     |     |           |
|   |                         |   |   |           |     |     |           |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 6:** IL Texas Garland MS will promote and support Special Population through innovative and rigorous instructional practices in order to continuously improve academic achievement for Second Language Learners and Special Populations. 90% of students will meet performance standards as measured by state, district and local assessments

**Evaluation Data Source(s) 6:** CSAs, STAAR, TPRI, Tejas Lee, Map, Online software MAP, Study Island, AR, measuring Up, Brain Pop

**Summative Evaluation 6:**


| Strategy Description   | Title I                 | Monitor  | Strategy's Expected Result/Impact           | Reviews                                       |     |     |           |
|--|-------------------------|--|---|---|-----|-----|-----------|
|  |                         |  |   | Formative                                     |     |     | Summative |
|  |                         |  |   | Nov   | Jan | May | June      |
| 1) Teachers 6-8 will utilize AR,DRA/EDL to determine reading levels and set individual reading goals for students and provide daily guided reading instruction.                          | 1, 2, 3, 4, 7, 8, 9, 10 | Principal, AP, GLAs, Teacher, Campus based instructional coach | unit assessments, BOY, MOY, EOY assessments |   |     |     |           |
|  |                         |  |   | Funding Sources: 211 - Title 1-A - \$7,500.00 |     |     |           |
| 2) Teachers will utilize MAP other digital software data to create individual academic goals for students 6-8 to meet projected growth in Reading and Math.                              | 1, 2, 3, 5, 8, 9, 10    | Principal, AP, GLAs, Teacher, Campus based instructional coach | unit assessments, BOY, MOY, EOY assessments |   |     |     |           |
|  |                         |  |   | Funding Sources: 211 - Title 1-A - \$4,000.00 |     |     |           |
| 3) Teachers will utilize supplemental resources and instructional tools, such as graphing calculators, in grades 6th-8th grade to assist students in preparing for the STAAR assessment. | 1, 3, 8, 9, 10          | Principal, AP, GLAs, Teacher, Campus based instructional coach | unit assessments, BOY, MOY, EOY assessments |   |     |     |           |
|  |                         |  |   | Funding Sources: 211 - Title 1-A - \$4,000.00 |     |     |           |
|    |                         |  |   |   |     |     |           |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 7:** Increase the frequency of student participation with real world experiences and connections to 70% or above in the 2015-2016 school year.

**Evaluation Data Source(s) 7:** BOY, MOY, EOY assessments, STAAR and AR

**Summative Evaluation 7:**


| Strategy Description  | Title I                 | Monitor                             | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|-------------------------|-------------------------------------|--|-----------|-----|-----|-----------|
|   |                         |                                     |  | Formative |     |     | Summative |
|   |                         |                                     |  | Nov       | Jan | May | June      |
| 1) 6-8 teachers will provide opportunities for students to acquire skills through the use real life experiences and web-based research to enhance academic, music, art, fine arts, athletic and Enrichment (such as chess club, etc.) success.  | 1, 3, 6, 8, 9, 10       | Teachers, Librarian, Administrators | MAP scores, AR reading levels, STAAR assessments for applicable grades                               |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$2,500.00   |                         |                                     |  |           |     |     |           |
| 2) ILTexas MS will develop processes and applications to achieve the equitable distribution of digital resources, along with adequate training and support for implementation. 6-8 grade teachers will provide opportunities for students to interact with various computer programs, such as All in Learning and Edutyping, Jr. to support their instruction and enhance students' learning. | 1, 2, 3, 4, 5, 8, 9, 10 | Teachers, Librarian, Administrators | MAP scores, AR reading levels, TPRI & Tejas Lee performance, STAAR assessment for applicable grades. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$10,000.00  |                         |                                     |  |           |     |     |           |
|   |                         |                                     |  |           |     |     |           |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 8:** ILT Garland students will participate in activities that promote college and career readiness and awareness through partnerships. Students in grades K-8 will participate in College and Career Initiatives, such as Career Day and College Prep Week.

**Evaluation Data Source(s) 8:** Track access and participation in College and Career Prep Initiatives, such as Kudor.

**Summative Evaluation 8:**

| Strategy Description  | Title I                                     | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|---|---|---|-----------|-----|-----|-----------|
|   |   |   |   | Formative |     |     | Summative |
|   |   |   |   | Nov       | Jan | May | June      |
| 1) Establish and provide event committees with a procedural agenda containing expectations and ways to lead up events, Career Day and College Week, Kudor access. | 1, 5, 8, 9, 10                              | Principal, AP, Counselors, Campus Based Interventionist | Tracking attendance and participation for college and career readiness initiatives. |           |     |     |           |
|   | Funding Sources: 211 - Title 1-A - \$500.00 |   |   |           |     |     |           |
|   |   |   |   |           |     |     |           |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 9:** ILT Garland MS will provide a safe, secure, and supportive environment for students and staff. ILTexas Garland will be 100% compliant in conducting all fire and emergency drills for the 2016-2017 school year.

**Evaluation Data Source(s) 9:** Campus Emergency Operations binder will reflect that all monthly fire drills and emergency drills.

**Summative Evaluation 9:**


| Strategy Description   | Title I                 | Monitor   | Strategy's Expected Result/Impact   | Reviews  |     |     |           |
|--|-------------------------|---|---|--|-----|-----|-----------|
|  |                         |   |   | Formative                                      |     |     | Summative |
|  |                         |   |   | Nov  | Jan | May | June      |
| 1) Faculty and staff will be informed of and promote safety, pbis and discipline procedures with posters, newsletters. PBIS school store will be in set up each six weeks. | 1, 2, 3, 4, 5, 6, 8, 10 | Principal, Assistant Principal, GLAs, teachers, staff | Timely, documented completion of fire and emergency drills                    |  |     |     |           |
|  |                         |   |   | Funding Sources: 211 - Title 1-A - \$1,000.00  |     |     |           |
| 2) Provide Restorative Discipline Facilitator who will support students in need of behavior management support.  | 1, 2, 3, 4, 8, 9, 10    | Principal, Assistant Principal, GLAs, teachers, staff | Agenda & sign-in sheet, Climate Survey, Student Survey; few discipline issues |  |     |     |           |
|  |                         |   |   | Funding Sources: 211 - Title 1-A - \$10,000.00 |     |     |           |
| 3) Provide technology apps such as Anonymous Alert to help report bullying, sexual harassment, etc. to campus administrators and counselors.                               | 1, 4, 5, 6, 9, 10       | Administration, Counselors                            | Decline in bullying and sexual harassment activity after each cycle.          |  |     |     |           |
|  |                         |   |   | Funding Sources: 211 - Title 1-A - \$1,000.00  |     |     |           |
|  |                         |   |   |  |     |     |           |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 10:** ILT Garland ES will increase parental and community involvement to better support student success. Garland MS will be inform parents and community of school events in a timely manner

**Evaluation Data Source(s) 10:** Parent Survey, monitor the number of people who open the weekly parent letter

**Summative Evaluation 10:**

| Strategy Description   | Title I                       | Monitor                                    | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|-------------------------------|--|--|-----------|-----|-----|-----------|
|  |                               |  |  | Formative |     |     | Summative |
|  |                               |  |  | Nov       | Jan | May | June      |
| 1) School will send out a weekly parent newsletters in both English and Spanish.   | 1, 2, 4, 6, 7, 8, 9, 10       | Principal, Assistant Principal, Counselors | 85% positive responses on parent survey regarding communication with school. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$500.00  |                               |  |  |           |     |     |           |
| 2) School will coordinate volunteer appreciation reception and recognize volunteers with pins, certificates and other small tokens of appreciation | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | Administration, Cindy Cervantes            | 5% increase in parent and volunteer involvement from the year before.        |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$500.00  |                               |  |  |           |     |     |           |
|    |                               |  |  |           |     |     |           |




**Goal 2: By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.**

**Performance Objective 1:** ILT Garland MS will recruit and retain quality staff. 100% of the ILT Garland MS of faculty will received opportunities for professional development growth (such as ATDLE, La Cosecha, TEKS RS, TMEA in San Antonio, etc), coaching and feedback support through effective implementation of T-TESS by June 2016

**Evaluation Data Source(s) 1:** Teacher survey about requested PD, teacher survey about requested mentee/ mentor activities

**Summative Evaluation 1:**

| Strategy Description   | Title I                       | Monitor                               | Strategy's Expected Result/Impact                                    | Reviews                                       |     |     |           |
|--|-------------------------------|---------------------------------------|--|---|-----|-----|-----------|
|  |                               |                                       |  | Formative                                     |     |     | Summative |
|  |                               |                                       |  | Nov   | Jan | May | June      |
| 1) Teacher will take part daily PLCs with a specific instructional focus each day, article and book studies will take place with access to PD publications such as, Teach Like a Champion, DRIVE, Mindset Subscription to ASCD | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | Principal, Assistant Principals, GLAs | Teacher survey, improvement in quality in instruction                |   |     |     |           |
|  |                               |                                       |  | Funding Sources: 211 - Title 1-A - \$4,500.00 |     |     |           |
| 2) Teacher will take part in on going professional development through publications and Region X and other service centers.  | 1, 4, 5, 8, 10                | Administration, GLAs and teachers     | 5% Increase in teacher retention from year before, teacher PD survey |   |     |     |           |
|  |                               |                                       |  | Funding Sources: 211 - Title 1-A - \$1,000.00 |     |     |           |
|    |                               |                                       |  |   |     |     |           |

## Campus Funding Summary

| <b>211 - Title 1-A</b> |                  |                 |  |                     |               |
|------------------------|------------------|-----------------|--|---------------------|---------------|
| <b>Goal</b>            | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>                | <b>Account Code</b> | <b>Amount</b> |
| 1                      | 2                | 1               |  |                     | \$2,500.00    |
| 1                      | 3                | 1               |  |                     | \$3,500.00    |
| 1                      | 4                | 1               |  |                     | \$9,000.00    |
| 1                      | 4                | 2               |  |                     | \$2,000.00    |
| 1                      | 4                | 3               |  |                     | \$7,500.00    |
| 1                      | 5                | 1               |  |                     | \$5,000.00    |
| 1                      | 6                | 1               |  |                     | \$7,500.00    |
| 1                      | 6                | 2               |  |                     | \$4,000.00    |
| 1                      | 6                | 3               | Funding for supplemental materials and |                     | \$4,000.00    |
| 1                      | 7                | 1               |  |                     | \$2,500.00    |
| 1                      | 7                | 2               |  |                     | \$10,000.00   |
| 1                      | 8                | 1               |  |                     | \$500.00      |
| 1                      | 9                | 1               |  |                     | \$1,000.00    |
| 1                      | 9                | 2               |  |                     | \$10,000.00   |
| 1                      | 9                | 3               |  |                     | \$1,000.00    |
| 1                      | 10               | 1               |  |                     | \$500.00      |
| 1                      | 10               | 2               |  |                     | \$500.00      |
| 2                      | 1                | 1               |  |                     | \$4,500.00    |
| 2                      | 1                | 2               |  |                     | \$1,000.00    |
| <b>Sub-Total</b>       |                  |                 |  |                     | \$76,500.00   |
| <b>Grand Total</b>     |                  |                 |  |                     | \$76,500.00   |

# **International Leadership of Texas**

## **ILTexas Garland High**

### **2017-2018 Campus Improvement Plan**



## **Mission Statement**

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

## **Vision**

ILTexas High School is a college preparatory experience focused on creating well rounded, global leaders possessing personal humility, cultural empathy, and social responsibility. Our graduates are prepared to start their journey, leave their mark, and begin their legacy.

## **Motto**

Others Before Self

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

ILTexas High School - Garland is a college prep high school which focuses on International leadership and trilingual education - served approximately 605 students, during the 2016-2017 school year, of which 60 were international students from China. This year our school will serve approximately 750 students, including 55 international students.

Our curriculum includes Spanish, Mandarin, fitness, and a grade-level community service project which is student initiated and implemented. Our international focus includes an agreement with a private school to educate students from China with the goal of high school graduation, college admission and college graduation. We create global citizens by working on body, mind and character.

We we will be a fifth year campus that serves students from various academic backgrounds that include public school, home school, private school and charter schools. Our diverse student population is comprised of 50% Hispanic, 18% White, 19% Black, 11% Asian and 2% other. Further breakdown shows 45% on free or reduced lunch, 5.6% Gifted and Talented. We have a dedicated, highly qualified staff of 51 teachers and 15 support personnel who believe in our mission and are committed to student success.(Master Schedule 2017-2018)

This year we will serve approximately 750 students with approximately 55 students from China. Most students from China will need support to learn English. Our special education program will have approximately 38 participants which continues to represent about 6% of our student population. (Class Rolls 2017-2018) Our at risk student population consists of students who have not been successful at other schools and 2014-2015 school year represented 4.6 percent of our student population. (TAPR 2013-2014)

### Demographics Strengths

School of Choice - families decide to send their students to our school.

- Strengthens bonds between school and family. Students are here with a purpose.
- Diversity of Learners -
  - International students give students from both China and US a unique learning experience from most US high schools.
  - Domestic students can come from a six county area which represents a diverse economic and social demographic.
  - Domestic students represent a wide range of cultures, countries, and educational backgrounds.
- This diversity supports our core mission to 'prepare students for exceptional leadership roles in the international community.'

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** 40% of EL students not meeting Progress Measures for English 1, and 43% for English 2 **Root Cause:** Lack of focused support for EL learners in core classes.

## Student Achievement

### Student Achievement Summary

Student Achievement as determined by the state EOC results:

| 2017 EOC   | All      | White    | AA       | Hispanic | Eco Disad | SPED     | At Risk  |
|------------|----------|----------|----------|----------|-----------|----------|----------|
|            | Pass/III | Pass/III | Pass/III | Pass/III | Pass/III  | Pass/III | Pass/III |
| Alg I      | 87/23    | 88/36    | 100/18   | 84/21    | 86/24     | 45/0     |          |
| Bio        | 93/17    | 100/48   | 95/21    | 91/10    | 93/17     | 89/0     |          |
| Eng I      | 71/4     | 83/0     | 68/0     | 67/3     | 66/1      | 60/0     |          |
| Eng II     | 77/2     | 79/7     | 76/0     | 78/1     | 76/2      | 13/0     |          |
| US History | 94/22    | 91/27    | 83/28    | 97/15    | 91/17     | 86/14    |          |

2016 results - 7 of 7 distinctions earned

| 2015 EOC   | All      | White    | AA       | Hispanic | Eco Disad | SPED     | At Risk  |
|------------|----------|----------|----------|----------|-----------|----------|----------|
|            | Pass/III | Pass/III | Pass/III | Pass/III | Pass/III  | Pass/III | Pass/III |
| Alg I      | 83/12    | 90/10    | 83/13    | 82/9     | 85/9      | 33/0     | 57/7     |
| Bio        | 94/10    | 96/29    | 92/3     | 94/8     | 91/3      | 100/0    | 77/3     |
| Eng I      | 71/8     | 86/18    | 78/9     | 65/5     | 67/5      | 40/0     | 46/3     |
| Eng II     | 80/2     | 95/5     | 83/0     | 86/2     | 84/0      | 57/0     | 55/2     |
| US History | 92/13    | 100/21   | 85/8     | 90/10    | 88/9      | NONE     | 83/4     |

Five Distinctions Earned: ELA, Math, Student Growth, Closing the Achievement Gap and College Readiness

| 2014 EOC | All Pass | White | AA | Hispanic | Eco Disad | Sped | At Risk |
|----------|----------|-------|----|----------|-----------|------|---------|
| Alg I    | 92       | 88    | 90 | 94       | 93        | 67   | 80      |
| Bio      | 91       | 95    | 86 | 90       | 93        | 71   | 100     |
| Eng I    | 67       | 86    | 56 | 60       | 64        | 43   | 38      |
| Eng II   | 72       | 83    | 79 | 61       | 69        | NA   | NA      |

Distinction Earned - Math

Student Achievement as determined by Advanced Placement tests:

### AP Tests (College Board Report)

292 Total Student (Student Testing Rosters)

408 Total Tests

Total Exams Passed - Pending results

501 Enrolled in AP Classes 17-18 (Skyward - Class Rosters) 197 Enrolled in AP classes 2015-2016 (Websmart - Class Rosters) 100 Enrolled in AP classes 2014-2015 (Websmart - Class Roster)

### Student Achievement as determined by Dual Credit students, courses attempted and courses passed:

In 2014-2015 Summer/Fall, 65 classes were passed by 20 students. Fourteen students were unsuccessful. In 2015-2016, sixty-nine students are scheduled in 157 course sections both at Richland College and offered on the IL Texas campus. (Richland College Dual Credit Report prepared by Staff) In 2016-2017, students were enrolled in 338 semester classes. (Skyward Class Rosters)

### Student achievement on TELPAS:

### Student achievement GT:

30 students, or approximately 5% of students identified as Gifted and Talented (Eduphoria)



### **Student Achievement PSAT/SAT:**

Student results as found in the Kaplan Report show that International students scored very well in math and doing better in verbal. Domestic students showing increases as well. Overall SAT score has average of \_\_\_\_.

### **Student Graduation Rate**

100% of enrolled seniors graduated

### **Student College Acceptance Rate**

100% of enrolled seniors accepted to 2 or 4 year university or trade school.

### **Scholarships Awarded**

\$4.98 million in scholarships awarded to 102 graduates

### **Student Achievement Strengths**

- 7 distinctions earned in 2016 EOC results
- 72nd Most Challenging Schools as ranked by Washington Post
- 100% graduation rate
- 16% of students achieved "Masters" standard on Algebra 1 EOC
- 93% passing rate for Biology EOC
- 95% passing rate for USHistory EOC
- 23% of students achieved "Masters" standard on US History EOC
- Increase from 197 to over 500 students enrolled in AP classes
- 110% increase in number of dual credit classes attempted

- 4.98 Million Dollars in scholarships awarded

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** English 2 EOC results - 77% approaches / 58% meets / 2% masters

**Problem Statement 2:** English 1 EOC results - 67% approaches / 43% meets / 2% masters

## **School Culture and Climate**

### **School Culture and Climate Summary**

At IL Texas Garland students and staff feel safe. Students are empowered to improve our community through our "Others Before Self" project in which every student must research a community need, formulate a solution, present the solution to peers and then each grade level class chooses one project to implement.

### **School Culture and Climate Strengths**

Based upon the survey of students and staff our strengths include - strong sense of equality, strong sense of safety and very strong sense of a challenging and motivating curriculum.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Need increased student participation in the decision making on campus in order to foster increased leadership skills

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Of 75 staff members, 13 left the campus. Of those, reasons cited were:

- moving out of area - 3
- promotion to district staff - 2
- left for another school district - 6
- not asked to return - 1
- left education - 1

In addition, 4 staff members were promoted on the campus

### **Staff Quality, Recruitment, and Retention Strengths**

- Grade Level and Content Area PLC provides good support for all teachers - planning and student information
- Professional development through Region X, AP and other opportunities

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Salary differential between us and neighboring districts provides continued challenge for teacher recruitment and retention

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

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

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

Kaplan is provided to all juniors to prepare for SAT. All 10th and 11th graders take the PSAT. Juniors and Seniors are offered the ability to take dual credit on and off campus. All sophomores are tested to qualify for dual credit courses.

We will use authentic inquiry and authentic learning experiences in our science classes - biology, chemistry, environmental systems, anatomy and physics - through students participating in science labs. Summer school will be provided for EOC accelerated instruction and credit recovery. Title I funds will be used for additional summer school resources including face to face instruction in addition to the district minimum of computer instruction.

### **Curriculum, Instruction, and Assessment Strengths**

Strong dual credit program with Richland College and growing AP program.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** EL students require additional support to advance oral proficiency.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

IL Texas Garland started the year with an active PTO. Parents met and approved the CNA and Parent Compact. Parent survey was a part of our data compiled over the last year. All grade levels are required to complete a service project that incorporate athlos characteristics to serve the greater community. All students are required to complete 60 hours of community service in order to graduate.

Parents are regularly contacted by teachers regarding both successes and areas of improvement. Students have constant access to student grades and progress through the Skyward parent portal.

Sunday Evening Message is sent home to parents every week to notify them of upcoming events. Communication is reinforced through FB, website and informal "Coffee with the Principal" meetings and Open Houses. At Open House and Coffee with the Principal - families have the opportunity to ask questions and interface face to face with members of staff. Parents are informed of absences, special messages and Homework Academy via School Messenger - in Spanish and English. We use WeChat to communicate with Chinese parents. Parents can use Parent Portal to track grades and absences.

### **Family and Community Involvement Strengths**

- International Festival - 12 adult volunteers
- Field Day - Over 1000 hot dogs, buns, condiments, snacks, and vegeterian alternatives

### **Problem Statements Identifying Family and Community Involvement Needs**

**Problem Statement 1:** PTO should continue to grow and provide additional support.

## **School Context and Organization**

### **School Context and Organization Summary**

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

Students are educated using the Fitness curriculum which encourages students to be leaders, solving problems and implementing solutions, using the positive Core Leadership Traits. Students participate in Student Government, and the Student Advisory Committee.

### **School Context and Organization Strengths**

- PLC structure
- Ad hoc committee structure
- Over 40 clubs and organizations

### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** Student council not active enough in campus decision making

## Technology

### Technology Summary

Teachers are issued lap top computers and students are issued Chromebooks. Teachers have access to a variety of instructional software and websites including Google Classroom, Skyward, Study Island, TEKS Resource Service and PLATO. In addition each classroom is equipped with a document camera and projector (smart board).

### Technology Strengths

- School has its own technology assistant.
- One to one chromebooks for students.
- Teachers have laptop and access to smart board in every room.

### Problem Statements Identifying Technology Needs

**Problem Statement 1:** Continued support and professional is needed for teacher implementation of relevant technology in classrooms.



# Comprehensive Needs Assessment Data Documentation

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

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

## Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.


## Goals

**Goal 1: By the end of 2017-2018 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.**

**Performance Objective 1:** By the end of the 2017-2018 school year, 20% of students will perform at the "Masters" performance level on State Assessments

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

| Strategy Description   | Title I   | Monitor                                     | Strategy's Expected Result/Impact                              | Reviews   |     |     |           |
|--|---|---|--|-----------|-----|-----|-----------|
|  |   |   |  | Formative |     |     | Summative |
|  |   |   |  | Nov       | Jan | May | June      |
| 1) Use Saturday School and after-school tutoring to provide additional instruction for students in Math, English, Science and Social Studies | 1, 2, 3, 8, 9   | Dean of Instruction and GLAs                | Increase in student scores on state exams                      |           |     |     |           |
|  | Problem Statements: Student Achievement 1, 2<br>Funding Sources: 211 - Title 1-A - 5000.00, 420 - State - 1500.00 |   |  |           |     |     |           |
| 2) Provide appropriate testing environment   |   | Campus Testing Coordinator                  | Decrease in testing irregularities, increased test performance |           |     |     |           |
|  | Problem Statements: Student Achievement 1, 2<br>Funding Sources: 420 - State - 1000.00                            |   |  |           |     |     |           |
| 3) Provide study materials and digital resources including but not limited to Study Island, Brain Pop, and Measuring up                      |   | Dean of Instruction and GLAs                | Increase in student scores on state exams                      |           |     |     |           |
|  | Problem Statements: Student Achievement 1, 2<br>Funding Sources: 211 - Title 1-A - 10000.00                       |   |  |           |     |     |           |
| 4) Increase inventory of science lab supplies and graphing calculators utilized to assist students in math/science                           | 2   | Principal, Dean of Instruction, AP's, GLA's |  |           |     |     |           |
|    |   |   |  |           |     |     |           |

**Performance Objective 1 Problem Statements:**

|                            |
|----------------------------|
| <b>Student Achievement</b> |
|----------------------------|

**Problem Statement 1:** English 2 EOC results - 77% approaches / 58% meets / 2% masters

**Problem Statement 2:** English 1 EOC results - 67% approaches / 43% meets / 2% masters

**Goal 1:** By the end of 2017-2018 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 2:** 90% of students will receive credit for 100% of their courses at the end of the 2017-2018 school year.

**Evaluation Data Source(s) 2:** Skyward Failure Reports, decreased numbers needed for summer school.

**Summative Evaluation 2:**

| Strategy Description   | Title I    | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|------------|---|--|-----------|-----|-----|-----------|
|  |            |   |  | Formative |     |     | Summative |
|  |            |   |  | Nov       | Jan | May | June      |
| 1) Use of TEKS Resource System for lesson planning and curriculum  | 2, 8       | Principals, AP's, Dean of Instruction, and GLA's      | Increased student engagement and performance through effective planning  |           |     |     |           |
| 2) Targeted remediation through Leadership class (Teacher and Student Selected)  | 2, 8, 9    | Dean of Instruction and GLA's                         | Increase student mastery of learning, decreased number of students failing 1 or more course.                           |           |     |     |           |
| 3) Utilization of Peer to Peer tutoring (NHS and Mentor to Mentors) and Mandatory tutoring   | 1, 9       | AP's, Dean of Instruction, GLA's, NHS Sponsor         | Decreased failure rates  |           |     |     |           |
| 4) 1 to 1 Chromebook to Student ratio - while also utilizing supplemental instructional materials, computer/web based programs - Study Island, Plato, Kuder, Google Classroom, Flubaroo                      | 1, 2, 8, 9 | Principals, Dean of Instruction, GLA's                | Increased level of mastery from students and decreased failure rates   |           |     |     |           |
| 5) Continue to develop areas for our students to excel in the area of music art, theater, and dance, with additional tools such as, lights, mics, and other theatrical items.                                | 2          | Fine Arts Department and GLA's                        | Continued student performances and celebrations of cultural events through the arts                                    |           |     |     |           |
| 6) Freshman Flight School (Summer 2018) to assist incoming students as they prepare for HS by covering items such as setting goals, time management, study tips, health and wellness.                        | 1          | Principals, Dean of Instruction, GLA's                | Students will be prepared for better results in all content areas - as evidenced by decreased number of failed courses |           |     |     |           |
| 7) Increase Eagle Academy attendance to at least 90% each day  | 2          | AP's, TA over Eagle Academy, Dean of Instruction      | Decreased number of attendees to ASD, and increase passing rates   |           |     |     |           |
| 8) Increased use of SST (Student Success Team) with identification of struggling students, planning, timeline, and support systems to increase student success. Including use of PLC and Leadership teacher. | 2, 9, 10   | AP's, Dean of Instruction, GLA's, Leadership Teachers | Increased level of mastery from students and decreased failure rates   |           |     |     |           |

|   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| 9) Summer School - Face to Face and PLATO in all core areas, 2-3 Math and English teachers utilized for Face to Face sessions | 1, 2, 9, 10                                | Principals,<br>Counselors, GLA's,<br>Dean of Instruction | Increased mastery and less students needing to repeat courses in Fall and Spring |  |  |  |  |
|   | Funding Sources: 211 - Title 1-A - 8000.00 |  |  |  |  |  |  |
|   |  |  |  |  |  |  |  |

**Goal 1:** By the end of 2017-2018 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 3:** By the end of the 2017-2018 school year, all Special Populations (to include SPED, Bilingual, and ESL students) will increase their performance at the Approaches Performance Level on State Assessments by at least 25%.

**Evaluation Data Source(s) 3: STAAR & EOC Assessments**

**Summative Evaluation 3:**

| Strategy Description   | Title I    | Monitor                                   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|------------|---|---|-----------|-----|-----|-----------|
|  |            |   |   | Formative |     |     | Summative |
|  |            |   |   | Nov       | Jan | May | June      |
| <b>State System Safeguard Strategy</b><br>1) Increased focus support for EL's through Professional Development and once a month in PLC's - SIOP, LPAC recommendations, Language and Content objectives | 1, 2, 9    | Dean of Instruction, AP's, LPAC Committee | Decrease percentage in number of failed courses for EL's, and increase in percentage passing of EOC's |           |     |     |           |
| <b>State System Safeguard Strategy</b><br>2) Utilization of Peer to Peer tutoring (NHS and Mentor to Mentors), and Mandatory Tutoring as needed  | 1, 9       | AP's, Dean of Instruction, NHS Sponsor    | Increased level of mastery from students and decreased failure rates                                  |           |     |     |           |
| <b>State System Safeguard Strategy</b><br>3) Utilize supplemental instructional materials, computer/web based programs - Study Island, Plato   | 1, 2, 8, 9 | Principals, Dean of Instruction, GLA's    | Increased level of mastery from students and decreased failure rates                                  |           |     |     |           |
|  |            |   |   |           |     |     |           |

**Goal 1:** By the end of 2017-2018 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 4:** By the end of the 2017-2018 school year, all students will demonstrate an increase of a minimum of one sub-level, based on the ACTFL proficiency guidelines.

**Evaluation Data Source(s) 4:** ACTFL assessments

**Summative Evaluation 4:**


| Strategy Description                                 | Title I | Monitor                    | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|--|---------|----------------------------|-----------------------------------|-----------|-----|-----|-----------|
|  |         |                            |                                   | Formative |     |     | Summative |
|  |         |                            |                                   | Nov       | Jan | May | June      |
| 1) Use bilingual dictionaries to assist EL students. | 1, 9    | Dean of Instruction, GLA's |                                   |           |     |     |           |
|  |         |                            |                                   |           |     |     |           |

**Goal 1:** By the end of 2017-2018 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 5:** 100% of students will graduate with acceptance to a 2 or 4 year college or university, or acceptance into the military.

**Evaluation Data Source(s) 5:** Acceptance rates tracked through ASP

**Summative Evaluation 5:**

| Strategy Description  | Title I     | Monitor   | Strategy's Expected Result/Impact  | Reviews  |     |     |           |
|---|-------------|---|--|--|-----|-----|-----------|
|   |             |   |  | Formative  |     |     | Summative |
|   |             |   |  | Nov  | Jan | May | June      |
| 1) ASP (Academic Success Program) will provide direct student assistance in the college application process   | 6, 10       | ASP, Counselors, Principals                             | All seniors accepted into 2 or 4 year college or university, or acceptance into the military |  |     |     |           |
| 2) Kaplan evening classes will be provided to 11th graders to prepare for SAT administration  | 3           | Principal, AP's, Dean of Instruction, GLA's, Counselors | Increase average SAT score by 100 points   |  |     |     |           |
| 3) Provide AP review sessions and AP review materials for all students taking AP tests - additionally scholarships to assist students with AP registration  | 3, 4, 5     | Dean of Instruction, and teachers                       | Intent is to raise number of "3's" or higher   |  |     |     |           |
| 4) PSAT administration to sophomores and juniors to measure readiness for college, access scholarship opportunities, and practice for SAT - additionally TOEFEL testing provided  | 1, 2        | Counselors, Dean of Instruction, AP's                   | Increase scores and college admissions   |  |     |     |           |
| 5) Work with parents through Senior and Junior parent meetings with FAFSA, Dual Credit, parent education to make transition to college smooth.  | 6, 10       | Counselors, ASP, Dean of Instruction, AP's              | Increase number of college applications, acceptances, Apply Texas, and FAFSA applications    |  |     |     |           |
| 6) Dual credit opportunity through Richland Community College to earn college credits, and become better prepared for college setting post high school graduation. Including testing for all sophomores of TSI (Texas Success Initiative) Test. | 2, 3, 4, 10 | Counselors, Dean of Instruction                         | Increased enrollment to DC with equal increase of earned college credits                     |  |     |     |           |
| 7) Use of technology to create online portfolio for all students through the use of Kuder   | 1, 2        | Counselors, teachers                                    | Increase in number of scholarships   |  |     |     |           |
| 8) CTE (Career Technology Education) course offerings including Leadership course for all students.   | 2, 8        | Principal, AP's, GLA's, All teachers                    | Increased offering and enrollment to CTE courses from students.                              |  |     |     |           |
| 9) Host campus for SAT testing  |             | AP's, Counselors, Dean of Instruction                   | Increased opportunity for GHS students to test in local environment                          |  |     |     |           |
|   |             |   |  |  |     |     |           |




**Goal 1:** By the end of 2017-2018 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 6:** Increase parent and community involvement

**Evaluation Data Source(s) 6:** contact logs, sign-in sheets, parent climate survey, increased PTO membership

**Summative Evaluation 6:**


| Strategy Description  | Title I                                    | Monitor                                     | Strategy's Expected Result/Impact                      | Reviews   |     |     |           |
|---|--|---|--|-----------|-----|-----|-----------|
|   |  |   |  | Formative |     |     | Summative |
|   |  |   |  | Nov       | Jan | May | June      |
| 1) Increase membership to PTO   | 6  | Principal, and AP's                         | Increased activities and involvement from GHS families |           |     |     |           |
| 2) After school Chinese and Spanish language classes offered to adult learners of the local community and GHS families.   | 6  | Principal, AP's, Dean of Instruction, GLA's | Increase presence of GHS families on campus            |           |     |     |           |
|   | Funding Sources: 211 - Title 1-A - 3000.00 |   |  |           |     |     |           |
| 3) Increased participation in parent meetings for college and career counseling, PTO, orientations, and parent education. | 6, 10                                      |   |  |           |     |     |           |
|   | Funding Sources: 211 - Title 1-A - 2000.00 |   |  |           |     |     |           |
|   |  |   |  |           |     |     |           |

**Goal 1:** By the end of 2017-2018 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 7:** Reduce the number of dropouts and increased attendance

**Evaluation Data Source(s) 7:** 0% dropout rate

**Summative Evaluation 7:**


| Strategy Description   | Title I  | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|----------|---|--|-----------|-----|-----|-----------|
|  |          |   |  | Formative |     |     | Summative |
|  |          |   |  | Nov       | Jan | May | June      |
| 1) Opportunities for attendance recovery through Attendance Committee  | 2, 9     | Principal, Dean of Instruction, AP's, GLA's, and teachers | 0% Dropout rate  |           |     |     |           |
| 2) Provide instructional courses and computer online courses for students in jeopardy of dropping out in order to recover and graduate on time.  | 2, 8     | Principal, Dean of Instruction, AP's, GLA's               | 0% Dropout rate  |           |     |     |           |
| 3) Provide pregnancy related services  |          | Counselors, Principal, AP's, Dean of Instruction          | 0% Dropout rate  |           |     |     |           |
| 4) Increased use of SST (Student Success Team) with identification of struggling students, planning, timeline, and support systems to increase student success. Including use of PLC and Leadership teacher. | 2, 9, 10 | AP's, Dean of Instruction, GLA's, Leadership Teachers     | Increased level of mastery from students and decreased failure rates                                 |           |     |     |           |
| 5) Maintain and increase number of clubs and organizations on campus - included but not limited to JWAC, Ping Pong Club, Anime Club, Chess Club  | 2, 6     | Principal, AP's, Club Sponsors (Teachers)                 | Increased student involvement in extra curricular activities resulting in increased attendance rates |           |     |     |           |
|    |          |   |  |           |     |     |           |

**Goal 1:** By the end of 2017-2018 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 8:** GHS will create a positive culture of leadership and community where all students feel that they belong.

**Evaluation Data Source(s) 8:**

**Summative Evaluation 8:**


| Strategy Description  | Title I | Monitor                          | Strategy's Expected Result/Impact                                 | Reviews   |     |     |           |
|---|---------|----------------------------------|---|-----------|-----|-----|-----------|
|   |         |                                  |   | Formative |     |     | Summative |
|   |         |                                  |   | Nov       | Jan | May | June      |
| 1) PBIS System - Positive Behavior System Intervention Supports - recognizing students success with character, academic growth and performance, and effectively meeting school wide expectations. Additionally recognizing these students with "High Flyers" Award. | 2       | Principal, AP's, GLA's, teachers | Increased attendance, positive recognition of students            |           |     |     |           |
| 2) Increased use of Restorative Discipline practices with students  | 2       | AP's, Dean of Instruction, GLA's | Decreased number of suspensions and Recommendations for expulsion |           |     |     |           |
|   |         |                                  |   |           |     |     |           |

**Goal 1:** By the end of 2017-2018 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 9:** Increased Language and Cultural Proficiency

**Evaluation Data Source(s) 9:** Increased number of events that are culturally focused

**Summative Evaluation 9:**

| Strategy Description  | Title I | Monitor                              | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|---------|--------------------------------------|---|-----------|-----|-----|-----------|
|   |         |                                      |   | Formative |     |     | Summative |
|   |         |                                      |   | Nov       | Jan | May | June      |
| 1) Intercultural Committee planning of, but not limited to, Chinese New Year, Black History Month Program, International Fest, Hispanic Heritage month activities | 2       | AP's, GLA's, Intercultural Committee | Increased campus celebrations of different languages, cultures, and diversity |           |     |     |           |
|   |         |                                      |   |           |     |     |           |

**Goal 2: By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.**

**Performance Objective 1:** Every classroom will be staffed with highly effective, and qualified teachers

**Evaluation Data Source(s) 1:** Certificates of Completion for professional development courses, sign-in sheets and agendas

**Summative Evaluation 1:**


| Strategy Description  | Title I                                    | Monitor                                     | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|--|---|---|-----------|-----|-----|-----------|
|   |  |   |   | Formative |     |     | Summative |
|   |  |   |   | Nov       | Jan | May | June      |
| 1) Jane Schaffer writing workshop - premier academic writing system for students and teachers. The program includes an initial structured, organized, and logical method for novice and struggling writers K-12 | 1, 2, 4, 5                                 | Principal, AP's, Dean of Instruction, GLA's | Increased writing scores for all students   |           |     |     |           |
| 2) Teacher opportunities for professional development and conferences through, but not limited to, Region 10, NMSI, AP, TEKS RS, TPRS, book studies, Fine Arts and Technology conferences.                      | 1, 3, 4, 10                                | Principal, Dean of Instruction              | Increased visibility of strategies in Lesson Planning, classroom teaching, and student results. 80% teacher retention rate. |           |     |     |           |
|   | Funding Sources: 211 - Title 1-A - 5000.00 |   |   |           |     |     |           |
| 3) Recruit and retain effective teachers especially in high need areas (Math and Science stipends)  | 1, 2, 3, 10                                | CFO, HR, Principal                          | 80%+ teacher retention rate   |           |     |     |           |
|   |  |   |   |           |     |     |           |

**Goal 2:** By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.

**Performance Objective 2:** GHS will create a staff culture that exemplifies professionalism, leadership, and community.

**Evaluation Data Source(s) 2:** teacher retention rates, staff climate survey, parent climate survey

**Summative Evaluation 2:**

| Strategy Description   | Title I  | Monitor          | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|--|--|------------------|-----------------------------------|-----------|-----|-----|-----------|
|  |  |                  |                                   | Formative |     |     | Summative |
|  |  |                  |                                   | Nov       | Jan | May | June      |
| 1) Increase opportunities for staff members to socialize by hosting campus events  |  | Principals, GLAs | Increased feeling of community    |           |     |     |           |
|  | Funding Sources: 420 - State - 500.00  |                  |                                   |           |     |     |           |
| 2) Use Sunshine Club to celebrate special events                                   |  | nurse,           | increase staff retention          |           |     |     |           |
|  | Problem Statements: Staff Quality, Recruitment, and Retention 1<br>Funding Sources: 420 - State - 500.00 |                  |                                   |           |     |     |           |
|  |  |                  |                                   |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Staff Quality, Recruitment, and Retention   |
|---|
| <b>Problem Statement 1:</b> Salary differential between us and neighboring districts provides continued challenge for teacher recruitment and retention |

## State System Safeguard Strategies

| <b>Goal</b> | <b>Objective</b> | <b>Strategy</b> | <b>Description</b>  |
|-------------|------------------|-----------------|---|
| 1           | 3                | 1               | Increased focus support for EL's through Professional Development and once a month in PLC's - SIOP, LPAC recommendations, Language and Content objectives |
| 1           | 3                | 2               | Utilization of Peer to Peer tutoring (NHS and Mentor to Mentors), and Mandatory Tutoring as needed  |
| 1           | 3                | 3               | Utilize supplemental instructional materials, computer/web based programs - Study Island, Plato   |

## Campus Improvement Plan Advisory Committee

| <b>Committee Role</b>      | <b>Name</b>      | <b>Position</b>     |
|----------------------------|------------------|---------------------|
| Administrator              | Marco De Leon    | Dean of Instruction |
| Administrator              | Karen Marx       | Principal           |
| Parent                     | Rebecca Smith    |                     |
| Student                    | Edward Cervantes |                     |
| Classroom Teacher          | Melissa Gomez    | GLA                 |
| Classroom Teacher          | Charles Watson   | GLA                 |
| Non-classroom Professional | Sharla Sanders   | Counselor           |
| Community Representative   | George Butler    |                     |
| Classroom Teacher          | Tamara Guinyard  | SPED Teacher        |
| Student                    | Trinity Cherry   |                     |



## Campus Funding Summary

| <b>420 - State</b>     |                  |                 |   |                     |                    |
|------------------------|------------------|-----------------|---|---------------------|--------------------|
| <b>Goal</b>            | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>                   | <b>Account Code</b> | <b>Amount</b>      |
| 1                      | 1                | 1               | Curricular Resources                      |                     | \$1,500.00         |
| 1                      | 1                | 2               | Testing supplies, bilingual dictionaries  |                     | \$1,000.00         |
| 2                      | 2                | 1               | Meals                                     | 461                 | \$500.00           |
| 2                      | 2                | 2               | cards, flowers and cake                   | 461                 | \$500.00           |
| <b>Sub-Total</b>       |                  |                 |   |                     | <b>\$3,500.00</b>  |
| <b>211 - Title 1-A</b> |                  |                 |   |                     |                    |
| <b>Goal</b>            | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>                   | <b>Account Code</b> | <b>Amount</b>      |
| 1                      | 1                | 1               | Teacher compensation                      |                     | \$5,000.00         |
| 1                      | 1                | 3               | Study Island, Brain Pop, and Measuring up |                     | \$10,000.00        |
| 1                      | 2                | 9               |   |                     | \$8,000.00         |
| 1                      | 6                | 2               | Staff salaries                            |                     | \$3,000.00         |
| 1                      | 6                | 3               | snacks for meetings                       |                     | \$2,000.00         |
| 2                      | 1                | 2               |   |                     | \$5,000.00         |
| <b>Sub-Total</b>       |                  |                 |   |                     | <b>\$33,000.00</b> |
| <b>Grand Total</b>     |                  |                 |   |                     | <b>\$36,500.00</b> |

# **International Leadership of Texas**

## **ILTexas Arlington Elementary**

### **2017-2018 Campus Improvement Plan**



# Mission Statement

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

Others Before Self

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Total # of students: 920

African-American: 18%

Hispanic: 66%

White: 12%

Asian: 2%

Two or more races: 2%

Economically Disadvantaged: 61%

English Language Learners (ELL): 44%

At-Risk: 52%

Mobility: 14%

### Demographics Strengths

We have a variety of different cultures on our campus and we work to develop an appreciation and respect for all differences. Our faculty and staff is as diverse as our student body. This allows us to prepare students for roles in both their local and international communities.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** We have various needs based on a high AA, Hispanic, LEP population, and need to address to close learning gaps. **Root Cause:** The at-risk population continues to increase and students in these groups continue to lag behind their peers.

## Student Achievement

### Student Achievement Summary

STAAR Data (2016-2017)

3rd Grade Reading: 68% (Approaches) 25% (Masters)

3rd Grade Math: 71% (Approaches) 18% (Masters)

4th Grade Reading: 53% (Approaches) 21% (Masters)

4th Grade Math: 61% (Approaches) 20% (Masters)

4th Grade Writing: 58% (Approaches) 5% (Masters)

5th Grade Reading: 69% (Approaches) 11% (Masters)

5th Grade Math: 63% (Approaches) 6% (Masters)

5th Grade Science: 64% (Approaches) 11% (Masters)

### Student Achievement Strengths

Many of our parents are involved in their child's learning. They understand the importance of education and work to instill that belief in their students. Many students' are orally proficient in their first language, whether English or Spanish.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** STAAR Reading and Math scores continue to lag behind the state and district **Root Cause:** The Dual Language Model is implemented is K-5 without a proper student level screener.

## School Culture and Climate

### School Culture and Climate Summary

- About 71 parents responded to the survey
- 56% strongly or somewhat agree that assigned homework is appropriate in complexity and amount.
- 69% strongly or somewhat agree that our school was preparing students for their academic future.
- 63% strongly or somewhat agree there was a positive culture on campus.
- 77% strongly or somewhat agree that Campus Administration is approachable, professional and supportive.
- 67% strongly or somewhat agree their child's teacher was knowledgeable, approachable and professional.
- 75% strongly or somewhat agree the front office was welcoming, knowledgeable and helpful.
- 49% strongly or somewhat agree that campus communication is effective.
- 80% strongly or somewhat agree that the campus is safe.

### School Culture and Climate Strengths

The staff is building a culture and climate that promotes respect. Parents are invited to Parent Coffee events and they always feel welcome to come on campus.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** A school wide discipline management program is not evident on campus **Root Cause:** Lack of experienced teachers who know how to handle minor offenses and lack of classroom management training.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Total Staff: 71

% of Minority Staff: 76%

African-American: 13%

Hispanic: 51%

White: 28%

Asian: 9%

Males: 17%

Females: 83%

Beginning Teachers: 11%

1-5 Years Teaching Experience: 64%

6-10 Years Teaching Experience: 11%

11-20 Years Teaching Experience: 5%

### **Staff Quality, Recruitment, and Retention Strengths**

We have an ethnically diverse faculty/staff population. Teachers meet in their professional learning communities everyday with their teams.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**



**Problem Statement 1:** Lack of quality PD opportunities from the district and time allocated to have all teachers available at the same time for PD **Root**

**Cause:** Lack of quality districtwide PD and lack of meeting times as an entire campus to address PD needs

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Teachers have access to several online programs: Study Island, Reading A-Z, I-Station, Brain Pop, Measuring Up, etc. RLA adoption: Journey's/Senderos, Reading Horizons phonic program.

### **Curriculum, Instruction, and Assessment Strengths**

Teachers have the support of partners, team members, instructional coaches, and district content coordinators. Students receive interventions during school and after school.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Need for effective use of data to drive instruction **Root Cause:** Teachers need more training and support on how to produce data driven instruction. A tool to collect and aggregate data would be helpful.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

-Monthly Parent Newsletter

-PTO Monthly Meetings

-Parent Portal

-Parent Teacher Conference

-School Messenger

-Watch D.O.G.S.

-Meet the Teacher Night

### **Family and Community Involvement Strengths**

Continuous communication with parents. The school utilizes different methods of communication with parents.

### **Problem Statements Identifying Family and Community Involvement Needs**

**Problem Statement 1:** More support needed to assist bilingual parents **Root Cause:** School recruits students from all geographical locations

## **School Context and Organization**

### **School Context and Organization Summary**

- Administration and Counseling Teams are divided based off grade levels (K-1, 2-5, and 6-8)
- K-1 Campus will be external to the main campus (2017-2018 school year)
- 2nd-8th Grades will be housed at the main the main campus

### **School Context and Organization Strengths**

- Grade Level Administrator for each grade
- Dual Language Model where partner teachers meet at least twice a week
- PLCs meet each day with the entire grade level

### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** Campus structure issues as it relates to achievement, discipline, and professional development **Root Cause:** AEMS has not been a complete K-8 campus the last 3 school years with grade levels being housed on external sites.

## Technology

### Technology Summary

All students in grades 4th-8th receive Chromebooks to use for class assignments. Chromebooks move up with students in each grade if they stay at ILTexas-Arlington. Students are able to utilize chromebooks for homework and projects at home if they pay the chromebook deposit.

### Technology Strengths

- Teachers utilize technology daily for instructional purposes
- Students have access to technology on a daily basis via chromebooks

### Problem Statements Identifying Technology Needs

**Problem Statement 1:** Limited access to technology in grades K-2 and a combined computer lab/library makes technology access difficult at times. **Root Cause:** Chromebooks are issued to 4th grade-8th grade and K-3 use computers in class (5 per class)

# Comprehensive Needs Assessment Data Documentation

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

## Goals

**Goal 1: By the end of 2017-2018 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.**

**Performance Objective 1:** By the end of the 2017-2018 school year, all Special Populations (to include SPED, Bilingual, and ESL students) will increase their performance at the Approaches Performance Level on State Assessments by at least 25%.


**Evaluation Data Source(s) 1:** STAAR & EOC Assessments

### Summative Evaluation 1:

| Strategy Description   | Title I    | Monitor  | Strategy's Expected Result/Impact   | Reviews  |     |     |           |
|--|------------|--|---|--|-----|-----|-----------|
|  |            |  |   | Formative  |     |     | Summative |
|  |            |  |   | Nov  | Jan | May | June      |
| <b>State System Safeguard Strategy</b><br>1) Monitor implementation of curriculum and Scope and Sequence   | 1, 2       | Principal<br>Assistant Principal<br>Instructional Coach<br>Grade Level<br>Administrators<br>Teachers | Increase in students' scores in campus, district and state assessments.             |  |     |     |           |
|  |            |  |   | Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 |     |     |           |
| 2) Use data driven instruction based on teacher and district assessments to drive the instructional needs of students and have teachers monitor using All In Learning. | 1, 2, 8    | Principal<br>Assistant Principal<br>Instructional Coach<br>Grade Level<br>Administrators<br>Teachers | Increase in students' scores in campus, district and state assessments and courses. |  |     |     |           |
|  |            |  |   | Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 |     |     |           |
| 3) Administer DRA/EDL (for Kinder-2nd Grades), MAP Testing (3rd-5th) and I-Station to determine and target reading level instruction for students.                     | 1, 2, 8, 9 | Principal<br>Assistant Principal<br>Campus Instructional<br>Coach<br>Grade Level<br>Administrators   | Target reading instructional levels to increase reading levels.                     |  |     |     |           |
|  |            |  |   | Problem Statements: Demographics 1 - Student Achievement 1   |     |     |           |

|   |                    |  |  |  |  |  |  |
|---|--------------------|--|--|--|--|--|--|
| <p><b>State System Safeguard Strategy</b></p> <p>4) Conduct tutorials before/during/after the school day and for Saturday School for those students not demonstrating mastery.</p>  | <p>1, 2, 9</p>     | <p>Principal<br/>Assistant Principal<br/>Campus Instructional Coach<br/>Grade Level Administrator<br/>Teachers<br/>Teacher Assistants.</p> | <p>Increase in the number of students passing all subjects on Progress Reports and Report cards.</p>                         |  |  |  |  |
| <p>Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1</p>   |                    |  |  |  |  |  |  |
| <p>5) Differentiated and small group instruction will be offered to all students.</p>   | <p>1, 2, 9</p>     | <p>Principal<br/>Assistant Principal<br/>Grade Level Administrator<br/>Campus Instructional Coach<br/>Teacher<br/>Instructional Aides</p>  | <p>All students working at or above their instructional level.</p>   |  |  |  |  |
| <p>Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>   |                    |  |  |  |  |  |  |
| <p><b>State System Safeguard Strategy</b></p> <p>6) Provide online programs to include Raz Kids, Study Island, Brain Pop, MAP, Measuring Up and other online resources to enhance instruction and increase student achievement.</p>   | <p>1, 2, 8, 10</p> | <p>Principal<br/>Assistant Principal<br/>Grade Level Administrator<br/>Campus Instructional Coach<br/>Teacher<br/>Instructional Aides</p>  | <p>Increase in students' grades, test scores and targeted instruction based on students' individual instructional level.</p> |  |  |  |  |
| <p>Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>   |                    |  |  |  |  |  |  |
| <p>7) Provide instructional materials for students in Reading/LA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in the preparation of State Assessments (including Kamico, STAAR Master, Measuring Up, Imagine Learning, etc.)</p> | <p>1, 2, 8, 9</p>  | <p>Principal<br/>Assistant Principal<br/>Grade Level Administrator<br/>Campus Instructional Coach<br/>Teacher<br/>Instructional Aides</p>  | <p>Increase in students' grades, test scores and targeted instruction based on students' individual instructional level</p>  |  |  |  |  |
| <p>Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>   |                    |  |  |  |  |  |  |
| <p>Funding Sources: 211 - Title 1-A - 75000.00</p>  |                    |  |  |  |  |  |  |



|  |         |   |   |  |  |  |  |
|--|---------|---|---|--|--|--|--|
| 8) Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school | 1, 2, 6 | Principal<br>Assistant Principal<br>Grade Level Administrator<br>Campus Instructional Coach<br>Teacher<br>Instructional Aides | Increase in parent participation<br>Increase in students' grades, test scores and behavior due to increase in parental involvement. |  |  |  |  |
| Problem Statements: Demographics 1 - Student Achievement 1 - Family and Community Involvement 1<br>Funding Sources: 211 - Title 1-A - 5000.00                                |         |   |   |  |  |  |  |
|    |         |   |   |  |  |  |  |

**Performance Objective 1 Problem Statements:**

|  |  |
|--|--|
| <b>Demographics</b>  |  |
| <b>Problem Statement 1:</b> We have various needs based on a high AA, Hispanic, LEP population, and need to address to close learning gaps. <b>Root Cause 1:</b> The at-risk population continues to increase and students in these groups continue to lag behind their peers. |  |
| <b>Student Achievement</b>   |  |
| <b>Problem Statement 1:</b> STAAR Reading and Math scores continue to lag behind the state and district <b>Root Cause 1:</b> The Dual Language Model is implemented is K-5 without a proper student level screener.  |  |
| <b>Curriculum, Instruction, and Assessment</b>   |  |
| <b>Problem Statement 1:</b> Need for effective use of data to drive instruction <b>Root Cause 1:</b> Teachers need more training and support on how to produce data driven instruction. A tool to collect and aggregate data would be helpful.                                 |  |
| <b>Family and Community Involvement</b>  |  |
| <b>Problem Statement 1:</b> More support needed to assist bilingual parents <b>Root Cause 1:</b> School recruits students from all geographical locations  |  |

**Goal 1:** By the end of 2017-2018 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 2:** By the end of the 2017-2018 school year, all students will demonstrate an increase of a minimum of one sub-level, based on the ACTFL proficiency guidelines.

**Evaluation Data Source(s) 2:** ACTFL assessments

**Summative Evaluation 2:**







**Goal 2:** By the end of the 2017-2018 school year, we will increase the teacher retention rate from 72% to at least 80%.

**Performance Objective 1:** To recruit and retain highly qualified teachers and staff for ILTexas by offering support to staff.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

| Strategy Description   | Title I | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---------|--|--|-----------|-----|-----|-----------|
|  |         |  |  | Formative |     |     | Summative |
|  |         |  |  | Nov       | Jan | May | June      |
| 1) Advertise in the newspaper, on the web, through Teacher Job Network and through other educator recruitment portals. | 1, 5    | Principal<br>Assistant Principal<br>Campus Instructional Coach<br>Grade Level Administrator<br>HR Department<br>District Personnel | Increase applications received through these portals and a decrease in vacancies.                          |           |     |     |           |
| Problem Statements: Staff Quality, Recruitment, and Retention 1  |         |  |  |           |     |     |           |
| 2) Attend College, ESC, and online job fairs as well as other educator recruitment job fairs.                          | 5       | Principal<br>Assistant Principal<br>Campus Instructional Coach<br>Grade Level Administrator<br>HR Department<br>District Personnel | Signed LOAs from teachers recruited at job fairs.<br>Increase in the number of experienced teachers hired. |           |     |     |           |
| Problem Statements: Staff Quality, Recruitment, and Retention 1  |         |  |  |           |     |     |           |

|  |          |  |   |  |  |  |  |
|--|----------|--|---|--|--|--|--|
| <p>3) Provide salary based incentives for high need content areas (math, science and bilingual).</p>   | <p>5</p> | <p>Principal<br/>Assistant Principal<br/>Campus Instructional Coach<br/>Grade Level Administrator<br/>HR Department<br/>District Personnel</p> | <p>Few to no vacancies in our shortage areas.<br/>Increase in the number of experienced teachers hired.</p> |  |  |  |  |
| <p>Problem Statements: Staff Quality, Recruitment, and Retention 1<br/>Funding Sources: 211 - Title 1-A - 10000.00</p>   |          |  |   |  |  |  |  |
| <p>4) Assist teachers in obtaining their ESL Certification to address this shortage area.</p>  | <p>5</p> | <p>Principal<br/>Assistant Principal<br/>Campus Instructional Coach<br/>Grade Level Administrator<br/>HR Department<br/>District Personnel</p> | <p>Increase in the number of teachers with ESL certification.</p>   |  |  |  |  |
| <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>   |          |  |   |  |  |  |  |
| <p>5) Form an alliance with the Texas-Spain Initiative to recruit bilingual teachers from Spain and with Hanban/College Board to recruit Chinese Teachers.</p>   | <p>5</p> | <p>Principal<br/>Assistant Principal<br/>Campus Instructional Coach<br/>Grade Level Administrator<br/>HR Department<br/>District Personnel</p> | <p>Signed LOAs by teachers from Spain and China.</p>  |  |  |  |  |
| <p>Problem Statements: Staff Quality, Recruitment, and Retention 1<br/>Funding Sources: 211 - Title 1-A - 5400.00</p>  |          |  |   |  |  |  |  |
| <p>  = Accomplished                    = Continue/Modify                    = Considerable                    = Some Progress                    = No Progress                    = Discontinue             </p> |          |  |   |  |  |  |  |

**Performance Objective 1 Problem Statements:**

**Staff Quality, Recruitment, and Retention**

**Problem Statement 1:** Lack of quality PD opportunities from the district and time allocated to have all teachers available at the same time for PD **Root Cause 1:** Lack of quality districtwide PD and lack of meeting times as an entire campus to address PD needs

## State System Safeguard Strategies

| <b>Goal</b> | <b>Objective</b> | <b>Strategy</b> | <b>Description</b>  |
|-------------|------------------|-----------------|---|
| 1           | 1                | 1               | Monitor implementation of curriculum and Scope and Sequence   |
| 1           | 1                | 4               | Conduct tutorials before/during/after the school day and for Saturday School for those students not demonstrating mastery.  |
| 1           | 1                | 6               | Provide online programs to include Raz Kids, Study Island, Brain Pop, MAP, Measuring Up and other online resources to enhance instruction and increase student achievement. |

# Campus Funding Summary

| 211 - Title 1-A    |           |          |                               |              |             |
|--------------------|-----------|----------|-------------------------------|--------------|-------------|
| Goal               | Objective | Strategy | Resources Needed              | Account Code | Amount      |
| 1                  | 1         | 7        | Supplemental Supplies         |              | \$75,000.00 |
| 1                  | 1         | 8        | Parental Involvement Supplies |              | \$5,000.00  |
| 2                  | 1         | 3        | Professional Development      |              | \$10,000.00 |
| 2                  | 1         | 5        | Salary                        | 211          | \$5,400.00  |
| <b>Sub-Total</b>   |           |          |                               |              | \$95,400.00 |
| <b>Grand Total</b> |           |          |                               |              | \$95,400.00 |

# **International Leadership of Texas**

## **ILTexas Arlington Middle**

### **2017-2018 Campus Improvement Plan**



# Mission Statement

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

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

-146 six graders

-140 seventh graders

-130 eight graders

-19% African-American

-67% Hispanic

-8% White

-61% economically disadvantaged

-21% ELL

-33% at-risk

-21% mobility

### Demographics Strengths

We have a variety of different cultures on our campus and we work to develop an appreciation and respect for all differences. Our faculty and staff is as diverse as our student body. This allows us to prepare students for roles in both their local and international communities.

### Problem Statements Identifying Demographics Needs



**Problem Statement 1:** The need to address the special student populations of ELLs, SPED, At-Risk, GT, etc. **Root Cause:** The wide range of linguistic and academic levels of the students.

## Student Achievement

### Student Achievement Summary

-6th grade reading: 58%

-6th grade math: 65%

-7th grade reading: 68%

-7th grade math: 70%

-7th grade writing: 66%

-8th grade reading: 89%

-8th grade math: 84%

-8th grade science: 70%

-8th grade social studies: 55%

### Student Achievement Strengths

We met state accountability in all of 4 indices of student achievement, student progress, closing the performance gap, and postsecondary readiness. The school earned distinctions in the area of closing the performance gap and postsecondary readiness.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** The number of students performing below grade level on standardized tests. **Root Cause:** Attrition is one of the reasons why students are performing below grade level on standardized tests.

## School Culture and Climate

### School Culture and Climate Summary

Campus is working on a school wide consistent behavior plan such as restorative practices. This will address the different needs of the most challenging middle school students.

### School Culture and Climate Strengths

Our mission is centered on servant leadership and our school motto is "Others Before Self." We are building a culture and climate that promotes respect and taking responsibility for actions. Our staff is dedicated, professional, and collaborative.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Large number of Level 1 offenses **Root Cause:** School-wide student discipline management plans need to be implemented and followed by all staff.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

- Over 90% of teachers are certified
- Grade level administrators (GLAs) provide support to their teams
- Teachers meet in PLCs a minimum of 2 times per week
- Teachers are recruited from Spain and Chinese to teach our trilingual model
- Professional Development provided by Regions 4, 10, and 11

### **Staff Quality, Recruitment, and Retention Strengths**

Our campus has a high percentage of certified instructors. Teachers are given two periods per day (PLC and Conference) to plan for upcoming instruction as well as to review data. Professional development is ongoing and the international aspect of our district is very attractive to parents and prospective employee candidates.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Lack of meeting times as a whole faculty for professional development **Root Cause:** Formal times are not scheduled

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

- Eagle Academy
- Think Through Math
- Study Island
- Measuring Up
- Go Math
- STAAR Master
- Stemscope
- Chromebooks (6th-8th Grades)

### **Curriculum, Instruction, and Assessment Strengths**

Data driven decisions based on our allotted staff development time "Data Day." Teachers incorporate technology into daily lesson plans. Teachers use data analysis and targeted students are identified for small group instruction and tutorial help. Students have the opportunity to master learning of various content through Eagle Academy.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** The lack of data usage to develop lesson plans that correlate with TEKS and assessments **Root Cause:** Teachers have not been trained on the use of data

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

-Teacher Monthly Newsletter

-Curriculum Nights

-PTO Monthly Meetings

-Parent Teacher Conferences

-School Messenger

-Skyward

-Parent School Compact

-Monthly Parent Coffee

### **Family and Community Involvement Strengths**

Majority of the parents are actively involved in the education of their child. The school has in place several vehicles to facilitate parent communication.

### **Problem Statements Identifying Family and Community Involvement Needs**

**Problem Statement 1:** Lack of parent participation at many school events (after-school) **Root Cause:** The distance between the campus and home of many students.

## **School Context and Organization**

### **School Context and Organization Summary**

- Grade Level Administrators (GLAs) oversee the grade level and provide daily support to teachers
- Middle School has a designated Associate Principal and Counselor
- Each grade level has a designated instructional aide

### **School Context and Organization Strengths**

The school is organized in a manner that allows for the middle school to have a designated administrator, counselor, grade level leads, and instructional aides. There is a lot of personnel support in order to help students academically.

### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** Vertical alignment has been difficult to implement **Root Cause:** Middle school grades being in two different locations for the past 2 years

## Technology

### Technology Summary

-Classrooms are highly technologically compatible

-129 chromebooks (8th grade)

-145 chromebooks (7th grade)

-160 chromebooks (6th grade)

### Technology Strengths

All staff have members have access to technology. Teachers utilize technology to communicate with parents and in daily instruction. Students utilize technology in classroom learning and homework project. We have a one-to-one initiative with each student having access to a chromebook.

### Problem Statements Identifying Technology Needs

**Problem Statement 1:** All students are unable to purchase a chromebook **Root Cause:** 70%+ free or reduced lunch statistic for the campus



# Comprehensive Needs Assessment Data Documentation

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

## Goals

**Goal 1: By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.**


**Performance Objective 1:** By the end of the 2017-2018 school year, all Special Populations (to include SPED, Bilingual, and ESL students) will increase their performance at the Approaches Performance Level on State Assessments by at least 25%.

**Evaluation Data Source(s) 1:** STAAR and EOC Assessments

### Summative Evaluation 1:

| Strategy Description  | Title I    | Monitor  | Strategy's Expected Result/Impact   | Reviews  |     |     |           |
|---|------------|--|---|--|-----|-----|-----------|
|   |            |  |   | Formative  |     |     | Summative |
|   |            |  |   | Nov  | Jan | May | June      |
| <b>State System Safeguard Strategy</b><br>1) Monitor implementation of curriculum and Scope of Sequence   | 1, 2       | Principal, Assistant Principal, Instructional Coach, Grade Level Administrator, and teachers         | Increase in students' in campus, state, district and local assessments              |  |     |     |           |
|   |            |  |   | Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 |     |     |           |
| 2) Use data driven instruction based on teacher and district assessments to drive instructional needs of students and have teachers monitor using All In Learning.<br>Edit Remove | 1, 2, 8    | Principal<br>Assistant Principal<br>Instructional Coach<br>Grade Level<br>Administrators<br>Teachers | Increase in students' scores in campus, district and state assessments and courses. |  |     |     |           |
|   |            |  |   | Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 |     |     |           |
| 3) Adminster DRA/EDL and MAP Testing to determine and target reading instructional levels.  | 1, 2, 8, 9 | Principal<br>Assistant Principal<br>Instructional Coach<br>Grade Level<br>Administrators<br>Teachers | Target reading instructional levels to increase reading levels.                     |  |     |     |           |
|   |            |  |   | Problem Statements: Demographics 1 - Student Achievement 1   |     |     |           |

|   |                    |  |   |  |  |  |  |
|---|--------------------|--|---|--|--|--|--|
| <p><b>State System Safeguard Strategy</b></p> <p>4) Conduct tutorials before/during/after the school day and for Saturday School for those students not demonstrating mastery.</p>  | <p>1, 2, 9</p>     | <p>Principal<br/>Assistant Principal<br/>Instructional Coach<br/>Grade Level<br/>Administrators<br/>Teachers<br/>Instructional Aides</p> | <p>Increase in the number of students passing all subjects on progress reports and report cards.</p>                          |  |  |  |  |
| <p>Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1</p>   |                    |  |   |  |  |  |  |
| <p>5) Differentiated and small group instruction will be offered to all students.</p>   | <p>1, 2, 9</p>     | <p>Principal<br/>Assistant Principal<br/>Instructional Coach<br/>Grade Level<br/>Administrators<br/>Teachers<br/>Instructional Aides</p> | <p>All students working at or above their instructional level.</p>  |  |  |  |  |
| <p>Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>   |                    |  |   |  |  |  |  |
| <p><b>State System Safeguard Strategy</b></p> <p>6) Provide online programs to include Raz Kids, Study Island, Brain Pop, MAP, Measuring Up and other online resources to enhance instruction and increase student achievement.</p>   | <p>1, 2, 8, 10</p> | <p>Principal<br/>Assistant Principal<br/>Instructional Coach<br/>Grade Level<br/>Administrators<br/>Teachers<br/>Instructional Aides</p> | <p>Increase in students' grades, test scores and targeted instruction based on students' individual instructional levels.</p> |  |  |  |  |
| <p>Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>   |                    |  |   |  |  |  |  |
| <p>7) Provide instructional materials for students in Reading/LA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in the preparation of State Assessments (including Kamico, STAAR Master, Measuring Up, Imagine Learning, etc).</p> | <p>1, 2, 8, 9</p>  | <p>Principal<br/>Assistant Principal<br/>Instructional Coach<br/>Grade Level<br/>Administrators<br/>Teachers<br/>Instructional Aides</p> | <p>Increase in students' grades, test scores and targeted instruction based on students' individual instructional levels</p>  |  |  |  |  |
| <p>Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>   |                    |  |   |  |  |  |  |
| <p>Funding Sources: 211 - Title 1-A - 75000.00</p>  |                    |  |   |  |  |  |  |

|   |  |   |   |  |  |  |  |
|---|--|---|---|--|--|--|--|
| 8) Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school<br>Edit Remove | 1, 2, 6  | Principal<br>Assistant Principal<br>Grade Level<br>Administrator<br>Campus Instructional<br>Coach<br>Teacher<br>Instructional Aides | Increase in parent participation<br>Increase in students' grades, test scores and behavior due to increase in parental involvement. |  |  |  |  |
|   | Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Family and Community Involvement 1<br>Funding Sources: 211 - Title 1-A - 2500.00 |   |   |  |  |  |  |
|   |  |   |   |  |  |  |  |

**Performance Objective 1 Problem Statements:**

|  |
|--|
| <b>Demographics</b>  |
| <b>Problem Statement 1:</b> The need to address the special student populations of ELLs, SPED, At-Risk, GT, etc. <b>Root Cause 1:</b> The wide range of linguistic and academic levels of the students.                          |
| <b>Student Achievement</b>   |
| <b>Problem Statement 1:</b> The number of students performing below grade level on standardized tests. <b>Root Cause 1:</b> Attrition is one of the reasons why students are performing below grade level on standardized tests. |
| <b>School Culture and Climate</b>  |
| <b>Problem Statement 1:</b> Large number of Level 1 offenses <b>Root Cause 1:</b> School-wide student discipline management plans need to be implemented and followed by all staff.  |
| <b>Curriculum, Instruction, and Assessment</b>   |
| <b>Problem Statement 1:</b> The lack of data usage to develop lesson plans that correlate with TEKS and assessments <b>Root Cause 1:</b> Teachers have not been trained on the use of data                                       |
| <b>Family and Community Involvement</b>  |
| <b>Problem Statement 1:</b> Lack of parent participation at many school events (after-school) <b>Root Cause 1:</b> The distance between the campus and home of many students.  |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 2:** By the end of 2017-2018 school year, all students will demonstrate an increase of a minimum of one sub level, based on ACTFL proficiency guidelines.

**Evaluation Data Source(s) 2:** ACTFL Assessments

**Summative Evaluation 2:**







**Goal 2:** By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.

**Performance Objective 1:** To recruit and retain highly qualified teachers and staff for ILTexas by offering support to staff.

**Evaluation Data Source(s) 1:** Teacher Survey

**Summative Evaluation 1:**

| Strategy Description   | Title I | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|---------|---|---|-----------|-----|-----|-----------|
|  |         |   |   | Formative |     |     | Summative |
|  |         |   |   | Nov       | Jan | May | June      |
| 1) Advertise in the newspaper, on the web, through Teacher Job Network and through other educator recruitment portals. | 1, 5    | Principal<br>Assistant Principal<br>Instructional Coach<br>Grade Level<br>Administrators<br>HR Department<br>District Personnel | Increase applications received through these portals and a decrease in teacher vacancies. |           |     |     |           |
| Problem Statements: Staff Quality, Recruitment, and Retention 1  |         |   |   |           |     |     |           |
| 2) Attend College, ESC and online job fairs as well as other educator recruitment job fairs.                           | 1, 5    | Principal<br>Assistant Principal<br>Instructional Coach<br>Grade Level<br>Administrators<br>HR Department<br>District Personnel | Increase applications received through these portals and a decrease in vacancies.         |           |     |     |           |
| Problem Statements: Staff Quality, Recruitment, and Retention 1  |         |   |   |           |     |     |           |

|  |      |   |   |  |  |  |  |
|--|------|---|---|--|--|--|--|
| 3) Provide salary based incentives for high need content areas (math, science and bilingual).  | 1, 5 | Principal<br>Assistant Principal<br>Instructional Coach<br>Grade Level<br>Administrators<br>HR Department<br>District Personnel | Few to no vacancies in our shortage areas.<br>Increase in the number of experienced teachers hired. |  |  |  |  |
| Problem Statements: Staff Quality, Recruitment, and Retention 1  |      |   |   |  |  |  |  |
| 4) Assist teachers in obtaining their ESL Certification to address this shortage area.   | 5    | Principal<br>Assistant Principal<br>Instructional Coach<br>Grade Level<br>Administrators<br>HR Department<br>District Personnel | Increase in the number of teachers with ESL certification.  |  |  |  |  |
| Problem Statements: Staff Quality, Recruitment, and Retention 1  |      |   |   |  |  |  |  |
| Funding Sources: 211 - Title 1-A - 10000.00  |      |   |   |  |  |  |  |
| 5) Form an alliance with the Texas-Spain Initiative to recruit bilingual teachers from Spain and with Hanban/College Board to recruit Chinese Teachers.  | 5    | Principal<br>Assistant Principal<br>Instructional Coach<br>Grade Level<br>Administrators<br>HR Department<br>District Personnel | Signed LOAs by teachers from Spain and China  |  |  |  |  |
| Problem Statements: Staff Quality, Recruitment, and Retention 1  |      |   |   |  |  |  |  |
| <p style="text-align: center;">  = Accomplished                        = Continue/Modify                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue                 </p> |      |   |   |  |  |  |  |

**Performance Objective 1 Problem Statements:**

|   |
|---|
| <b>Staff Quality, Recruitment, and Retention</b>  |
| <b>Problem Statement 1:</b> Lack of meeting times as a whole faculty for professional development <b>Root Cause 1:</b> Formal times are not scheduled |

## State System Safeguard Strategies

| <b>Goal</b> | <b>Objective</b> | <b>Strategy</b> | <b>Description</b>  |
|-------------|------------------|-----------------|---|
| 1           | 1                | 1               | Monitor implementation of curriculum and Scope of Sequence  |
| 1           | 1                | 4               | Conduct tutorials before/during/after the school day and for Saturday School for those students not demonstrating mastery.  |
| 1           | 1                | 6               | Provide online programs to include Raz Kids, Study Island, Brain Pop, MAP, Measuring Up and other online resources to enhance instruction and increase student achievement. |

# Campus Funding Summary

| 211 - Title 1-A    |           |          |                               |              |             |
|--------------------|-----------|----------|-------------------------------|--------------|-------------|
| Goal               | Objective | Strategy | Resources Needed              | Account Code | Amount      |
| 1                  | 1         | 7        | Instructional Supplies        |              | \$75,000.00 |
| 1                  | 1         | 8        | Parental Involvement Supplies |              | \$2,500.00  |
| 2                  | 1         | 4        | Professional Development      |              | \$10,000.00 |
| <b>Sub-Total</b>   |           |          |                               |              | \$87,500.00 |
| <b>Grand Total</b> |           |          |                               |              | \$87,500.00 |



# **International Leadership of Texas**

## **ILTexas Arlington High**

### **2017-2018 Campus Improvement Plan**



## **Mission Statement**

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

## **Vision**

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

## **Motto**

We believe in exhibiting "Others Before Self" behavior.

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

We believe in our students.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

| Grade Level | 9 <sup>th</sup> Grade | 10 <sup>th</sup> Grade | Total Number |
|-------------|-----------------------|------------------------|--------------|
| Students    | 113                   | 91                     | 204          |

| Student Ethnic Demographics    | 9 <sup>th</sup> Grade | 10 <sup>th</sup> Grade | Total Percentage |
|--------------------------------|-----------------------|------------------------|------------------|
| American Indian/Alaskan Native | 0                     | 1                      | 0.5%             |
| Asian                          | 3                     | 2                      | 2.5%             |
| Black/African American         | 15                    | 23                     | 18.7%            |
| Hispanic/Latino                | 89                    | 56                     | 71.1%            |
| Two or more races              | 1                     | 1                      | 1.0%             |
| White/Caucasian                | 5                     | 8                      | 6.4%             |

| Student Gender  | 9 <sup>th</sup> Grade | 10 <sup>th</sup> Grade | Total Percentage |
|-----------------|-----------------------|------------------------|------------------|
| Female Students | 60                    | 49                     | 53.4%            |



| <b>Gifted &amp; Talented</b> | <b>9<sup>th</sup> Grade</b> | <b>10<sup>th</sup> Grade</b> | <b>Total Percentage</b> |
|------------------------------|-----------------------------|------------------------------|-------------------------|
| Students                     | 15                          | 6                            | 10.3%                   |

| <b>Pregnancy Related</b> | <b>9<sup>th</sup> Grade</b> | <b>10<sup>th</sup> Grade</b> | <b>Total Percentage</b> |
|--------------------------|-----------------------------|------------------------------|-------------------------|
| Students                 | 0                           | 0                            | 0%                      |

| <b>Attendance</b>  | <b>9<sup>th</sup> Grade</b> | <b>10<sup>th</sup> Grade</b> | <b>Total Percentage</b> |
|--------------------|-----------------------------|------------------------------|-------------------------|
| Perfect Attendance |                             |                              |                         |
| 1 Absence          |                             |                              |                         |
| 2-3 Absences       |                             |                              |                         |
| 4 or more Absences |                             |                              |                         |

| <b>Average Class Sizes</b> | <b>Range</b> |
|----------------------------|--------------|
| Core/LOTE                  | 5-24         |

|                       |       |
|-----------------------|-------|
| Leadership            | 20-32 |
| Athletic Conditioning | 22-42 |

| <b>Faculty Gender</b> | <b>Total Number</b> | <b>Total Percentage</b> |
|-----------------------|---------------------|-------------------------|
| Female                | 15                  | 75%                     |
| Male                  | 5                   | 25%                     |

| <b>Faculty Ethnic Demographics</b> | <b>F</b> | <b>M</b> | <b>Total Percentage</b> |
|------------------------------------|----------|----------|-------------------------|
| Asian                              | 2        | 0        | 10%                     |
| Black/African American             | 2        | 1        | 15%                     |
| Hispanic/Latino                    | 3        | 1        | 20%                     |
| White/Caucasian                    | 7        | 3        | 50%                     |
| Middle Eastern                     | 1        | 0        | 5%                      |

**Demographics Strengths**

1. Our staff, as also reflected in our student body, is diverse and able to pull from various cultures and ethnic backgrounds.
2. We celebrate diversity in our program by requiring students to study the Spanish and Mandarin Chinese language, and cultures of countries who speak those languages.

3. We have a number of parents and families that speak only Spanish. For these families, we send all of our School-Messenger announcements in English and Spanish. We also employ a number of faculty members who are available to translate meetings if needed.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The need to address the special student populations of ELLs, SPED, At-Risk, GT, low socioeconomic students, etc. **Root Cause:** The wide range of linguistic and academic levels of the students.

## Student Achievement

### Student Achievement Summary

U.S. History 91

English II 63

English I 59

Biology 88

Algebra I 78

### Student Achievement Strengths

We met state accountability in all of 4 indices of student achievement, student progress, closing the performance gap, and postsecondary readiness.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** The number of students performing below grade level on standardized tests. **Root Cause:** Attrition and teacher knowledge and skills are two of the reasons why students are performing below grade level on standardized tests.



## School Culture and Climate

### School Culture and Climate Summary

We continue to work to create a welcoming environment and provide our families with multiple opportunities to get information from the school. We held summer orientation meetings for parents and students to gather information. At one of the meetings we had a "Meet the Teacher" portion where the parents and students could meet the teachers and ask questions accordingly. We also had administrators on hand to answer any questions about the school policies. On the first two days of school, we held assemblies to set expectations for students and inform them of our policies. Administrators have an "Open Door" Policy where students are free to meet with administrators without an appointment. Most behavior issues are managed by the classroom teacher through established principles of Classroom management and discipline. We encourage our teachers to begin the discipline process well before deviant behavior begins. The more we get to know our students and families, and include parents in the discipline process, the fewer issues we expect to see as the year progresses. Our teachers aim to prevent these behavior issues before they have a chance to manifest themselves in the classroom. Our school is also implementing the Positive Behavior Intervention & Support Program (PBIS) intended to give positive ways to address behavioral issues and to have a positive impact on school culture and climate.

### School Culture and Climate Strengths

- Administrators walk around from classroom to classroom every day.
- Constant interaction with teachers and students throughout the day.
- PBIS program interventions Administrators are available and visible during drop-off and pickup.
- Parents are able to ask questions informally.
- Brand new school building.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Students feel they have a limited high school experience. **Root Cause:** Newness of the school, as well as charter versus regular public school.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

Compensation for science and math teachers is competitive.

The interview process includes a committee composed of teachers, grade level administrators and the assistant principal or principal.

We use a number of sources to find highly qualified staff such as our campus website, LinkedIn, Facebook, the Teacher Job Network (TJN), newspaper, and Region 10 and 11 job fairs. This can be supplemented by reaching out to alternative certification companies such as ECAP and Texas Teachers.

Upon request, we would like for possible candidates to present a sample lesson as it pertains to their content.

On the campus level provide sufficient training to new teachers. (Eduphoria, Skyward, etc.)

### Staff Quality, Recruitment, and Retention Strengths

- or all teachers- planning and student information
- Professional development through Region X/XI, AP and other opportunities
- Feedback form for teachers to address needs and concerns
- Grade level administrator provides instructional, technical and disciplinary support.
- Teacher mentoring program

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Recruitment: applicant numbers are low. **Root Cause:** Sources for applicants are short due to the wage gap.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

We will again be using the TEKS as our curriculum and utilizing Marget Kilgo's scope and sequence. In addition, we provide teachers with text books and supplemental resources to support their objectives.

Each teacher is required to submit lesson plans to ensure alignment with state standards and the curriculum. Students will be given a common summative assessment (CSA) at the end of each grading period in addition to End of Course exams for applicable courses. The CSA's are used to measure the achievement of individual students, and give valuable feedback to each teacher. Teachers will use the data gained to adjust teaching methods, reteach key concepts that were missed by a significant amount of students, and academically prepare students for the next level.

Students are also held accountable for work assigned. If students do not turn in their homework, or turn it in incomplete, they are required to stay after school and do that assignment. This is done to ensure every student masters the material covered in class. If students continue to struggle, teachers are available before and after school for tutoring in the respective areas.

ILTexas implements a trilingual model of instructions which requires all students to take Spanish and Mandarin Chinese in addition to their traditional classes. In support of this, we have an extended school day from most schools. Also, classes aim to be more rigorous in that all core classes are either PreAP and AP.

### **Curriculum, Instruction, and Assessment Strengths**

Teachers work after school to help students that are struggling, regardless of the subject area.

Common summative assessments are used to evaluate student progress throughout the year. This data is used to target students requiring extra assistance.

We have extended school days to compliment our Tri-Lingual model.

Advanced classes provide additional rigor to the core classes

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Lack of training for all teachers as it pertains to classroom management, diversity, differentiation, etc. **Root Cause:** Money and time.

## Family and Community Involvement

### Family and Community Involvement Summary

ILTexas Arlington High School is committed to being an open and inviting school where parents are able to participate in the educational process of their child. We have an active Parent Teacher Organization (PTO) that is working to foster more parent involvement in support of the school and its needs.

The following is a list of events we have done and are planning to do this year:

Parent Information Nights: We held three information nights during the summer for parents to get information about the school and ask questions.

Parent Engagement Nights: We will hold monthly meetings where parents are invited to come and meet with the principal. This is an opportunity to ask questions and get updates about the school.

College Fair: We want students and parents to begin thinking about college for their students. These events help to foster these discussions.

Career Day: We want to invite leaders in various fields to come and speak to the students about their professions, giving them some guidance about how to enter that field.

Community Service Project: Each student is required to conduct 15 hours of community service. Part of this is accomplished through the school's community service project. This project is planned, organized, and led by student under the supervision of staff members.

Teacher Conferences: Teachers meet with parents and make themselves available for the families of our students.

Parent Portal and School Website: We keep an updated school website and "Parent Portal" where parents can see active grades for their child. Also, each teacher is required to have a website to keep parents and students informed of assignments and classroom rules.

School Messenger: We use School Messenger to keep parents posted via phone, email, and text messages.

### Family and Community Involvement Strengths

- Open lines of communication between the parents and the school
- Multiples means of communication
- Opportunities for families to get involved during and after school

### Problem Statements Identifying Family and Community Involvement Needs

**Problem Statement 1:** Community business partnerships. **Root Cause:** Building had not been established.

## School Context and Organization

### School Context and Organization Summary

The staff of ILTexas Arlington High School is committed to ensuring that each student meet his/her potential and obtains the best education possible. Each teacher is available before and after school for tutoring and Eagle Academy. Eagle Academy is formatted to reinforce mastery teaching. Students who do not demonstrate mastery of a concept are required to stay after school to work on that area. If further help is required, teachers schedule the student for additional tutoring.

This emphasis on student achievement is supported by a structure of leadership from the teacher to the principal. The 9th grade team (as we only have 9th grade this year) has one teacher who oversees the entire grade level administratively. This person is called the Grade Level Administrator. In addition, this person is assisted by a teacher who facilitates the development of the master schedule and provides support to the elective teachers. Teachers report to their respective support team leader who in turn give advice administratively and with regard to instruction. The principal is overall in charge of the safety and well-being of the school and makes frequent visits to each classroom. This provides continuity and disciplinary support to teachers by establishing an administrative presence around the school.

All duty rosters are developed by the Principal, the Grade Level Administrator, and other informal leadership team members. Decisions are rarely made unilaterally. More often, they are made within a professional learning community model. Whenever possible, teachers are given input into decisions. In effort to avoid excessive after-school meetings, a schedule was created to allow the principal to meet with small groups of faculty and staff throughout the day. We find this helps to give teacher a voice, ask questions about policy and procedure, and provide valuable feedback about the school to the principal.

### School Context and Organization Strengths

- We have a support structure that helps give teacher frequent feedback and help to resolve issues.
- Teachers are eager and willing to give help to students when necessary.
- Teachers have the ability to participate in the decision making process of the school by giving feedback directly to the principal.
- Teachers are held accountable by a system of leadership involving multiple people.

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Vertical alignment has been difficult to implement. **Root Cause:** Lack of common planning time and or resources.

## Technology

### Technology Summary

Each classroom teacher is issued a laptop computer and a projector for their classroom in addition to a traditional whiteboard. They are also given a document camera to connect to their computer. We believe that these tools, in the hands of trained professionals, radically enhance the learning environment.

Students are given Chromebooks to carry from class to class. They are issued Google accounts, restricted by our student management software, where they may keep a homework calendar, conduct research, and complete assignments.

### Technology Strengths

- Active and constant access to information and resources via an issued Chromebook
- Teacher have technological resources in the classroom they can use to bring the subject matter to life for their students

### Problem Statements Identifying Technology Needs

**Problem Statement 1:** Many students do not have the chrome books **Root Cause:** Title I students have difficulty paying for chrome books

# Comprehensive Needs Assessment Data Documentation

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


## Goals

**Goal 1: By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.**

**Performance Objective 1:** By the end of the 2017-2018 school year, all Special Populations (to include SPED, Bilingual, and ESL students) will increase their performance at the Approaches Performance Level on State Assessments by at least 25%.

**Evaluation Data Source(s) 1:** STAAR & EOC Assessments

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

| Strategy Description   | Title I                                     | Monitor                                   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|---|---|---|-----------|-----|-----|-----------|
|  |   |   |   | Formative |     |     | Summative |
|  |   |   |   | Nov       | Jan | May | June      |
| 1) Increased focus support for EL's through Professional Development and once a month in PLC's - SIOP, LPAC recommendations, Language and Content objectives | 1, 2, 9                                     | Dean of Instruction, AP's, LPAC Committee | Decrease percentage in number of failed courses for EL's, and increase in percentage passing of EOC's |           |     |     |           |
|  | Funding Sources: 211 - Title 1-A - 15000.00 |   |   |           |     |     |           |
| 2) Utilization of Peer to Peer tutoring (and Mentor to Mentors), and Mandatory Tutoring as needed  | 1, 9  | AP's, Dean of Instruction, NHS Sponsor    | Increased level of mastery from students and decreased failure rates                                  |           |     |     |           |
| 3) Utilize supplemental instructional materials, computer/web based programs - Study Island, Plato   | 1, 2, 8, 9                                  | Principals, Dean of Instruction, GLA's    | Increased level of mastery from students and decreased failure rates                                  |           |     |     |           |
|  | Funding Sources: 211 - Title 1-A - 75000.00 |   |   |           |     |     |           |
|    |   |   |   |           |     |     |           |



**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 2:** By the end of the 2017-2018 school year, all students will demonstrate an increase of a minimum of one sub-level, based on the ACTFL proficiency guidelines.

**Evaluation Data Source(s) 2:** ACTFL assessments

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective

| Strategy Description                                 | Title I | Monitor                    | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|--|---------|----------------------------|-----------------------------------|-----------|-----|-----|-----------|
|  |         |                            |                                   | Formative |     |     | Summative |
|  |         |                            |                                   | Nov       | Jan | May | June      |
| 1) Use bilingual dictionaries to assist EL students. | 1, 9    | Dean of Instruction, GLA's |                                   |           |     |     |           |
|  |         |                            |                                   |           |     |     |           |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 3:** The school will work to overcome hindrances to the learning process.

**Evaluation Data Source(s) 3:** Classroom observations

**Summative Evaluation 3:** Some progress made toward meeting Performance Objective


**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 4:** 100% of students will graduate with acceptance to a 2 or 4 year college or university, or acceptance into the military.

**Evaluation Data Source(s) 4:** Acceptance rates tracked through ASP

**Summative Evaluation 4:**

| Strategy Description   | Title I | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---------|---|--|-----------|-----|-----|-----------|
|  |         |   |  | Formative |     |     | Summative |
|  |         |   |  | Nov       | Jan | May | June      |
| <b>State System Safeguard Strategy</b><br>1) ASP (Academic Success Program) will provide direct student assistance in the college application process  | 6, 10   | ASP, Counselors, Principals                             | All seniors accepted into 2 or 4 year college or university, or acceptance into the military |           |     |     |           |
| <b>State System Safeguard Strategy</b><br>2) Kaplan evening classes will be provided to 11th graders to prepare for SAT administration   | 3       | Principal, AP's, Dean of Instruction, GLA's, Counselors | Increase average SAT score by 100 points   |           |     |     |           |
| <b>State System Safeguard Strategy</b><br>3) Provide AP review sessions and AP review materials for all students taking AP tests - additionally scholarships to assist students with AP registration | 3, 4, 5 | Dean of Instruction, and teachers                       | Intent is to raise number of "3's" or higher   |           |     |     |           |
| 4) PSAT administration to sophomores and juniors to measure readiness for college, access scholarship opportunities, and practice for SAT - additionally TOEFEL testing provided                     | 1, 2    | Counselors, ASP, Dean of Instruction, AP's              | Increase scores and college admissions   |           |     |     |           |
| 5) Work with parents through Senior and Junior parent meetings with FAFSA, Dual Credit, parent education to make transition to college smooth.   | 6, 10   | Counselors, ASP, Dean of Instruction, AP's              | Increase number of college applications, acceptances, Apply Texas, and FAFSA applications    |           |     |     |           |
| Funding Sources: 211 - Title I-A - 2000.00   |         |   |  |           |     |     |           |

|   |             |                                      |  |  |  |  |  |
|---|-------------|--------------------------------------|--|--|--|--|--|
| 6) Dual credit opportunity through Tarrant County Community College to earn college credits, and become better prepared for college setting post high school graduation. Including testing for all sophomores of TSI (Texas Success Initiative) Test. | 2, 3, 4, 10 | Counselors, Dean of Instruction      | Increased enrollment to DC with equal increase of earned college credits |  |  |  |  |
| 7) CTE (Career Technology Education) course offerings including Leadership course for all students.   | 2, 8        | Principal, AP's, GLA's, All teachers | Increased offering and enrollment to CTE courses from students.          |  |  |  |  |
|   |             |                                      |  |  |  |  |  |







**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 5:** Increase parent and community involvement

**Evaluation Data Source(s) 5:** Contact logs, sign-in sheets, parent climate survey, increased PTO membership

**Summative Evaluation 5:**

| Strategy Description  | Title I | Monitor   | Strategy's Expected Result/Impact                        | Reviews   |     |     |           |
|---|---------|---|--|-----------|-----|-----|-----------|
|   |         |   |  | Formative |     |     | Summative |
|   |         |   |  | Nov       | Jan | May | June      |
| 1) Increase membership to PTO   | 6       | Principal, and AP's                                     | Increased activities and involvement from AGPHS families |           |     |     |           |
| 2) Increased participation in parent meetings for college and career counseling, PTO, orientations, and parent education. | 6, 10   | Principal, AP's, Dean of Instruction, GLA's, counselors |  |           |     |     |           |


 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 6:** Reduce the number of dropouts and increased attendance

**Evaluation Data Source(s) 6:** 0% dropout rate

**Summative Evaluation 6:**

| Strategy Description   | Title I  | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|----------|---|--|-----------|-----|-----|-----------|
|  |          |   |  | Formative |     |     | Summative |
|  |          |   |  | Nov       | Jan | May | June      |
| 1) Opportunities for attendance recovery through Attendance Committee  | 2, 9     | Principal, Dean of Instruction, AP's, GLA's, and teachers | 0% Dropout rate  |           |     |     |           |
| 2) Provide instructional courses and computer online courses for students in jeopardy of dropping out in order to recover and graduate on time.  | 2, 8     | Principal, Dean of Instruction, AP's, GLA's               | 0% Dropout rate  |           |     |     |           |
| 3) Provide pregnancy related services  |          | Counselors, Principal, AP's, Dean of Instruction          | 0% Dropout rate  |           |     |     |           |
| 4) Increased use of SST (Student Success Team) with identification of struggling students, planning, timeline, and support systems to increase student success. Including use of PLC and Leadership teacher. | 2, 9, 10 | AP's, Dean of Instruction, GLA's, Leadership Teachers     | Increased level of mastery from students and decreased failure rates                                 |           |     |     |           |
| 5) Maintain and increase number of clubs and organizations on campus - included but not limited to ROTC, Gaming Club, Anime Club, Chess Club   | 2, 6     | Principal, AP's, Club Sponsors (Teachers)                 | Increased student involvement in extra curricular activities resulting in increased attendance rates |           |     |     |           |
|    |          |   |  |           |     |     |           |







**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 7:** AGPHS will create a positive culture of leadership and community where all students feel that they belong.

**Evaluation Data Source(s) 7:**

**Summative Evaluation 7:**

| Strategy Description  | Title I | Monitor                          | Strategy's Expected Result/Impact                                 | Reviews   |     |     |           |
|---|---------|----------------------------------|---|-----------|-----|-----|-----------|
|   |         |                                  |   | Formative |     |     | Summative |
|   |         |                                  |   | Nov       | Jan | May | June      |
| 1) PBIS System - Positive Behavior System Intervention Supports - recognizing students success with character, academic growth and performance, and effectively meeting school wide expectations. Additionally recognizing these students with "Eagle of the Week" Award. | 2       | Principal, AP's, GLA's, teachers | Increased attendance, positive recognition of students            |           |     |     |           |
| 2) Increased use of Restorative Discipline practices with students  | 2       | AP's, Dean of Instruction, GLA's | Decreased number of suspensions and Recommendations for expulsion |           |     |     |           |

 = Accomplished  
  = Continue/Modify  
  = Considerable  
  = Some Progress  
  = No Progress  
  = Discontinue

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 8:** Increased Language and Cultural Proficiency

**Evaluation Data Source(s) 8:** Increased number of events that are culturally focused

**Summative Evaluation 8:**

| Strategy Description  | Title I | Monitor                              | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|---------|--------------------------------------|---|-----------|-----|-----|-----------|
|   |         |                                      |   | Formative |     |     | Summative |
|   |         |                                      |   | Nov       | Jan | May | June      |
| 1) Intercultural Committee planning of, but not limited to, Chinese New Year, Black History Month Program, International Fest, Hispanic Heritage month activities | 2       | AP's, GLA's, Intercultural Committee | Increased campus celebrations of different languages, cultures, and diversity |           |     |     |           |
|   |         |                                      |   |           |     |     |           |







**Goal 2: By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.**

**Performance Objective 1:** Every classroom will be staffed with highly effective, and qualified teachers

**Evaluation Data Source(s) 1:** Certificates of Completion for professional development courses, sign-in sheets and agendas

**Summative Evaluation 1:**

| Strategy Description   | Title I     | Monitor                        | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|-------------|--------------------------------|---|-----------|-----|-----|-----------|
|  |             |                                |   | Formative |     |     | Summative |
|  |             |                                |   | Nov       | Jan | May | June      |
| 1) Teacher opportunities for professional development and conferences through, but not limited to, Region 10, NMSI, AP, TEKS RS, TPRS, book studies, Fine Arts and Technology conferences. | 1, 3, 4, 10 | Principal, Dean of Instruction | Increased visibility of strategies in Lesson Planning, classroom teaching, and student results. 80% teacher retention rate. |           |     |     |           |
| 2) Recruit and retain effective teachers especially in high need areas (Math and Science stipends)   | 1, 2, 3, 10 | CFO, HR, Principal             | 80%+ teacher retention rate   |           |     |     |           |

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue




**Goal 2:** By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.

**Performance Objective 2:** AGPHS will create a staff culture that exemplifies professionalism, leadership, and community.

**Evaluation Data Source(s) 2:** Teacher retention rates, staff climate survey, parent climate survey

**Summative Evaluation 2:**

| Strategy Description   | Title I | Monitor                          | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|--|---------|----------------------------------|-----------------------------------|-----------|-----|-----|-----------|
|  |         |                                  |                                   | Formative |     |     | Summative |
|  |         |                                  |                                   | Nov       | Jan | May | June      |
| 1) Increase opportunities for staff members to socialize by hosting campus events  |         | Principals, GLAs                 | Increased feeling of community    |           |     |     |           |
| 2) Use Sunshine Club to celebrate special events                                   |         | AP, Budget clerk, Office Manager | Increase staff retention          |           |     |     |           |
|  |         |                                  |                                   |           |     |     |           |

## State System Safeguard Strategies

| <b>Goal</b> | <b>Objective</b> | <b>Strategy</b> | <b>Description</b>  |
|-------------|------------------|-----------------|---|
| 1           | 4                | 1               | ASP (Academic Success Program) will provide direct student assistance in the college application process  |
| 1           | 4                | 2               | Kaplan evening classes will be provided to 11th graders to prepare for SAT administration   |
| 1           | 4                | 3               | Provide AP review sessions and AP review materials for all students taking AP tests - additionally scholarships to assist students with AP registration |

# Title I

## 1: Comprehensive Needs Assessment

| Goal | Performance Objective | Strategy | Description   |
|------|-----------------------|----------|---|
| 1    | 1                     | 4        | Use Homework Academy to insure that students are completing assignments as they progress through the year. (Students who do not complete homework are required to stay for an extra hour - the same day the homework was due) |
| 1    | 1                     | 5        | Use of Peer to Peer tutoring in areas of Math, Science, English and Social Studies (Including NHS, Mu Alpha Theta and Mentor/Mentors)   |

## 2: Schoolwide Reform Strategies

| Goal | Performance Objective | Strategy | Description  |
|------|-----------------------|----------|--|
| 1    | 1                     | 1        | Use of TEKS Resource system for lesson planning and curriculum   |
| 1    | 1                     | 2        | Use Leadership Class time for remediation for students in Math, Science, English and Social Studies  |
| 1    | 1                     | 3        | Use Saturday School to provide additional instruction for students in Math, English, Science and Social Studies  |
| 1    | 1                     | 4        | Use Homework Academy to insure that students are completing assignments as they progress through the year. (Students who do not complete homework are required to stay for an extra hour - the same day the homework was due)                  |
| 1    | 1                     | 6        | Use of Summer School and/or online instruction (Plato) in all core areas   |
| 1    | 1                     | 7        | Will use supplemental instructional materials, computer programs and web-based programs - including but not limited to Study Island, All in Learning, Plato, Kuder - to increase student achievement.  |
| 1    | 1                     | 8        | Use science labs in biology, anatomy & physiology, chemistry and environmental science   |
| 1    | 1                     | 10       | Use of Summer School for Credit Recovery and EOC Review. Use of computer programs (district base line program) and use of certified teachers to supplement summer school instruction.  |
| 2    | 2                     | 1        | All students will be provided College and Career Guidance including college research, application assistance, college essay assistance and financial aid/scholarship help - such help will be provided by ASP. counselors and other personnel. |
| 2    | 2                     | 2        | Provide SAT/ACT and TOEFEL review course to increase scores - Juniors. Juniors will take the PSAT.   |
| 2    | 2                     | 4        | Use of technology to create online portfolio for all students through the use of Kuder.  |
| 3    | 1                     | 1        | Recruit from Region 10 and 11, Teacher Job Network, employee networks, J-1 program and job fairs and Applitrack.   |

|   |   |   |   |
|---|---|---|---|
| 3 | 1 | 2 | Maintain HQ personnel in Science and Math through the use of stipends |
|---|---|---|---|

### 3: Instruction by highly qualified professional teachers

| Goal | Performance Objective | Strategy | Description   |
|------|-----------------------|----------|---|
| 1    | 1                     | 3        | Use Saturday School to provide additional instruction for students in Math, English, Science and Social Studies                     |
| 2    | 1                     | 1        | All teachers receive AP training in courses taught or which they will teach in next two years                                       |
| 2    | 1                     | 2        | All teachers receive PreAP training in courses taught or which they will teach in next two years - training is not limited to NMSI. |
| 2    | 1                     | 3        | Provide AP review sessions and AP review materials for all students taking AP tests.  |
| 3    | 1                     | 1        | Recruit from Region 10 and 11, Teacher Job Network, employee networks, J-1 program and job fairs and Applitrack.                    |
| 3    | 1                     | 2        | Maintain HQ personnel in Science and Math through the use of stipends   |

### 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

| Goal | Performance Objective | Strategy | Description   |
|------|-----------------------|----------|---|
| 2    | 1                     | 1        | All teachers receive AP training in courses taught or which they will teach in next two years   |
| 2    | 1                     | 2        | All teachers receive PreAP training in courses taught or which they will teach in next two years - training is not limited to NMSI.   |
| 2    | 1                     | 3        | Provide AP review sessions and AP review materials for all students taking AP tests.  |
| 3    | 1                     | 1        | Send teachers, principals, assistant principals, and other staff to professional development and trainings to bring back strategies and best practices to improve campus culture and or increase student achievement. |
| 3    | 1                     | 1        | Provide staff development and training through the use of professional development books and campus book studies to grow teaching capacity for all staff.   |
| 9    | 4                     | 1        | Provide staff development and training through the use of professional development trainers/speakers to grow teaching capacity for all staff.   |

### 5: Strategies to attract highly qualified teachers

| Goal | Performance Objective | Strategy | Description   |
|------|-----------------------|----------|---|
| 2    | 1                     | 1        | All teachers receive AP training in courses taught or which they will teach in next two years                                       |
| 2    | 1                     | 2        | All teachers receive PreAP training in courses taught or which they will teach in next two years - training is not limited to NMSI. |
| 2    | 1                     | 3        | Provide AP review sessions and AP review materials for all students taking AP tests.  |

#### 6: Strategies to increase parental involvement

| Goal | Performance Objective | Strategy | Description   |
|------|-----------------------|----------|---|
| 2    | 2                     | 3        | Work with parents and students to increase parent involvement and improve campus culture.                   |
| 2    | 2                     | 3        | Work with parents through parent meetings, FAFSA and parent education to make transition to college smooth. |

#### 8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

| Goal | Performance Objective | Strategy | Description   |
|------|-----------------------|----------|---|
| 1    | 1                     | 1        | Use of TEKS Resource system for lesson planning and curriculum  |
| 1    | 1                     | 2        | Use Leadership Class time for remediation for students in Math, Science, English and Social Studies   |
| 1    | 1                     | 3        | Use Saturday School to provide additional instruction for students in Math, English, Science and Social Studies   |
| 1    | 1                     | 4        | Use Homework Academy to insure that students are completing assignments as they progress through the year. (Students who do not complete homework are required to stay for an extra hour - the same day the homework was due) |
| 1    | 1                     | 7        | Will use supplemental instructional materials, computer programs and web-based programs - including but not limited to Study Island, All in Learning, Plato, Kuder - to increase student achievement.                         |
| 1    | 1                     | 10       | Use of Summer School for Credit Recovery and EOC Review. Use of computer programs (district base line program) and use of certified teachers to supplement summer school instruction.   |

#### 9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic

**achievement standards**

| <b>Goal</b> | <b>Performance Objective</b> | <b>Strategy</b> | <b>Description</b>  |
|-------------|------------------------------|-----------------|---|
| 1           | 1                            | 2               | Use Leadership Class time for remediation for students in Math, Science, English and Social Studies   |
| 1           | 1                            | 3               | Use Saturday School to provide additional instruction for students in Math, English, Science and Social Studies   |
| 1           | 1                            | 4               | Use Homework Academy to insure that students are completing assignments as they progress through the year. (Students who do not complete homework are required to stay for an extra hour - the same day the homework was due) |
| 1           | 1                            | 5               | Use of Peer to Peer tutoring in areas of Math, Science, English and Social Studies (Including NHS, Mu Alpha Theta and Mentor/Mentors)   |
| 1           | 1                            | 6               | Use of Summer School and/or online instruction (Plato) in all core areas  |
| 1           | 1                            | 7               | Will use supplemental instructional materials, computer programs and web-based programs - including but not limited to Study Island, All in Learning, Plato, Kuder - to increase student achievement.                         |
| 1           | 1                            | 10              | Use of Summer School for Credit Recovery and EOC Review. Use of computer programs (district base line program) and use of certified teachers to supplement summer school instruction.   |

**10: Coordination and integration of federal, state and local services and programs**

| <b>Goal</b> | <b>Performance Objective</b> | <b>Strategy</b> | <b>Description</b>   |
|-------------|------------------------------|-----------------|--|
| 1           | 1                            | 3               | Use Saturday School to provide additional instruction for students in Math, English, Science and Social Studies    |
| 1           | 1                            | 6               | Use of Summer School and/or online instruction (Plato) in all core areas   |
| 2           | 2                            | 3               | Work with parents through Senior parent meetings, FAFSA and parent education to make transition to college smooth. |
| 3           | 1                            | 2               | Maintain HQ personnel in Science and Math through the use of stipends  |

# Campus Funding Summary

| 211 - Title 1-A |           |          |                                     |                    |             |
|-----------------|-----------|----------|-------------------------------------|--------------------|-------------|
| Goal            | Objective | Strategy | Resources Needed                    | Account Code       | Amount      |
| 1               | 1         | 1        | Professional Development            |                    | \$15,000.00 |
| 1               | 1         | 3        | Supplemental Instructional Supplies |                    | \$75,000.00 |
| 1               | 4         | 5        | Parental Involvement Supplies       |                    | \$2,000.00  |
|                 |           |          |                                     | <b>Sub-Total</b>   | \$92,000.00 |
|                 |           |          |                                     | <b>Grand Total</b> | \$92,000.00 |

# **International Leadership of Texas**

## **ILTexas Grand Prairie K-5**

### **2017-2018 Campus Improvement Plan**



## Mission Statement

The mission of ILTexas 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 mind, body and character.

La misión de ILTexas es preparar a nuestros alumnos para roles de liderazgo excepcionales en la comunidad internacional, haciendo hincapié en el liderazgo de servicio, el dominio de los idiomas inglés, español y chino, y el fortalecimiento de mente, cuerpo y carácter.

## Vision

Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess trilingual competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community by putting others before self.

Our Educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are supportive community of lifelong learners.

Our Families and Community are actively engaged partners that are integral to the success of our students and school.

## Core Beliefs

We believe in Honor to be the best you can be, Courage to take risks, and Commitment to never give up!

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# Comprehensive Needs Assessment

## Needs Assessment Overview

ILTexas Grand Prairie Elementary School needs assessment will identify strengths and weaknesses in the instructional program that may affect student performance. The data collected in the Needs Assessment will be used to review the overall effectiveness of the instructional program at ILTexas GPE.

The Campus Improvement Plan Committee will meet approximately four times annually, and a summary of the minutes will be distributed to all faculty and committee members.

Campus leadership will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade level academic performance gains and STAAR performance gains. Teachers will follow the TEKS RS Scope and Sequence and curriculum for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. Instruction will be data driven. 3<sup>rd</sup> grade students will take STAAR Reading and Mathematics tests, 4<sup>th</sup> graders will take STAAR Reading, Writing and Mathematics tests and 5<sup>th</sup> graders will take STAAR Reading, Mathematics and Science. Students will also take TPRI in grades K-2<sup>nd</sup> and MAP in grades 2<sup>nd</sup>-5<sup>th</sup>. All students K-5<sup>th</sup> will take district CSAs. Critical thinking and problem-solving skills will be emphasized in all core subject areas.

Economically disadvantaged, LEP, and at risk student population groups who have established a pattern of non-mastery will be targeted for remediation. Small group instruction, tutorials, parent- teacher conferences and consistent written and oral communication between home and school will insure that home and school work together provide the necessary support to students to bring about student success. ILTexas GP will provide student support services as outlined in IEPs, and 504 accommodations for qualifying students.

In order for students to be successful they must attend school on a regular basis. Student absences will be closely monitored by homeroom teachers, school registrar and school counselor. Parents will be contacted if a student is absent more than two days. Students with perfect attendance for the year will be recognized at the end of the school year during our awards program.

## Demographics

### Demographics Summary

As an international school we have attracted families from a wide range of ethnic backgrounds and socio-economic statuses. We also pride ourselves in surrounding our students with educators with a wide range of ethnic backgrounds and experiences.

### Demographics Strengths

Diversity among students our students directly impacts their performance. Our campus's diversity enables our students to concentrate and push themselves further when there are people of other backgrounds working alongside them. This promotes creativity, as well as better education, as those with differing viewpoints are able to collaborate to create solutions. There is a better understanding and displaying of empathy towards one another in the face of the changing society around them.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** ELLs across all grade levels have a 57% pass rate on STAAR reading **Root Cause:** The Hispanic population is growing quicker than the district can train and/or hire teachers with ESL certification and an understanding of the instructional strategies for ELLs.

## Student Achievement

### Student Achievement Summary

STAAR Data (2016-2017)

3rd Grade Reading: 68% (Approaches) 21% (Masters)

3rd Grade Math: 68% (Approaches) 22% (Masters)

4th Grade Reading: 57% (Approaches) 21% (Masters)

4th Grade Math: 55% (Approaches) 14% (Masters)

4th Grade Writing: 40% (Approaches) 3% (Masters)

5th Grade Reading: 73% (Approaches) 16% (Masters)

5th Grade Math: 75% (Approaches) 15% (Masters)

5th Grade Science: 49% (Approaches) 10% (Masters)

### Student Achievement Strengths

Our teachers, students, parents and community members work well to support the learning for all. Parents work in collaboration with the school community to support the efforts to ensure that every child reach their full potential. We celebrate our student's academic success, character development, and putting "Others Before Self". We also recognize the staff in displaying the characteristics of putting "Others Before Self" as well. We hosted a volunteer appreciation breakfast to recognize parents and other community members for their support of our students.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** The number of new teachers to the profession caused a issue with providing enough experienced mentors to guide teacher growth

## School Culture and Climate

### School Culture and Climate Summary

We will have a learning community and atmosphere of collegiality. Our grade level teams plan together work towards common goals. Our staff members are able to rely on each other for support, suggestions and assistance.

Our parents work in a partnership with teachers by engaging in open communication through weekly newsletter, emails, and phone calls. Our PTO has been formed and assist with events that will better connect parents to the school community.

The student council, the voice of the students, will engage in monthly meetings with the principal for an open discussion about the school. These conversations allows the students to highlight the positive as well as identify areas of improvement within the school.

### School Culture and Climate Strengths

Our teachers, students, parents and community members work well to support the learning for all. Parents work in collaboration with the school community to support the efforts to ensure that every child reach their full potential. We celebrate our student's academic success, character development, and putting "Others Before Self". We also recognize the staff in displaying the characteristics of putting "Others Before Self" as well. We hosted a volunteer appreciation breakfast to recognize parents and other community members for their support of our students.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** The lack of parent participation in the PTO and the willingness to volunteer their time to support school lead events for student success.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

We use a number of sources to find high caliber staff such as our campus website, the Teacher Job Network (TJN), and Region 10 and 11 job fairs. The majority of core and LOTE teachers are at a highly qualified status in accordance with NCLB. Our interview process clearly outlines the mission, philosophy and expectations for our school. We have recruited teachers from Spain and China to teach our trilingual model. ILT will continue to work with region 10 & 11 and the district to actively find qualified teacher candidates to fill positions within the school. Teachers have professional freedom to be innovative and creative. They have opportunities to have input into decision making on campus.

We will have wonderful ethnic diversity in our faculty/staff population, we are truly international. We have faculty/staff from Mexico, Puerto Rico, Spain, China, and more.

Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. This year we have recruitment of teachers from Spain and China. This year we have also increased the number of teachers that meet highly qualified status. There has also been a significant salary increases for teachers, making our salary a little more competitive with local ISDs.

### **Staff Quality, Recruitment, and Retention Strengths**

Professional Development on an ongoing basis is key to the success of our school programs. District and campus professional development and trainings have/will be provided in the following areas:

- Dual Language Program
- Two Way SIOP
- Strategies for meeting needs of Limited English Proficient Students
- Data Disaggregation and Test Analysis
- TEKS RS Scope and Sequence
- District Data Management System
- Differentiated Instruction
- PE/Character Development Program
- Curriculum Programs in ELA/Reading & Math
- Federal & State Mandated Trainings



The Campus Leadership will provide PLC time for teachers to plan lessons, analyze data and to receive ongoing professional development/trainings. At the end of every six weeks grading cycle teachers will have a Data/PD Day

We have wonderful ethnic diversity in our faculty/staff population, we are truly international. We have faculty/staff from Mexico, Puerto Rico, Spain, China and more. Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. This year we have recruitment of teachers from Spain, Puerto Rico and China. There has also been a significant salary increases for founding teachers, making our salary a little more competitive with local ISDs.

Teachers also have professional freedom to be innovative, creative and take risks. Professional development is provided for teachers both through the district and through Region 10 and Region 11. Teachers are also encouraged to take online trainings.

Teachers will be provided with more and timely feedback as requested on the climate survey.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** The inadequate funding of charter schools leads to teachers seeking opportunities in other district due to the higher salary.

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

The Campus Leadership, Grade Level Administrators and District Coordinators will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade level academic performance gains and STAAR performance gains. Teachers will teach the TEKS following the TEKS RS Scope and Sequence and curriculum programs for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. All classroom instruction will be data driven.

3rd grade students will take STAAR Reading and Math Tests, 4th graders will take STAAR Reading, Math and Writing Tests, and 5th Graders will take STAAR Reading, Math, and Science Tests. Students will also take TPRI and Tejas Le in grades Kinder-2nd grades and MAP testing in 2nd-5th Grades. In addition, all 2nd-5th grade students will take district CSAs. Critical thinking and problem solving skills will be emphasized in all core subject areas. Service learning is also an important component of our K-5 curriculum and culminates into an End Of Year service learning project for each grade level.

Economically disadvantaged, LEP, and at risk student population groups who have established a pattern of non-mastery will be targeted for remediation. Small group instruction, tutorials, parent-teacher conferences and consistent written and oral communication between home and school will ensure that home and school work together to provide the necessary support to students to bring about student success. ILTexas-GPES will provide student support services as outlined in IEPs and 504 accommodations for qualifying students.

In order for students to be successful and maximize academic achievement, they must attend school on a regular basis. Student absences will be closely monitored by homeroom teachers, school registrar and school counselors. Parents will be contacted by their teacher if they are absent more than 2 consecutive days. Students with perfect attendance for the year will be recognized for every six weeks and at the end of the year during our award's program to encourage daily attendance. We also award students for other academic achievements including A, AB Honor roll, Eagle of the Six Weeks, Most improved and citizenship. We are also implementing a weekly grade level attendance challenge which recognizes and rewards high attendance for students and staff. Continuous monitoring and recognition of high achievement is a high priority supported in every area.

### Curriculum, Instruction, and Assessment Strengths

We are guided by the TEKS and follow TEKS RS. Teachers are required to use these resources to guide their planning, instruction and assessment. Teachers plan with their grade level teams. Teachers have dedicated DATA days every 6 weeks to review student levels and instructional needs. They also have extended time daily to meet with grade level team or partner teachers.

- Teachers have the support of partners and team members,
- Teachers plan lessons, activities and assessments together as a team,
- Several GLAs/teachers have attended TEKS RS Training,
- Teachers have access to several on-line programs: Study Island, Reading A-Z, Accelerated Reader, Brain Pop, Measuring Up, etc.

- Teachers utilize Eduphoria
- Teachers have the support of the District Content Coordinators
- Campus instructional Coach
- Additional instructional assistants

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Inconsistent training for teachers to support clear expectations on how to implement an effective dual language program.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Generally speaking Charter schools tend to have more involved parents than the traditional public schools. The school will develop a parent involvement policy and parent compact to encourage and support parent involvement in their child's education.

We will have a PTO that actively organizes events and fund raising activities throughout the school year. The school partners with the PTO to organize major events such as Hispanic Heritage celebrations, Black History Month Presentation, Chinese New Year, Nation Neighborhood Night Out, and Spirit Nights. The PTO will also hold monthly meetings.

### **Problem Statements Identifying Family and Community Involvement Needs**

**Problem Statement 1:** Lack parent and community volunteers to assist in organizing and facilitating school events.

## **School Context and Organization**

### **School Context and Organization Summary**

ILTexas Grand Prairie elementary leadership structure consists of a principal, 2 assistant principals, 6 grade level administrators and two school counselors. The principal serves as K-8 campus principal. There is a K-2 assistant principal and 3-5 assistant principal. Each grade level has a grade level administrator that oversees the grade level activities. They also serve as mentors to new teachers and provide some level of instructional coaching. To facilitate our dual language model teachers meet in their PLC 2x per week and with their partner teacher 2x per week. These are times for collaboration and data review. The K-5 counselors provide support to teachers and students.

The school day is an extended day to facilitate the school's curriculum which places emphasis on developing a healthy mind, body and character. Character education is taught daily in the Physical Education Program and in the classroom.

### **School Context and Organization Strengths**

The school organizational structure provides support at many levels for teachers, students and parents. Teachers have planning/meeting time built into their school day to meet and plan with grade level. Teachers also have dedicated data days built into the school year calendar. Professional development opportunities are also available to teachers. Each grade level has a grade level administrator (GLA) to oversee the grade and to support the teacher in the day to day operations. Each grade level has a teacher assistant.

### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** There are 795 students identified as at risk students, therefore impacting the amount of time teachers and TAs can spend with individual students

## Technology

### Technology Summary

All staff members have been provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, students in grades 4 and 5 are provided their own Chromebooks. Likewise, students in K-3 classrooms utilize one tablet computer for every two students. Lastly, we have a media lab with 30 desktop computers. There is a lack of comuters for parents to complete necessaary online documents and track their students progress. Additonal iPads are needed to provide timely to teachers.

### Technology Strengths

- Teachers utilize technology daily in their instruction.
- Students in grade 6th-8th have access to chrome books for class/home assignments.
- Students can utilize technology for homework assignments and projects.

### Problem Statements Identifying Technology Needs

**Problem Statement 1:** The lack of professional development to properly implement the technology

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus 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

## 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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

## Student Data: Assessments

- 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 Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## 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
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk 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
- Discipline records
- Student surveys and/or other feedback

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices




## Goals

**Goal 1: By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.**

**Performance Objective 1:** 90% of students will meet performance standards as measured by district and local assessments.

**Evaluation Data Source(s) 1:** STAAR, TPRI, Tejas Lee, MAP, Online MAP testing, Study Island, Measuring up, Brain Pop

**Summative Evaluation 1:**

| Strategy Description   | Title I    | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|------------|---|--|-----------|-----|-----|-----------|
|  |            |   |  | Formative |     |     | Summative |
|  |            |   |  | Nov       | Jan | May | June      |
| 1) Administer student assessments to monitor learning objective mastery.   | 2, 3, 4, 8 | Principal, Assistant Principal, Teacher Assistants, Instructional Coach | Teachers will be able to create small groups according to their needs in order to personalize instruction for all students |           |     |     |           |
| Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 |            | Funding Sources: 211 - Title 1-A - \$5,000.00                           |  |           |     |     |           |
|   |            |   |  |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Demographics  |
|---|
| <b>Problem Statement 1:</b> ELLs across all grade levels have a 57% pass rate on STAAR reading <b>Root Cause 1:</b> The Hispanic population is growing quicker than the district can train and/or hire teachers with ESL certification and an understanding of the instructional strategies for ELLs. |
| Student Achievement   |
| <b>Problem Statement 1:</b> The number of new teachers to the profession caused a issue with providing enough experienced mentors to guide teacher growth   |
| Curriculum, Instruction, and Assessment   |
| <b>Problem Statement 1:</b> Inconsistent training for teachers to support clear expectations on how to implement an effective dual language program.  |

**School Context and Organization**


**Problem Statement 1:** There are 795 students identified as at risk students, therefore impacting the amount of time teachers and TAs can spend with individual students

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 2:** All students identified as students with significant mastery deficits will participate in before, during, after school and Saturday tutorials/intervention camps.

**Evaluation Data Source(s) 2:** Teacher created assignments and assessments, district benchmarks, and STAAR test results

**Summative Evaluation 2:**

| Strategy Description  | Title I    | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|------------|---|--|-----------|-----|-----|-----------|
|   |            |   |  | Formative |     |     | Summative |
|   |            |   |  | Nov       | Jan | May | June      |
| 1) Utilize the weekly failure reports to identify students that are not meeting mastery in classes. | 1, 2, 8, 9 | Principal, Assistant Principal, Teacher Assistants, Instructional Coach | Increase the the number of students that are meeting mastery in all content areas. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$10,000.00  |            |   |  |           |     |     |           |
|                   |            |   |  |           |     |     |           |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 3:** Engage parents and the community in academic focused nights (Math and Literacy nights).

**Evaluation Data Source(s) 3:** Increase in the number of parents that attend the curriculum nights  
 Increase in positive feedback on parent surveys in regards to their child's performance in targeted areas of improvement.

**Summative Evaluation 3:**

| Strategy Description   | Title I | Monitor   | Strategy's Expected Result/Impact                           | Reviews   |     |     |           |
|--|---------|---|---|-----------|-----|-----|-----------|
|  |         |   |   | Formative |     |     | Summative |
|  |         |   |   | Nov       | Jan | May | June      |
| 1) Organize and facilitate curriculum nights in order to engage parents and the community in student success | 1, 6, 8 | Instructional Coach, GLAs, identified grade level teachers, AP, Principal | Increase parent engagement, increase in student achievement |           |     |     |           |
| Problem Statements: Family and Community Involvement 1<br>Funding Sources: 211 - Title 1-A - \$5,000.00      |         |   |   |           |     |     |           |
|  |         |   |   |           |     |     |           |

**Performance Objective 3 Problem Statements:**

| Family and Community Involvement   |
|--|
| <b>Problem Statement 1:</b> Lack parent and community volunteers to assist in organizing and facilitating school events. |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 4:** Implement Writing Across the Curriculum Strategies in every classroom.

**Evaluation Data Source(s) 4:** Improved performance on teacher created assignments and assessments, district benchmarks and STAAR results

**Summative Evaluation 4:**

| Strategy Description  | Title I          | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|------------------|--|--|-----------|-----|-----|-----------|
|   |                  |  |  | Formative |     |     | Summative |
|   |                  |  |  | Nov       | Jan | May | June      |
| 1) Provide professional development through The Writing Academy for all teachers and instructional aides.               | 1, 2, 3, 4, 5, 9 | Principal, Assistant Principal, Teachers, Instructional Aides, Instructional Coach | increase in student achievement in all classes. Students will retain more information to be successful in all areas. |           |     |     |           |
| Problem Statements: Demographics 1 - School Context and Organization 1<br>Funding Sources: 211 - Title 1-A - \$2,500.00 |                  |  |  |           |     |     |           |
|   |                  |  |  |           |     |     |           |

**Performance Objective 4 Problem Statements:**

| Demographics  |
|---|
| <b>Problem Statement 1:</b> ELLs across all grade levels have a 57% pass rate on STAAR reading <b>Root Cause 1:</b> The Hispanic population is growing quicker than the district can train and/or hire teachers with ESL certification and an understanding of the instructional strategies for ELLs. |
| School Context and Organization   |
| <b>Problem Statement 1:</b> There are 795 students identified as at risk students, therefore impacting the amount of time teachers and TAs can spend with individual students   |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 5:** Increase classroom support by hiring an additional instructional aide to to increase the opportunities for students to receive more frequent, small group instruction/interventions.

**Evaluation Data Source(s) 5:** Increase in the number of students performing at mastery level in math and reading classes.

**Summative Evaluation 5:**

| Strategy Description   | Title I    | Monitor  | Strategy's Expected Result/Impact                   | Reviews   |     |     |           |
|--|------------|--|---|-----------|-----|-----|-----------|
|  |            |  |   | Formative |     |     | Summative |
|  |            |  |   | Nov       | Jan | May | June      |
| 1) Develop a plan to best utilize the additional staff to improve the frequency of small group instruction in reading and math | 1, 2, 4, 9 | Principal, Assistant Principals, Instructional Coach, Teachers | increase in student achievement in math and reading |           |     |     |           |
| Problem Statements: School Context and Organization 1<br>Funding Sources: 211 - Title 1-A - \$20,000.00                        |            |  |   |           |     |     |           |
|  |            |  |   |           |     |     |           |

**Performance Objective 5 Problem Statements:**

| School Context and Organization   |
|---|
| <b>Problem Statement 1:</b> There are 795 students identified as at risk students, therefore impacting the amount of time teachers and TAs can spend with individual students |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 6:** Provide professional development on writing clear learning objectives utilizing ELPS

**Evaluation Data Source(s) 6:** Walkthroughs, increased number of ELL students reaching mastery, exiting 15% of LEP students

**Summative Evaluation 6:**

| Strategy Description  | Title I    | Monitor  | Strategy's Expected Result/Impact                   | Reviews   |     |     |           |
|---|------------|--|---|-----------|-----|-----|-----------|
|   |            |  |   | Formative |     |     | Summative |
|   |            |  |   | Nov       | Jan | May | June      |
| 1) Train all teachers in ELL/ESL strategies   | 1, 3, 4, 8 | Principal, Assistant Principals, Instructional Coaches, Grade Level Administrators | Increase in academic achievement for targeted group |           |     |     |           |
| Problem Statements: Demographics 1<br>Funding Sources: 211 - Title 1-A - \$3,000.00 |            |  |   |           |     |     |           |
|   |            |  |   |           |     |     |           |

**Performance Objective 6 Problem Statements:**

| Demographics  |
|---|
| <b>Problem Statement 1:</b> ELLs across all grade levels have a 57% pass rate on STAAR reading <b>Root Cause 1:</b> The Hispanic population is growing quicker than the district can train and/or hire teachers with ESL certification and an understanding of the instructional strategies for ELLs. |

**Goal 2: By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.**


**Performance Objective 1:** Teachers, Instructional Coaches, Teacher Assistants and Administration will attend professional conferences, participate in book studies, and attend professional development opportunities to gain best practices on improving their pedagogical skills.

**Evaluation Data Source(s) 1:** Increased number of students engaged and actively participating in the lessons

Increase percentage of students meeting mastery

Increase in positive responses to job satisfaction/climate surveys

**Summative Evaluation 1:**

| Strategy Description  | Title I          | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|------------------|---|---|-----------|-----|-----|-----------|
|   |                  |   |   | Formative |     |     | Summative |
|   |                  |   |   | Nov       | Jan | May | June      |
| 1) All staff members will be provided with opportunities to attend professional development.  | 1, 2, 3, 4, 5, 8 | Principal, Assistant Principal, Teacher Assistants, Instructional Coach | Increased student achievement and an increase in teacher job performance and satisfaction |           |     |     |           |
| Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1<br>Funding Sources: 211 - Title 1-A - \$20,000.00 |                  |   |   |           |     |     |           |
|   |                  |   |   |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Student Achievement   |
|---|
| <b>Problem Statement 1:</b> The number of new teachers to the profession caused a issue with providing enough experienced mentors to guide teacher growth |
| Curriculum, Instruction, and Assessment   |
| <b>Problem Statement 1:</b> Inconsistent training for teachers to support clear expectations on how to implement an effective dual language program.      |



**Goal 2:** By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.

**Performance Objective 2:** Provide opportunities for teachers to observe mastery teachers on campus and on other ILTexas campuses.

**Evaluation Data Source(s) 2:** Increased positive feedback during walk-throughs and instructional coaching sessions

**Summative Evaluation 2:**

| Strategy Description   | Title I          | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|------------------|---|---|-----------|-----|-----|-----------|
|  |                  |   |   | Formative |     |     | Summative |
|  |                  |   |   | Nov       | Jan | May | June      |
| 1) Provide a substitute teacher to instruct classes to allow for teachers to observe master teachers on campus on other campuses.      | 1, 2, 3, 4, 5, 8 | Principal, Assistant Principal, Teacher Assistants, Instructional Coach, Grade Level Administrators, Teachers | Increased knowledge and skills of new teachers; increase in student achievement |           |     |     |           |
| Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1<br>Funding Sources: 211 - Title 1-A - \$2,000.00 |                  |   |   |           |     |     |           |
|  |                  |   |   |           |     |     |           |

**Performance Objective 2 Problem Statements:**


| Student Achievement   |
|---|
| <b>Problem Statement 1:</b> The number of new teachers to the profession caused a issue with providing enough experienced mentors to guide teacher growth |
| Curriculum, Instruction, and Assessment   |
| <b>Problem Statement 1:</b> Inconsistent training for teachers to support clear expectations on how to implement an effective dual language program.      |

**Goal 2:** By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.

**Performance Objective 3:** Recognize and reward teachers for their efforts to perform at high levels and for displaying the character traits guided by our mission to provide all students with the opportunity to reach their highest potential.

**Evaluation Data Source(s) 3:** climate surveys, observation, decrease in the number of teacher absences

**Summative Evaluation 3:**

| Strategy Description   | Title I | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|---------|---|---|-----------|-----|-----|-----------|
|  |         |   |   | Formative |     |     | Summative |
|  |         |   |   | Nov       | Jan | May | June      |
| 1) Recognize faculty and staff members that are exhibiting the characteristics of our mission that has a positive impact on student achievement and the climate of the learning environment. | 1, 2, 3 | Principal, Assistant Principal, Teachers, Instructional Assistants, Instructional Coach | Increase job satisfaction and overall climate of the learning environment |           |     |     |           |
| Problem Statements: Staff Quality, Recruitment, and Retention 1<br>Funding Sources: 211 - Title 1-A - \$2,000.00   |         |   |   |           |     |     |           |
|    |         |   |   |           |     |     |           |

**Performance Objective 3 Problem Statements:**

| Staff Quality, Recruitment, and Retention   |
|---|
| <b>Problem Statement 1:</b> The inadequate funding of charter schools leads to teachers seeking opportunities in other district due to the higher salary. |

## State Compensatory

### Personnel for ILTexas Grand Prairie K-5:

| <u>Name</u>     | <u>Position</u> | <u>Program</u>    | <u>FTE</u> |
|-----------------|-----------------|-------------------|------------|
| Patricia Aguire | K-5 Aide        | Special Education |            |

# Title I

## Schoolwide Program Plan

ILTexas Grand Prairie Elementary School's needs assessment identified strengths and weaknesses in the instructional program that may affect student performance. The data collected in the Needs Assessment will be used to review the overall effectiveness of the instructional program at ILT GPS.

The data reviewed included TPRI, school wide CSAs, available STAAR results, grade level assessments and teacher observations. Data in general indicates strengths in reading; students are on grade or close to grade level. Students' oral responses are strong as is reading comprehension of basic knowledge and comprehension questions. Areas of weakness include extended vocabulary, grammar, making inferences and drawing logical conclusions. In mathematics students demonstrate strength in place value, basic computation, decimals, one and two step word problems. Areas of weaknesses include multi-step word problems, measurement involving the metric system, and fractions.

The Campus Improvement Plan Committee will meet approximately four times annually, and a summary of the minutes will be distributed to all faculty and committee members.

Campus leadership will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade level academic performance gains and STAAR performance gains. Teachers will follow the TEKS curriculum for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. Instruction will be data driven. 3<sup>rd</sup> grade students will take STAAR Reading and Mathematics tests, 4<sup>th</sup> graders will take STAAR Reading, Writing and Mathematics tests and 5<sup>th</sup> graders will take STAAR Reading, Mathematics and Science. Students will also take TPRI in grades K-2<sup>nd</sup> and MAP in grades 2<sup>nd</sup>-5<sup>th</sup>. All students K-5<sup>th</sup> will take district CSAs. Critical thinking and problem-solving skills will be emphasized in all core subject areas.

Economically disadvantaged, LEP, and at risk student population groups who have established a pattern of non-mastery will be targeted for remediation. Small group instruction, tutorials, parent- teacher conferences and consistent written and oral communication between home and school will insure that home and school work together provide the necessary support to students to bring about student success. ILT GPS will provide student support services as outlined in IEPs, and 504 accommodations for qualifying students.

In order for students to be successful they must attend school on a regular basis. Student absences will be closely monitored by homeroom teachers, school registrar and school counselor. Parents will be contacted if a student is absent more than two days. Students with perfect attendance for the year will be recognized at the end of the school year during our awards program.

Professional Development on an ongoing basis is key to the success of our school programs. District and campus professional development and trainings have/will be provided in the following areas:

- Dual Language Program
- Two Way SIOP
- Strategies for meeting needs of Limited English Proficient Students
- Data Disaggregation and Test Analysis
- District Data Management System
- Differentiated Instruction
- PE/Character Development Program
- Curriculum Programs in ELA/Reading & Math
- Federal & State Mandated Trainings The Campus Leadership will provide PLC time for teachers to plan lessons, analyze data and to receive ongoing professional development/trainings. At the end of every six weeks grading cycle teachers will have a Data/PD Day. Campus Leadership will work with the elected officers of the Parent Teacher Organization (PTO) to develop opportunities for positive parent involvement and effective communication between home and school. Communication will include;
- Grade Level/Teacher Weekly Newsletters
- Campus Leadership Newsletter end of each six week
- Curriculum Nights
- Family Home-school Nights
- Parent Portal(Skyward)
- Parent-Teacher Conferences
- School/Grade level/Teacher websites
- School Messenger

ILT GPS struggled to find teachers for our dual language program. Presently we have several teachers that do not have their bilingual teacher certification but are actively working on getting their credentials. ILT GPS will work with the district to actively find qualified teacher candidates to fill positions within the school. Providing a safe environment where teachers can teach and students can learn is crucial for student success. ILT GPS will work with local law enforcement, campus security, LABC liaison and the Fire Marshall to insure the safety of all students, teachers and staff.

### **Conclusion:**

This plan will be evaluated and revised throughout the year to determine how successfully ILT GPS is progressing in implementing the Campus Improvement Plan. Campus Leadership will monitor student performance by analyzing progress reports and report card grades, student tutorial lists, district, local and grade level assessments, and attendance.

### **Ten Schoolwide Components**

## 1: Comprehensive Needs Assessment

A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- Our campus is very diverse and we see this as a positive. We pride ourselves on being an international campus. We want students and staff to interact with people from various cultures as we prepare them for the real world. We want students to see the beauty of humanity built upon the strengths of relationships.
- We were faced with a challenge that all first year schools have - not having a firm grasp of where incoming students are performing academically. This is especially the case with Charter schools as students are coming from various schools, various districts, various cities, various counties, other charter schools, online schools and home schools.
- We have a learning community and atmosphere of collegiality. Our grade level teams plan together work towards common goals. Our staff members are able to rely on each other for support, suggestions and assistance. In addition, we are able to bounce ideas off of each other and use colleagues as resources.
- We are guided by the TEKS. Teachers are required to use these resources to guide their planning, instruction and assessment. Planning, instruction and assessment should all be aligned - horizontally and vertically. Curriculum, instruction and assessment will be at the heart of all PLC meetings.
- We have three administrators - one Principal, a K-2 Assistant Principal and a 3-5 Assistant Principal, and 2 Counselors; as well as a Grade Level Administrators (Lead Teachers) at every grade level

### Evaluation

- Establish a team that will assess the students needs by analyzing the schools demographics, number of reduced a free lunch students, population and community to establish a better understanding of current state of the school community.
- Analyze the STAAR data of students entering the school.
- Provide sign-sheets and agendas

## 2: Schoolwide Reform Strategies

International Leadership of Texas - Grand Prairie Elementary School will be an *Exemplary* campus that ensures success for all students (Title I School-wide Component 2, 8, 9, 3).

*SP: Curriculum and Instruction: 1-A, 1-C, 1-D, -1E, V-B, V-C, VII-A*

- Establish a mentor program with a professional development component
- frequent walk-throughs with targeted feedback and follow up conferences
- collaboration in reviewing data and setting SMART goals

## 3: Instruction by highly qualified professional teachers

- International Leadership of Texas - Grand Prairie Elementary School will be an *Exemplary* campus that ensures success for all students (Title I School-wide Component 2, 8, 9, 3).

*SP: Curriculum and Instruction: 1-A, 1-C, 1-D, -1E, V-B, V-C, VII-A*

- Recruit teachers with the necessary qualifications to teach the ILTexas Programs.
- Bilingual teachers certified.
- All teachers ESL certified.
- Provide teachers/staff with going PD in key areas Kilgo, dual language, balanced literacy, The Fundamental 5, BUILD, Everyday Math and SIOP

#### **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

- Provide quality professional development on campus
- Provide opportunities for and encourage the use of PLC's to collaborate and plan
- Provide opportunities for teachers to attend workshops and conferences hosted by professional organizations
- Provide opportunities for teachers to attend workshops at Region 10, 11 and 12 ESC

#### **5: Strategies to attract highly qualified teachers**

- Utilize Region 10 & 11 Teacher Job Network as a source for Highly Qualified Applicants
- Refer to SBEC records
- Attend job fairs where Highly Qualified applicants will be attending

#### **6: Strategies to increase parental involvement**

- create a welcoming school climate.
- Provide families information related to child development and creating supportive learning environments.
- Establish effective school-to-home and home-to-school communication
- Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community.
- Engage families in school planning, leadership and meaningful volunteer opportunities.
- Assisting the parents in understanding the state's academic content through curriculum/literacy nights
- face-to-face parent/teacher conferences
- Send information to parents in a language and format they can understand, including: parents' right to know teacher qualifications, parental involvement policy and school-parent compact.
- Include parents in the development of the parental involvement policy and school-parent compact, seek input from parents to evaluate the parental involvement program, and have face-to-face parent teacher conferences at least at the elementary grade level
- Assist parents in understanding the state's academic content and achievement standards and requirements of the Title I program.

- Provide materials and training in areas such as literacy or technology

**7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

- Hold parent information sessions for Kindergarten parents in the spring of the year preceding students entrance into ILTexas.
- Arrange the kindergarten round-up event by establishing partnerships with local daycare programs that have pre-K students
- Have pre-K provide ILTexas kindergarten teachers with portfolios/written records of student learning

**8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

- form an academic success committee to review and discuss the effectiveness of local and teacher created assessments
- meet with teachers regularly in PLC
- instructional coach with assist teachers in aligning the curriculum with the assessments

**9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

International Leadership of Texas- Grand Prairie Elementary School will implement RTI (Response To Intervention):

- Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions
- Tier 2: Targeted Interventions
- Tier 3: Intensive Interventions and Comprehensive Evaluation- individualized, intensive interventions that target the students' skill deficits through tutoring, referred for a comprehensive evaluation



# Title I Personnel

| <u>Name</u>      | <u>Position</u>    | <u>Program</u> | <u>FTE</u> |
|------------------|--------------------|----------------|------------|
| Patricia Aguirre | Instructional Aide | SPED           |            |

## 2017-18 Site Based Decision Making Team

| <b>Committee Role</b>       | <b>Name</b>        | <b>Position</b>                     |
|-----------------------------|--------------------|-------------------------------------|
| Administrator               | Valerie Layne      | Principal                           |
| Administrator               | Adrian Apodaca     | Associate Principal                 |
| Administrator               | Michelle Porter    | Assistant Principal                 |
| Administrator               | Annabel Villarreal | Assistant Principal                 |
| Paraprofessional            | Patricia Aguire    | Instructional Assistant             |
| Business Representative     | Dr. Judy           | Business Owner                      |
| Parent                      | Autumn Rayfield    | reception                           |
| District-level Professional | Pete Chapasko      | Area Superintendent- Tarrant County |
| Student                     | Kaitlyn Porter     | Student                             |

## Campus Based Leadership Team

| <b>Committee Role</b>      | <b>Name</b>        | <b>Position</b>      |
|----------------------------|--------------------|----------------------|
| Administrator              | Valerie Layne      | Principal            |
| Administrator              | Adrian Apodaca     | Associate Principal  |
| Administrator              | Michelle Porter    | AP                   |
| Administrator              | Annabel Villarreal | AP                   |
| Classroom Teacher          | Priscilla Zavala   | Kinder GLA           |
| Classroom Teacher          | Julie Starugh      | 1st Grade GLA        |
| Classroom Teacher          | Kayla Clark        | 2nd Grade GLA        |
| Classroom Teacher          | Duaa Farchoukh     | 3rd Grade GLA        |
| Classroom Teacher          | Nava Allums        | 4th Grade GLA        |
| Classroom Teacher          | Melissa Rodgers    | 5th Grade GLA        |
| Classroom Teacher          | Austin Hank        | Athletic Coordinator |
| Non-classroom Professional | David Silverberg   | Counselor            |
| Non-classroom Professional | Heather McGhee     | Counselor            |

# Campus Funding Summary

| <b>211 - Title 1-A</b> |           |          |   |              |                    |
|------------------------|-----------|----------|---|--------------|--------------------|
| Goal                   | Objective | Strategy | Resources Needed  | Account Code | Amount             |
| 1                      | 1         | 1        | Student workbooks   |              | \$5,000.00         |
| 1                      | 2         | 1        | additional material and computer programs focused on mini lessons for remediation and assistance for our ELL population |              | \$10,000.00        |
| 1                      | 3         | 1        |   |              | \$5,000.00         |
| 1                      | 4         | 1        | Consusltant   |              | \$2,500.00         |
| 1                      | 5         | 1        | an additional intrsuctional aide  |              | \$20,000.00        |
| 1                      | 6         | 1        |   |              | \$3,000.00         |
| 2                      | 1         | 1        |   |              | \$20,000.00        |
| 2                      | 2         | 1        |   |              | \$2,000.00         |
| 2                      | 3         | 1        |   |              | \$2,000.00         |
| <b>Sub-Total</b>       |           |          |   |              | <b>\$69,500.00</b> |
| <b>Grand Total</b>     |           |          |   |              | <b>\$69,500.00</b> |

# **International Leadership of Texas**

## **ILTexas Grand Prairie 6-8**

### **2017-2018 Campus Improvement Plan**

## Mission Statement

The mission of ILTexas 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 mind, body and character.

La misión de ILTexas es preparar a nuestros alumnos para roles de liderazgo excepcionales en la comunidad internacional, haciendo hincapié en el liderazgo de servicio, el dominio de los idiomas inglés, español y chino, y el fortalecimiento de mente, cuerpo y carácter.

## Vision

Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess trilingual competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community by putting others before self.

Our Educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are supportive community of lifelong learners.

Our Families and Community are actively engaged partners that are integral to the success of our students and school.

## Core Beliefs

**We believe in Honor to be the best you can be, Courage to take risks, and Commitment to never give up!**

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

As an international school we have attracted families from a wide range of ethnic backgrounds and socio-economic statuses. We also pride ourselves in surrounding our students with educators with a wide range of ethnic backgrounds and experiences.

Hispanic 220

Asian 29

African American/Black 121

White 24

### Demographics Strengths

Diversity among students our students directly impacts their performance. Our campus's diversity enables our students to concentrate and push themselves further when there are people of other backgrounds working alongside them. This promotes creativity, as well as better education, as those with differing viewpoints are able to collaborate to create solutions. There is a better understanding and displaying of empathy towards one another in the face of the changing society around them.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** ELLs across all grade levels have a 50% pass rate on STAAR reading **Root Cause:** The high number of students represented from different countries around the world.



## Student Achievement

### Student Achievement Summary

STAAR Data (2016-2017)

6th Grade Reading: 62% (Approaches) 10% (Masters)

6th Grade Math: 59% (Approaches) 5% (Masters)

7th Grade Reading: 68% (Approaches) 13% (Masters)

7th Grade Math: 63% (Approaches) 11% (Masters)

7th Grade Writing: 70% (Approaches) 5% (Masters)

8th Grade Reading: 73% (Approaches) 16% (Masters)

8th Grade Math: 55% (Approaches) 2% (Masters)

8th Grade Science: 66% (Approaches) 8% (Masters)

### Student Achievement Strengths

ILTexas GP K-8 has done an excellent job in communicating to all stakeholders that failure is not an option and every student has the ability to learn when they are fully engaged in our programs. Parents have been informed and are supportive of Eagle Academy (homework academy) and tutoring, including extended tutoring(beyond the school day). Students are participating and we are seeing fewer students that are not successfully completing homework.

Students that were not successful on the STAAR exam will be placed in accelerated instruction during the enrichment portion of the day, be required to attend tutorials and Saturday school.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** The number of new teachers to the profession caused a issue with providing enough experienced mentors to guide teacher growth

## **School Culture and Climate**

### **School Culture and Climate Summary**

We will have a learning community and atmosphere of collegiality. Our grade level teams plan together work towards common goals. Our staff members are able to rely on each other for support, suggestions and assistance.

Our parents work in a partnership with teachers by engaging in open communication through weekly newsletter, emails, and phone calls. Our PTO has been formed and assist with events that will better connect parents to the school community.

The student council, the voice of the students, will engage in monthly meetings with the principal for an open discussion about the school. These conversations allows the students to highlight the positive as well as identify areas of improvement within the school.

### **School Culture and Climate Strengths**

Our teachers, students, parents and community members work well to support the learning for all. Parents work in collaboration with the school community to support the efforts to ensure that every child reach their full potential. We celebrate our student's academic success, character development, and putting "Others Before Self". We also recognize the staff in displaying the characteristics of putting "Others Before Self" as well. We hosted a volunteer appreciation breakfast to recognize parents and other community members for their support of our students.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** The lack of parent participation in the PTO and the willingness to volunteer their time to support school lead events for student success.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

We use a number of sources to find high caliber staff such as our campus website, the Teacher Job Network (TJN), and Region 10 and 11 job fairs. The majority of core and LOTE teachers are at a highly qualified status in accordance with NCLB. Our interview process clearly outlines the mission, philosophy and expectations for our school. We have recruited teachers from Spain and China to teach our trilingual model. ILT will continue to work with region 10 & 11 and the district to actively find qualified teacher candidates to fill positions within the school. Teachers have professional freedom to be innovative and creative. They have opportunities to have input into decision making on campus.

We will have wonderful ethnic diversity in our faculty/staff population, we are truly international. We have faculty/staff from Mexico, Puerto Rico, Spain, China, and more.

Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. This year we have recruitment of teachers from Spain and China. This year we have also increased the number of teachers that meet highly qualified status. There has also been a significant salary increases for teachers, making our salary a little more competitive with local ISDs.

### **Staff Quality, Recruitment, and Retention Strengths**

Professional Development on an ongoing basis is key to the success of our school programs. District and campus professional development and trainings have/will be provided in the following areas:

- Dual Language Program
- Two Way SIOP
- Strategies for meeting needs of Limited English Proficient Students
- Data Disaggregation and Test Analysis
- TEKS RS Scope and Sequence
- District Data Management System
- Differentiated Instruction
- PE/Character Development Program
- Curriculum Programs in ELA/Reading & Math
- Federal & State Mandated Trainings

The Campus Leadership will provide PLC time for teachers to plan lessons, analyze data and to receive ongoing professional development/trainings. At the

end of every six weeks grading cycle teachers will have a Data/PD Day

We have wonderful ethnic diversity in our faculty/staff population, we are truly international. We have faculty/staff from Mexico, Puerto Rico, Spain, China and more. Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. This year we have recruitment of teachers from Spain, Puerto Rico and China. There has also been a significant salary increases for founding teachers, making our salary a little more competitive with local ISDs.

Teachers also have professional freedom to be innovative, creative and take risks. Professional development is provided for teachers both through the district and through Region 10 and Region 11. Teachers are also encouraged to take online trainings.

Teachers will be provided with more and timely feedback as requested on the climate survey.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** The inadequate funding of charter schools leads to teachers seeking opportunities in other district due to the higher salary.

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

The Campus Leadership, Grade Level Administrators and District Coordinators will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade level academic performance gains and STAAR performance gains. Teachers will teach the TEKS following the TEKS RS Scope and Sequence and curriculum programs for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. All classroom instruction will be data driven.

6th grade students will take STAAR Reading and Math Tests, 7th graders will take STAAR Reading, Math and Writing Tests, and 8th Graders will take STAAR Reading, Math, and Science, and Social Studies Tests. In addition, all 6th-8th grade students will take di6-8K-5 curriculum and culminates into an End Of Year service learning project for each grade level.

Economically disadvantaged, LEP, and at risk student population groups who have established a pattern of non-mastery will be targeted for remediation. Small group instruction, tutorials, parent-teacher conferences and consistent written and oral communication between home and school will ensure that home and school work together to provide the necessary support to students to bring about student success. ILTexas-GPMS will provide student support services as outlined in IEPs and 504 accommodations for qualifying students.

In order for students to be successful and maximize academic achievement, they must attend school on a regular basis. Student absences will be closely monitored by homeroom teachers, school registrar and school counselors. Parents will be contacted by their teacher if they are absent more than 2 consecutive days. Students with perfect attendance for the year will be recognized for every six weeks and at the end of the year during our award's program to encourage daily attendance. We also award students for other academic achievements including A, AB Honor roll, Eagle of the Six Weeks, Most improved and citizenship. We are also implementing a weekly grade level attendance challenge which recognizes and rewards high attendance for students and staff. Continuous monitoring and recognition of high achievement is a high priority supported in every area.

### Curriculum, Instruction, and Assessment Strengths

We are guided by the TEKS and follow TEKS RS. Teachers are required to use these resources to guide their planning, instruction and assessment. Teachers plan with their grade level teams. Teachers have dedicated DATA days every 6 weeks to review student levels and instructional needs. They also have extended time daily to meet with grade level team or partner teachers.

- Teachers have the support of partners and team members,
- Teachers plan lessons, activities and assessments together as a team,
- Several GLAs/teachers have attended TEKS RS Training,
- Teachers have access to several on-line programs: Study Island, Reading A-Z, Accelerated Reader, Brain Pop, Measuring Up, etc.
- Teachers utilize Eduphoria

- Teachers have the support of the District Content Coordinators
- Campus instructional Coach
- Additional instructional assistants

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Teachers need support and clear expectations on how to implement an effective dual language program.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Generally speaking Charter schools tend to have more involved parents than the traditional public schools. The school will develop a parent involvement police and parent compact to encourage and support parent involvement in their child's education.

We will have a PTO that actively organizes events and fund raising activities throughout the school year. The school partners with the PTO to organize major events such as Hispanic Heritage celebrations, Black History Month Presentation, Chinese New Year, Nation Neighborhood Night Out, and Spirit Nights. The PTO will also hold monthly meetings.

### **Family and Community Involvement Strengths**

The school will have in place several avenues to facilitate parent communication to include:

- Campus Leadership Newsletter end of each six week
- Curriculum Nights
- PTO monthly meetings
- Family Home-school Spirit Nights
- Parent Portal
- Parent-Teacher Conferences
- School/Grade level/Teacher websites
- School Messenger
- Watch D.O.G.S. (Dads of Great Students) Program
- Parent-School Compact

### **Problem Statements Identifying Family and Community Involvement Needs**

**Problem Statement 1:** Lack parent and community volunteers to assist in organizing and facilitating school events.

## **School Context and Organization**

### **School Context and Organization Summary**

Generally speaking Charter schools tend to have more involved parents than the traditional public schools. The school will develop a parent involvement police and parent compact to encourage and support parent involvement in their child's education.

We will have a PTO that actively organizes events and fund raising activities throughout the school year. The school partners with the PTO to organize major events such as Hispanic Heritage celebrations, Black History Month Presentation, Chinese New Year, Nation Neighborhood Night Out, and Spirit Nights. The PTO will also hold monthly meetings.

### **School Context and Organization Strengths**

The school organizational structure provides support at many level for teachers, students and parents. Teachers have planning/meeting time built into their school day to meet and plan with grade level. Teachers also have dedicated data days built into the school year calendar. Professional development opportunities are also available to teachers. Each grade level has a grade level administrator (GLA) to oversee the grade and to support the teacher in the day to day operations. Each grade level has a teacher assistant.

### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** There are 161 students identified as at risk students, therefore impacting the amount of time teachers and TAs can spend with individual student



## **Technology**

### **Technology Summary**

All staff members have been provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, students in grades 6-8 are provided their own Chromebooks. Lastly, we have a media lab with 30 desktop computers. There is a need for more training to support a higher level of integration of technology into the classroom. There is a lack of computers for parents to complete necessary online documents and track their students' progress. Additional iPads are needed to provide timely support to teachers.

### **Technology Strengths**

- Teachers utilize technology daily in their instruction.
- Students in grade 6th-8th have access to Chromebooks for class/home assignments.
- Students can utilize technology for homework assignments and projects.

### **Problem Statements Identifying Technology Needs**

**Problem Statement 1:** The lack of professional development to properly implement the technology

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus 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

## 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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Community and student engagement rating data

## Student Data: Assessments

- 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 Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## 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
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk 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
- Discipline records
- Student surveys and/or other feedback

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices


## Goals

**Goal 1: By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.**

**Performance Objective 1:** 90% of students will meet performance standards as measured by district and local assessments.

**Evaluation Data Source(s) 1:** STAAR, TPRI, Tejas Lee, MAP, Online MAP testing, Study Island, Measuring up, Brain Pop

**Summative Evaluation 1:**

| Strategy Description  | Title I    | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|------------|---|--|-----------|-----|-----|-----------|
|   |            |   |  | Formative |     |     | Summative |
|   |            |   |  | Nov       | Jan | May | June      |
| 1) Administer student assessments to monitor learning objective mastery.  | 2, 3, 4, 8 | Principal, Assistant Principal, Teacher Assistants, Instructional Coach | Teachers will be able to create small groups according to their needs in order to personalize instruction for all students |           |     |     |           |
| Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1<br>Funding Sources: 211 - Title 1-A - \$5,000.00 |            |   |  |           |     |     |           |
|   |            |   |  |           |     |     |           |

**Performance Objective 1 Problem Statements:**

|  |
|--|
| <b>Demographics</b>  |
| <b>Problem Statement 1:</b> ELLs across all grade levels have a 50% pass rate on STAAR reading <b>Root Cause 1:</b> The high number of students represented from different countries around the world. |
| <b>Student Achievement</b>   |
| <b>Problem Statement 1:</b> The number of new teachers to the profession caused a issue with providing enough experienced mentors to guide teacher growth  |
| <b>Curriculum, Instruction, and Assessment</b>   |
| <b>Problem Statement 1:</b> Teachers need support and clear expectations on how to implement an effective dual language program.   |
| <b>School Context and Organization</b>   |

**Problem Statement 1:** There are 161 students identified as at risk students, therefore impacting the amount of time teachers and TAs can spend with individual student

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 2:** All students identified as students with significant mastery deficits will participate in before, during, after school and Saturday tutorials/intervention camps

**Evaluation Data Source(s) 2:** Teacher created assignments and assessments, district benchmarks, and STAAR test results

**Summative Evaluation 2:**

| Strategy Description  | Title I | Monitor   | Strategy's Expected Result/Impact                                 | Reviews   |     |     |           |
|---|---------|---|---|-----------|-----|-----|-----------|
|   |         |   |   | Formative |     |     | Summative |
|   |         |   |   | Nov       | Jan | May | June      |
| 1) Utilize weekly failure reports to identify students in need of additional support to reach mastery   | 1, 2, 9 | Principal, Assistant Principal, Grade Level Administrators, Teachers, Instructional Coach | increase number of students reaching mastery in all content areas |           |     |     |           |
| Problem Statements: School Context and Organization 1<br>Funding Sources: 211 - Title 1-A - \$10,000.00 |         |   |   |           |     |     |           |
|   |         |   |   |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| School Context and Organization  |
|--|
| <b>Problem Statement 1:</b> There are 161 students identified as at risk students, therefore impacting the amount of time teachers and TAs can spend with individual student |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 3:** Engage parents and the community in academic focused nights (Math and Literacy nights, language acquisition classes).

**Evaluation Data Source(s) 3:** Increase in the number of parents that attend the curriculum nights  
Increase in positive feedback on parent surveys in regards to their child's performance in targeted areas of improvement.

**Summative Evaluation 3:**

| Strategy Description   | Title I | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---------|---|--|---|-----|-----|-----------|
|  |         |   |  | Formative   |     |     | Summative |
|  |         |   |  | Nov   | Jan | May | June      |
| 1) Delegate the opportunity for planning and facilitating curriculum nights to the grade levels. | 1, 2, 6 | Principal, Assistant Principal, Teachers, Teacher Assistants, Instructional Coach, Grade Level Administrators | Increase parental and community participation in schoolwide events; increase parent/guardian understanding of the curriculum to better support student achievement |   |     |     |           |
|  |         |   |  | Problem Statements: School Culture and Climate 1<br>Funding Sources: 211 - Title 1-A - \$4,000.00       |     |     |           |
| 2) Provide Spanish and Chinese classes to parents and community members                          | 1, 6    | Principal, Assistant Principals, Language Teachers, international coordinator                                 | Increased parental support of the school mission and programs  |   |     |     |           |
|  |         |   |  | Problem Statements: Family and Community Involvement 1<br>Funding Sources: 211 - Title 1-A - \$5,000.00 |     |     |           |
|  |         |   |  |   |     |     |           |

**Performance Objective 3 Problem Statements:**


|  |
|--|
| <b>School Culture and Climate</b>  |
| <b>Problem Statement 1:</b> The lack of parent participation in the PTO and the willingness to volunteer their time to support school lead events for student success. |
| <b>Family and Community Involvement</b>  |
| <b>Problem Statement 1:</b> Lack parent and community volunteers to assist in organizing and facilitating school events.   |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 4:** Implement Writing Across the Curriculum Strategies in every classroom.

**Evaluation Data Source(s) 4:** Improved performance on teacher created assignments and assessments, district benchmarks and STAAR results

**Summative Evaluation 4:**

| Strategy Description  | Title I          | Monitor   | Strategy's Expected Result/Impact            | Reviews   |     |     |           |
|---|------------------|---|--|-----------|-----|-----|-----------|
|   |                  |   |  | Formative |     |     | Summative |
|   |                  |   |  | Nov       | Jan | May | June      |
| 1) Provide professional development through The Writing Academy for all teachers and instructional aides. | 1, 2, 3, 4, 5, 8 | Principal, Assistant Principal, Teachers, Teacher Assistants, Instructional Coach, Grade Level Administrators | Increase student achievement in all classes. |           |     |     |           |
| Problem Statements: Demographics 1<br>Funding Sources: 211 - Title 1-A - \$2,500.00                       |                  |   |  |           |     |     |           |
|                         |                  |   |  |           |     |     |           |

**Performance Objective 4 Problem Statements:**

| Demographics   |
|--|
| <b>Problem Statement 1:</b> ELLs across all grade levels have a 50% pass rate on STAAR reading <b>Root Cause 1:</b> The high number of students represented from different countries around the world. |



**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 5:** Increase classroom support by hiring an additional instructional aide to to increase the opportunities for students to receive more frequent, interventions through small group instruction.

**Evaluation Data Source(s) 5:** Increase in the number of students performing at mastery level in math and reading classes.

**Summative Evaluation 5:**

| Strategy Description   | Title I       | Monitor   | Strategy's Expected Result/Impact                                 | Reviews   |     |     |           |
|--|---------------|---|---|-----------|-----|-----|-----------|
|  |               |   |   | Formative |     |     | Summative |
|  |               |   |   | Nov       | Jan | May | June      |
| 1) Develop a plan to best utilize the additional staff to improve the frequency of small group instruction in reading and math | 1, 2, 3, 4, 9 | Principal, Assistant Principal, Teachers, Teacher Assistants, Instructional Coach, Grade Level Administrators | Increase in student achievement, specifically in math and reading |           |     |     |           |
| Problem Statements: Demographics 1<br>Funding Sources: 211 - Title 1-A - \$20,000.00   |               |   |   |           |     |     |           |
|  |               |   |   |           |     |     |           |

**Performance Objective 5 Problem Statements:**

| Demographics   |
|--|
| <b>Problem Statement 1:</b> ELLs across all grade levels have a 50% pass rate on STAAR reading <b>Root Cause 1:</b> The high number of students represented from different countries around the world. |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 6:** Provide professional development on writing clear learning objectives utilizing ELPS

**Evaluation Data Source(s) 6:** Walkthroughs, increased number of ELL students reaching mastery, exiting 15% of LEP students

**Summative Evaluation 6:**

| Strategy Description  | Title I          | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|------------------|---|---|-----------|-----|-----|-----------|
|   |                  |   |   | Formative |     |     | Summative |
|   |                  |   |   | Nov       | Jan | May | June      |
| 1) Train all teachers in ESL/ELL teaching/learning strategies/best practices.       | 1, 2, 3, 4, 5, 8 | Principal, Assistant Principal, Teachers, Teacher Assistants, Instructional Coach, Grade Level Administrators | increase of the number of ESL/ELL reaching mastery on district benchmarks and STAAR tests |           |     |     |           |
| Problem Statements: Demographics 1<br>Funding Sources: 211 - Title 1-A - \$2,000.00 |                  |   |   |           |     |     |           |
|   |                  |   |   |           |     |     |           |

**Performance Objective 6 Problem Statements:**

| Demographics   |
|--|
| <b>Problem Statement 1:</b> ELLs across all grade levels have a 50% pass rate on STAAR reading <b>Root Cause 1:</b> The high number of students represented from different countries around the world. |

**Goal 2: By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.**

**Performance Objective 1:** Teachers, Instructional Coaches, Teacher Assistants and Administration will attend professional conferences, participate in book studies, and attend professional development opportunities to gain best practices on improving their pedagogical skills.

**Evaluation Data Source(s) 1:** Increased number of students engaged and actively participating in the lessons

Increase percentage of students meeting mastery

Increase in positive responses to job satisfaction/climate surveys

**Summative Evaluation 1:**

| Strategy Description  | Title I       | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|---------------|---|---|-----------|-----|-----|-----------|
|   |               |   |   | Formative |     |     | Summative |
|   |               |   |   | Nov       | Jan | May | June      |
| 1) Provide the faculty and staff with quality professional development opportunities through the school year and summer | 1, 2, 3, 4, 5 | Principal, Assistant Principal, Teachers, Teacher Assistants, Instructional Coach, Grade Level Administrators | increase in student achievement and job preparedness/satisfaction for all faculty and staff members |           |     |     |           |
| Problem Statements: Staff Quality, Recruitment, and Retention 1<br>Funding Sources: 211 - Title 1-A - \$10,000.00       |               |   |   |           |     |     |           |
|   |               |   |   |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Staff Quality, Recruitment, and Retention   |
|---|
| <b>Problem Statement 1:</b> The inadequate funding of charter schools leads to teachers seeking opportunities in other district due to the higher salary. |

**Goal 2:** By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.

**Performance Objective 2:** Provide opportunities for teachers to observe mastery teachers on campus and on other ILTexas campuses.

**Evaluation Data Source(s) 2:** Increased positive feedback during walk-throughs and instructional coaching sessions

**Summative Evaluation 2:**

| Strategy Description  | Title I       | Monitor  | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|---|---------------|--|-----------------------------------|-----------|-----|-----|-----------|
|   |               |  |                                   | Formative |     |     | Summative |
|   |               |  |                                   | Nov       | Jan | May | June      |
| 1) Provide a substitute teacher to instruct classes to allow for teachers to observe master teachers on campus on other campuses. | 1, 2, 3, 4, 5 | Principal, Assistant Principal, Teachers Teacher Assistants, Instructional Coach, Grade Level Administrators | increase in student achievement   |           |     |     |           |
| Problem Statements: Demographics 1<br>Funding Sources: 211 - Title 1-A - \$2,000.00   |               |  |                                   |           |     |     |           |
|   |               |  |                                   |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Demographics   |
|--|
| <b>Problem Statement 1:</b> ELLs across all grade levels have a 50% pass rate on STAAR reading <b>Root Cause 1:</b> The high number of students represented from different countries around the world. |

**Goal 2:** By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.

**Performance Objective 3:** Recognize and reward teachers for their efforts to perform at high levels and for displaying the character traits guided by our mission to provide all students with the opportunity to reach their highest potential.

**Evaluation Data Source(s) 3:** climate surveys, observation, decrease in the number of teacher absences

**Summative Evaluation 3:**

| Strategy Description   | Title I | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---------|---|--|-----------|-----|-----|-----------|
|  |         |   |  | Formative |     |     | Summative |
|  |         |   |  | Nov       | Jan | May | June      |
| 1) Recognize faculty and staff members that are exhibiting the characteristics of our mission that has a positive impact on student achievement and the climate of the learning environment. | 1, 5    | Principal, Assistant Principal, Teachers, Teacher Assistants, Instructional Coach, Grade Level Administrators | Increase in job satisfaction, reduction in faculty/staff absences, increase positive feedback on climate surveys |           |     |     |           |
| Problem Statements: Staff Quality, Recruitment, and Retention 1<br>Funding Sources: 211 - Title 1-A - \$2,000.00   |         |   |  |           |     |     |           |
|  |         |   |  |           |     |     |           |

**Performance Objective 3 Problem Statements:**

| Staff Quality, Recruitment, and Retention   |
|---|
| <b>Problem Statement 1:</b> The inadequate funding of charter schools leads to teachers seeking opportunities in other district due to the higher salary. |

## State Compensatory

### Personnel for ILTexas Grand Prairie 6-8:

| <u>Name</u>     | <u>Position</u> | <u>Program</u>    | <u>FTE</u> |
|-----------------|-----------------|-------------------|------------|
| Rebecca Hubbard | 6-8 Aide        | Special Education |            |

# Title I

## Schoolwide Program Plan

ILTexas Grand Prairie Middle School's needs assessment identified strengths and weaknesses in the instructional program that may affect student performance. The data collected in the Needs Assessment will be used to review the overall effectiveness of the instructional program at ILT GPS.

The data reviewed included, school wide CSAs, available STAAR results, grade level assessments and teacher observations. Data in general indicates strengths in English Language Arts and reading; students are on grade or close to grade level. Areas of weakness include extended vocabulary, grammar, making inferences and drawing logical conclusions. In mathematics students demonstrate strength in basic computation, apply mathematics to problems arising in everyday life, society, and the workplace, and analyzing mathematical relationships. Areas of weaknesses include display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

The Campus Improvement Plan Committee will meet approximately four times annually, and a summary of the minutes will be distributed to all faculty and committee members.

Campus leadership will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade level academic performance gains and STAAR performance gains. Teachers will follow the TEKS curriculum for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. Instruction will be data driven. 3<sup>rd</sup> grade students will take STAAR Reading and Mathematics tests, 4<sup>th</sup> graders will take STAAR Reading, Writing and Mathematics tests and 5<sup>th</sup> graders will take STAAR Reading, Mathematics and Science. Students will also take TPRI in grades K-2<sup>nd</sup> and MAP in grades 2<sup>nd</sup>-5<sup>th</sup>. All students K-5<sup>th</sup> will take district CSAs. Critical thinking and problem-solving skills will be emphasized in all core subject areas.

Economically disadvantaged, LEP, and at risk student population groups who have established a pattern of non-mastery will be targeted for remediation. Small group instruction, tutorials, parent- teacher conferences and consistent written and oral communication between home and school will insure that home and school work together provide the necessary support to students to bring about student success. ILT GPS will provide student support services as outlined in IEPs, and 504 accommodations for qualifying students.

In order for students to be successful they must attend school on a regular basis. Student absences will be closely monitored by homeroom teachers, school registrar and school counselor. Parents will be contacted if a student is absent more than two days. Students with perfect attendance for the year will be recognized at the end of the school year during our awards program.

Professional Development on an ongoing basis is key to the success of our school programs. District and campus professional development and trainings have/will be provided in the following areas:

- Dual Language Program
- Two Way SIOP
- Strategies for meeting needs of Limited English Proficient Students
- Data Disaggregation and Test Analysis
- District Data Management System
- Differentiated Instruction
- PE/Character Development Program
- Curriculum Programs in ELA/Reading & Math
- Federal & State Mandated Trainings The Campus Leadership will provide PLC time for teachers to plan lessons, analyze data and to receive ongoing professional development/trainings. At the end of every six weeks grading cycle teachers will have a Data/PD Day. Campus Leadership will work with the elected officers of the Parent Teacher Organization (PTO) to develop opportunities for positive parent involvement and effective communication between home and school. Communication will include;
- Grade Level/Teacher Weekly Newsletters
- Campus Leadership Newsletter end of each six week
- Curriculum Nights
- Family Home-school Nights
- Parent Portal(Skyward)
- Parent-Teacher Conferences
- School/Grade level/Teacher websites
- School Messenger

ILT GPS struggled to find teachers for our dual language program. Presently we have several teachers that do not have their bilingual teacher certification but are actively working on getting their credentials. ILT GPS will work with the district to actively find qualified teacher candidates to fill positions within the school. Providing a safe environment where teachers can teach and students can learn is crucial for student success. ILT GPS will work with local law enforcement, campus security, LABC liaison and the Fire Marshall to insure the safety of all students, teachers and staff.

### **Conclusion:**

This plan will be evaluated and revised throughout the year to determine how successfully ILT GPS is progressing in implementing the Campus Improvement Plan. Campus Leadership will monitor student performance by analyzing progress reports and report card grades, student tutorial lists, district, local and grade level assessments, and attendance.

### **Ten Schoolwide Components**



## **1: Comprehensive Needs Assessment**

### 1.) Comprehensive Needs Assessment

Our campus is very diverse and we see this as a positive. We pride ourselves on being an international campus. We want students and staff to interact with people from various cultures as we prepare them for the real world. We want students to see the beauty of humanity built upon the strengths of relationships.

We were faced with a challenge that all first year schools have - not having a firm grasp of where incoming students are performing academically. This is especially the case with Charter schools as students are coming from various schools, various districts, various cities, various counties, other charter schools, online schools and home schools.

We have a learning community and atmosphere of collegiality. Our grade level teams plan together work towards common goals. Our staff members are able to rely on each other for support, suggestions and assistance. In addition, we are able to bounce ideas off of each other and use colleagues as resources.

We are guided by the TEKS. Teachers are required to use these resources to guide their planning, instruction and assessment. Planning, instruction and assessment should all be aligned - horizontally and vertically. Curriculum, instruction and assessment will be at the heart of all PLC meetings.

We have three administrators - one Principal, a 6-8 Assistant Principal and a counselor; as well as a Grade Level Administrators (Lead Teachers) at every grade level.

## **2: Schoolwide Reform Strategies**

### Schoolwide Reform Strategies

ILTexas Grand Prairie Middle School has an ongoing emphasis on building teacher capacity for high-quality first time instruction which is supported by:

- Instructional coaching provided by the administrative team and instructional coaches through non-threatening conversations centered around learning and teaching focuses on exchanging strategies that will provide the best outcomes for student success.
- Monitoring and assessing the implementations of strategies for which our teachers have received training, expecting to see evidence of the following: Higher level questioning and small group, in class instruction
- Continued focus on targeted student intervention based on student performance and assessment data, such as: Teacher teams have “focused” tutorials based on specific TEKS/concept based on student data in Math, Reading, Writing and Science.
- Differentiated Instruction is an expected instructional practice at ILTexas with a focus on flexible regrouping, respectful tasks, and tiered assignments. ILTexas GP continues to increase the amount of students reading on a regular basis. Students are encouraged to read two books every night to increase vocabulary, stamina and comprehension.

## **3: Instruction by highly qualified professional teachers**

## Instruction by highly qualified professional teachers

International Leadership of Texas - Grand Prairie Elementary School will be an *Exemplary* campus that ensures success for all students (Title I School-wide Component 2, 8, 9, 3).

*SP: Curriculum and Instruction: I-A, I-C, I-D, -IE, V-B, V-C, VII-A*

- Recruit teachers with the necessary qualifications to teach the Itexas Programs.
- Bilingual teachers certified.
- All teachers ESL certified.
- Provide teachers/staff with going PD in key areas Kilgo, dual language, balanced literacy, The Fundamental 5, BUILD, Everyday Math and SIOP.

### **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

- Provide quality professional development on campus
- Provide opportunities for and encourage the use of PLC's
- Provide opportunities for teachers to attend workshops and conferences hosted by professional organizations
- Provide opportunities for teachers to attend workshops at Region 10 & 11 ES

### **5: Strategies to attract highly qualified teachers**

Strategies to attract highly qualified teachers

- Utilize Region 10 & 11 Teacher Job Network as a source for Highly Qualified Applicants
- Refer to SBEC records
- Attend job fairs where Highly Qualified applicants will be attending

### **6: Strategies to increase parental involvement**

Strategies to increase parental involvement

- Create a welcoming school climate.
- Provide families information related to child development and creating supportive learning environments.
- Establish effective school-to-home and home-to-school communication
- Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community.

- Engage families in school planning, leadership and meaningful volunteer opportunities.

### **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

- Middle school students will read to elementary students (Reading Buddies); serve as role models

### **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

International Leadership of Texas - Grand Middle School will be an *Exemplary* campus that ensures success for all students (Title I School-wide Component 2, 8, 9, 3).

*SP: Curriculum and Instruction: 1-A, 1-C, 1-D, -1E, V-B, V-C, VII-A*

# Title I Personnel

| <u>Name</u>     | <u>Position</u>    | <u>Program</u> | <u>FTE</u> |
|-----------------|--------------------|----------------|------------|
| Rebecca Hubbard | Instructional Aide | SPED           |            |

## 2017-18 Site Based Decision Making Team

| <b>Committee Role</b>       | <b>Name</b>        | <b>Position</b>                    |
|-----------------------------|--------------------|------------------------------------|
| Administrator               | Valerie Layne      | Principal                          |
| Administrator               | Adrian Apodaca     | Associate Principal                |
| Administrator               | Michelle Porter    | AP                                 |
| Administrator               | Annabel Villarreal | AP                                 |
| Classroom Teacher           | Sonja Humphrise    | Teacher                            |
| District-level Professional | Pete Chapasko      | Area Superintendent-Tarrant County |
| Parent                      | Davina Clemmons    | Parent                             |
| Student                     | Marquis Clemmons   | Student                            |
| Non-classroom Professional  | Nykesha White      | Counselor                          |
| Paraprofessional            | Chenoa Thomas      | Instructional Aide                 |

## Campus Based Leadership Team

| <b>Committee Role</b>      | <b>Name</b>        | <b>Position</b>      |
|----------------------------|--------------------|----------------------|
| Administrator              | Valerie Layne      | Principal            |
| Administrator              | Adrian Apodaca     | Associate Principal  |
| Administrator              | Michelle Porter    | AP                   |
| Administrator              | Annabel Villarreal | AP                   |
| Classroom Teacher          | Lakeisha Jones     | 7th Grade GLA        |
| Classroom Teacher          | Marcos Apodaca     | 6th Grade GLA        |
| Classroom Teacher          | Anna Ruiz (Clark)  | 8th Grade GLA        |
| Non-classroom Professional | Nykesha White      | Counselor            |
| Non-classroom Professional | Loweda Little      | Nurse                |
| Classroom Teacher          | Austin Hank        | Athletic Coordinator |

## Campus Funding Summary

| 211 - Title 1-A    |           |          |  |              |             |
|--------------------|-----------|----------|--|--------------|-------------|
| Goal               | Objective | Strategy | Resources Needed   | Account Code | Amount      |
| 1                  | 1         | 1        | Additional computers   |              | \$5,000.00  |
| 1                  | 2         | 1        | teachers to provide instruction Saturday school opportunities  |              | \$10,000.00 |
| 1                  | 3         | 1        | supplies for make and take products  |              | \$4,000.00  |
| 1                  | 3         | 2        | teachers to teach the classes and materials to teach adult, language acquisition   |              | \$5,000.00  |
| 1                  | 4         | 1        | Consultants to evaluate program and provide targeted professional development  |              | \$2,500.00  |
| 1                  | 5         | 1        | instructional assistant  |              | \$20,000.00 |
| 1                  | 6         | 1        | additional resources to be used in the classroom; books for book study on providing best practices on meeting the need of all students |              | \$2,000.00  |
| 2                  | 1         | 1        | access to quality professional development, professional organizations, and educational conferences                                    |              | \$10,000.00 |
| 2                  | 2         | 1        | substitute teachers  |              | \$2,000.00  |
| 2                  | 3         | 1        | certificates and certificate printing film   |              | \$2,000.00  |
| <b>Sub-Total</b>   |           |          |  |              | \$62,500.00 |
| <b>Grand Total</b> |           |          |  |              | \$62,500.00 |

# **International Leadership of Texas**

## **ILTexas North Richland Hills K-5**

### **2017-2018 Campus Improvement Plan**



# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Campus Improvement Plan Committee will meet approximately four times annually, and a summary of the minutes will be distributed to all faculty and committee members. Campus leadership will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade level academic performance gains and STAAR performance gains. Teachers will follow the TEKS RS Scope and Sequence and curriculum for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. Instruction will be data driven. 6th grade students will take STAAR Reading and Mathematics tests, 7th graders will take STAAR Reading, Writing and Mathematics tests and 8th graders will take STAAR Reading, Mathematics, Science and Social Studies. Students will also take MAP. All students will take district CSAs. Critical thinking and problem-solving skills will be emphasized in all core subject areas. Economically disadvantaged, LEP, and at risk student population groups who have established a pattern of non-mastery will be targeted for remediation. Small group instruction, tutorials, parent- teacher conferences and consistent written and oral communication between home and school will insure that home and school work together provide the necessary support to students to bring about student success. ILTexas NRH K-8 will provide student support services as outlined in IEPs, and 504 accommodations for qualifying students. In order for students to be successful they must attend school on a regular basis. Student absences will be closely monitored by homeroom teachers, school registrar and school counselor. Parents will be contacted if a student is absent more than two days. Students with perfect attendance for the year will be recognized at the end of the school year during our awards program.

### Demographics Strengths

Professional Development on an ongoing basis is key to the success of our school programs. District and campus professional development and trainings have/will be provided in the following areas:

Dual Language Program

Two Way SIOP

Strategies for meeting needs of Limited English Proficient Students

Data Disaggregation and Test Analysis

TEKS RS Scope and Sequence

District Data Management System

Differentiated Instruction

PE/Character Development Program

Curriculum Programs in ELA/Reading & Math

## **Student Achievement**

### **Student Achievement Summary**

ILTexas NRH K-8 identified strengths and weaknesses in the instructional program that may affect student performance. The data collected in the Needs Assessment will be used to review the overall effectiveness of the instructional program at ILTexas NRH K-8.

The data reviewed included school wide CSAs (Eduphoria: AWARE), STAAR results (if available; submitted by parents during registration), grade level assessments (ECA) and teacher observations. Data in general indicates that our students lag behind in all core subject areas in comparison to most other schools in the district.

### **Student Achievement Strengths**

ILTexas NRH K-8 has done an extraordinary job in communicating that failure is not an option and every student has the ability to grow in every area, if they are fully engaged in our programs. Parents have been informed and are supportive of Eagle Academy (homework academy) and tutoring, including extended tutoring(beyond the school day). Students are participating and we are seeing fewer students that are not successfully completing homework.

## **School Culture and Climate**

### **School Culture and Climate Summary**

We will have a learning community and atmosphere of collegiality. Our grade level teams plan together work towards common goals. Our staff members are able to rely on each other for support, suggestions and assistance.

Our parents work in a partnership with teachers by engaging in open communication through weekly newsletter, emails, and phone calls. Our PTO has been formed and assist with events that will better connect parents to the school community.

The student council, the voice of the students, will engage in monthly meetings with the principal for an open discussion about the school. These conversations allows the students to highlight the positive as well as identify areas of improvement within the school.

### **School Culture and Climate Strengths**

Our teachers, students, parents and community members work well to support the learning for all. Parents work in collaboration with the school community to support the efforts to ensure that every child reach their full potential. We celebrate our student's academic success, character development, and putting "Others Before Self". We also recognize the staff in displaying the characteristics of putting "Others Before Self" as well. We hosted a volunteer appreciation breakfast to recognize parents and other community members for their support of our students.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

We use a number of sources to find high caliber staff such as our campus website, the Teacher Job Network (TJN), and Region 10 and 11 job fairs. The majority of core and LOTE teachers are at a highly qualified status in accordance with NCLB. Our interview process clearly outlines the mission, philosophy and expectations for our school. We have recruited teachers from Spain and China to teach our trilingual model. ILT will continue to work with region 10 & 11 and the district to actively find qualified teacher candidates to fill positions within the school. Teachers have professional freedom to be innovative and creative. They have opportunities to have input into decision making on campus.

We will have wonderful ethnic diversity in our faculty/staff population, we are truly international. We have faculty/staff from Mexico, Puerto Rico, Spain, China, and more.

Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. This year we have recruitment of teachers from Spain and China. This year we have also increased the number of teachers that meet highly qualified status. There has also been a significant salary increases for teachers, making our salary a little more competitive with local ISDs.

### **Staff Quality, Recruitment, and Retention Strengths**

Professional Development on an ongoing basis is key to the success of our school programs. District and campus professional development and trainings have/will be provided in the following areas:

Dual Language Program

Two Way SIOP

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

The Campus Leadership, Grade Level Administrators and District Coordinators will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade level academic performance gains and STAAR performance gains. Teachers will teach the TEKS following the TEKS RS Scope and Sequence and curriculum programs for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. All classroom instruction will be data driven.

6th grade students will take STAAR Reading and Math Tests, 7th graders will take STAAR Reading, Math and Writing Tests, and 8th Graders will take STAAR Reading, Math, and Science, and Social Studies Tests. In addition, all 6th-8th grade students will take di6-8K-5 curriculum and culminates into an End Of Year service learning project for each grade level.

Economically disadvantaged, LEP, and at risk student population groups who have established a pattern of non-mastery will be targeted for remediation.

Small group instruction, tutorials, parent-teacher conferences and consistent written and oral communication between home and school will ensure that home and school work together to provide the necessary support to students to bring about student success. ILTexas-GPMS will provide student support services as outlined in IEPs and 504 accommodations for qualifying students.

In order for students to be successful and maximize academic achievement, they must attend school on a regular basis. Student absences will be closely monitored by homeroom teachers, school registrar and school counselors. Parents will be contacted by their teacher if they are absent more than 2 consecutive days. Students with perfect attendance for the year will be recognized for every six weeks and at the end of the year during our award's program to encourage daily attendance. We also award students for other academic achievements including A, AB Honor roll, Eagle of the Six Weeks, Most improved and citizenship. We are also implementing a weekly grade level attendance challenge which recognizes and rewards high attendance for students and staff.

Continuous monitoring and recognition of high achievement is a high priority supported in every area.

### **Curriculum, Instruction, and Assessment Strengths**

Teachers plan with their grade level teams. Teachers have dedicated DATA days every 6 weeks to review student levels and instructional needs. They also have extended time daily to meet with grade level team or partner teachers.

Teachers have the support of partners and team members,

Teachers plan lessons, activities and assessments together as a team,

Several GLAs/teachers have attended TEKS RS Training,

Teachers have access to several on-line programs: Study Island, Reading A-Z, Accelerated Reader, Brain Pop, Measuring Up, etc.

Teachers utilize Eduphoria

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Generally speaking Charter schools tend to have more involved parents than the traditional public schools. The school will develop a parent involvement police and parent compact to encourage and support parent involvement in their child's education. We will have a PTO that actively organizes events and fund raising activities throughout the school year. The school partners with the PTO to organize major events such as Hispanic Heritage celebrations, Black History Month Presentation, Chinese New Year, Nation Neighborhood Night Out, and Spirit Nights. The PTO will also hold monthly meetings.

### **Family and Community Involvement Strengths**

The school will have in place several vehicles to facilitate parent communication to include:

Campus Leadership Newsletter end of each six week

Curriculum Night

PTO monthly meetings

Family Home-school Spirit Nights

Parent Portal

Parent-Teacher Conferences

School/Grade level/Teacher websites

School Messenger

Watch D.O.G.S. (Dads of Great Students) Program



## **School Context and Organization**

### **School Context and Organization Summary**

ILTexas North Richland Hills K-8 leadership structure consists of a principal, 3 assistant principals, 9 grade level administrators and three school counselors.

The principal serves as K-8 campus principal. There is a K-2 assistant principal and 3-5 assistant principal, and a 6-8 assistant principal. Each grade level has a grade level administrator that oversees the grade level activities. They also serve as mentors to new teachers and provide some level of instructional coaching. To facilitate our dual language model teachers meet in their PLC 2x per week and with their partner teacher 2x per week. These are times for collaboration and data review. The counselors provide support to teachers and students.

The school day is an extended day to facilitate the school's curriculum which places emphasis on developing a healthy mind, body and character. Character education is taught daily in the Physical Education Program and in the classroom.

### **School Context and Organization Strengths**

The school organizational structure provides support at many levels for teachers, students and parents. Teachers have planning/meeting time built into their school day to meet and plan with grade level. Teachers also have dedicated data days built into the school year calendar. Professional development opportunities are also available to teachers. Each grade level has a grade level administrator (GLA) to oversee the grade and to support the teacher in the day to day operations. Each grade level has a teacher assistant.

## **Technology**

### **Technology Summary**

All staff members have been provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, students in grades K-5 are provided their own Chromebooks. Lastly, we have a media lab with 30 desktop computers.

### **Technology Strengths**

Teachers utilize technology daily in their instruction.

Students in grade 4th and 8th have access to Chromebooks for class assignments.

Students can utilize technology for homework assignments and projects.

# Comprehensive Needs Assessment Data Documentation

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

## Goals

### Goal 1:


**By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics**

**Performance Objective 1:** At least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Evaluation Data Source(s) 1:** STAAR, TPRI, Tejas Lee, MAP, Online MAP testing, Study Island, Measuring up, Brain Pop

### Summative Evaluation 1:

| Strategy Description   | Title I        | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|----------------|--|--|-----------|-----|-----|-----------|
|  |                |  |  | Formative |     |     | Summative |
|  |                |  |  | Nov       | Jan | May | June      |
| 1) Administer student assessments to monitor learning objective mastery.   | 1, 2, 8, 9, 10 | Principal, Assist. Principal, GLA & teachers                 | Increase in the number of students passing all assessments and courses.  |           |     |     |           |
| Funding Sources: 420 - State - \$5,000.00, 211 - Title 1-A - \$5,000.00  |                |  |  |           |     |     |           |
| 2) Teachers will utilize MAP data to create individual academic goals for students K-5 to meet projected growth in Reading and Math.         | 1, 8           | Principal, Assist. Principal, GLA & teachers                 | Teachers will use the data gathered from the BOY/MOY/EOY assessments. Teachers will conduct reading follow group I grades K-5<br>Teacher will student data logs. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$6,500.00  |                |  |  |           |     |     |           |
| 3) Conduct tutorials during the school day and after school for students not demonstrating mastery.  | 1, 2, 9, 10    | Principal, Assist. Principal, GLA & teachers                 | Increase in number of students passing all courses progress reports and report cards.  |           |     |     |           |
| Funding Sources: 420 - State - \$5,000.00, 211 - Title 1-A - \$7,500.00  |                |  |  |           |     |     |           |
| 4) Teachers will be provided instructional materials to ensure effective implementation of rigorous, research based instructional practices. | 1, 2, 10       | Principal, Assist. Principal, GLA & teachers, literacy coach | Teachers will use the data gathered from the BOY/MOY/EOY assessments.  |           |     |     |           |
| Funding Sources: 420 - State - \$5,000.00, 211 - Title 1-A - \$2,500.00, 263 - Title III - \$2,000.00  |                |  |  |           |     |     |           |

|   |          |  |   |  |  |  |  |
|---|----------|--|---|--|--|--|--|
| 5) Administrators and teachers will receive quality, relevant professional development and/ or attend professional conferences to support effective implementation of rigorous, research based instructional practices. | 1, 2, 10 | Principal, Assist. Principal, GLA & teachers, literacy coach | Teachers will use the data gathered from the BOY/MOY/EOY assessments.     |  |  |  |  |
| Funding Sources: 420 - State - \$6,500.00, 211 - Title 1-A - \$3,000.00, 263 - Title III - \$3,000.00   |          |  |   |  |  |  |  |
| 6) Pre-K round-up, collaborate with local daycare centers that provide Pre-K services to recruit incoming kinder students, parent informational session during the summer, and a kinder camp.                           | 1, 7     | Principal, Assist. Principals, Kinder GLA, Literacy coach    | Increased enrollment in kindergarten<br>Parental feedback through surveys |  |  |  |  |
|   |          |  |   |  |  |  |  |

**Goal 1:**

By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics

**Performance Objective 2:** ILTexas NRH ES will promote and support special populations through innovative and rigorous instructional practices in order to continuously approve academic achievement for second language learners and special populations.

**Evaluation Data Source(s) 2:** Benchmark data, teacher created assessments. district level assessments, daily assessments

**Summative Evaluation 2:**

**Goal 1:**

By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics

**Performance Objective 3:** ILTexas NRH ES will develop processes and applications to achieve the equitable distribution of digital resources along with adequate training and support for implementation.

**Evaluation Data Source(s) 3:** Implement student participation with real world experiences and connections.

**Summative Evaluation 3:**

**Goal 1:**

By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics

**Performance Objective 4:** ILTexas NRH ES will create a variety of partnerships with all stake holders to establish avenues to vault student success.

**Evaluation Data Source(s) 4:** Student end of year surveys.

**Summative Evaluation 4:**

**Goal 1:**

By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and

Mathematics

**Performance Objective 5:** ILTexas NRH ES will provide a safe, secure and supportive environment for all students and staff.

**Evaluation Data Source(s) 5:** All students and staff will participate in safety preparation plans for fire, weather, and lock-down procedures.

**Summative Evaluation 5:**

**Goal 1:**

By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics

**Performance Objective 6:** ILTexas NRH ES will increase parental and community involvement to better support student success.

**Evaluation Data Source(s) 6:** NRH ES will inform parents and community of school events in a timely manner.

**Summative Evaluation 6:**

**Goal 2: By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.**

**Performance Objective 1:** ILTexas NRH ES will recruit and retain quality staff.

**Evaluation Data Source(s) 1:** 100% of the ILTexas NRH ES will receive opportunities for professional development growth, coaching, and feedback to help improve and implement best instructional strategies.

**Summative Evaluation 1:**

| Strategy Description  | Title I           | Monitor              | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|-------------------|----------------------|---|-----------|-----|-----|-----------|
|   |                   |                      |   | Formative |     |     | Summative |
|   |                   |                      |   | Nov       | Jan | May | June      |
| 1) Teachers will take part in daily PLC's with a specific instructional focus each day, article readings and book studies throughout the academic year. | 1, 2, 3, 4, 5, 10 | GLA, AP's, Principal | Teacher attendance in PLCs, agendas, observations, and teacher feedback.<br>Frequent walk-throughs with feedback, model lessons taught by admin., instructional coach feedback. |           |     |     |           |
| Funding Sources: 420 - State - \$2,500.00, 211 - Title 1-A - \$2,500.00   |                   |                      |   |           |     |     |           |
|   |                   |                      |   |           |     |     |           |

## Campus Funding Summary

| <b>420 - State</b>     |                  |                 |                         |                     |               |
|------------------------|------------------|-----------------|-------------------------|---------------------|---------------|
| <b>Goal</b>            | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b> | <b>Account Code</b> | <b>Amount</b> |
| 1                      | 1                | 1               |                         |                     | \$5,000.00    |
| 1                      | 1                | 3               |                         |                     | \$5,000.00    |
| 1                      | 1                | 4               |                         |                     | \$5,000.00    |
| 1                      | 1                | 5               |                         |                     | \$6,500.00    |
| 2                      | 1                | 1               |                         |                     | \$2,500.00    |
| <b>Sub-Total</b>       |                  |                 |                         |                     | \$24,000.00   |
| <b>211 - Title 1-A</b> |                  |                 |                         |                     |               |
| <b>Goal</b>            | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b> | <b>Account Code</b> | <b>Amount</b> |
| 1                      | 1                | 1               |                         |                     | \$5,000.00    |
| 1                      | 1                | 2               |                         |                     | \$6,500.00    |
| 1                      | 1                | 3               |                         |                     | \$7,500.00    |
| 1                      | 1                | 4               |                         |                     | \$2,500.00    |
| 1                      | 1                | 5               |                         |                     | \$3,000.00    |
| 2                      | 1                | 1               |                         |                     | \$2,500.00    |
| <b>Sub-Total</b>       |                  |                 |                         |                     | \$27,000.00   |
| <b>263 - Title III</b> |                  |                 |                         |                     |               |
| <b>Goal</b>            | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b> | <b>Account Code</b> | <b>Amount</b> |
| 1                      | 1                | 4               |                         |                     | \$2,000.00    |
| 1                      | 1                | 5               |                         |                     | \$3,000.00    |
| <b>Sub-Total</b>       |                  |                 |                         |                     | \$5,000.00    |
| <b>Grand Total</b>     |                  |                 |                         |                     | \$56,000.00   |



# **International Leadership of Texas**

## **ILTexas North Richland Hills 6-8**

### **2017-2018 Campus Improvement Plan**

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Campus Improvement Plan Committee will meet approximately four times annually, and a summary of the minutes will be distributed to all faculty and committee members. Campus leadership will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade level academic performance gains and STAAR performance gains. Teachers will follow the TEKS RS Scope and Sequence and curriculum for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. Instruction will be data driven. 6th grade students will take STAAR Reading and Mathematics tests, 7th graders will take STAAR Reading, Writing and Mathematics tests and 8th graders will take STAAR Reading, Mathematics, Science and Social Studies. Students will also take MAP. All students will take district CSAs. Critical thinking and problem-solving skills will be emphasized in all core subject areas. Economically disadvantaged, LEP, and at risk student population groups who have established a pattern of non-mastery will be targeted for remediation. Small group instruction, tutorials, parent- teacher conferences and consistent written and oral communication between home and school will insure that home and school work together provide the necessary support to students to bring about student success. ILTexas NRH K-8 will provide student support services as outlined in IEPs, and 504 accommodations for qualifying students. In order for students to be successful they must attend school on a regular basis. Student absences will be closely monitored by homeroom teachers, school registrar and school counselor. Parents will be contacted if a student is absent more than two days. Students with perfect attendance for the year will be recognized at the end of the school year during our awards program.

### Demographics Strengths

Professional Development on an ongoing basis is key to the success of our school programs. District and campus professional development and trainings have/will be provided in the following areas:

Dual Language Program

Two Way SIOP

Strategies for meeting needs of Limited English Proficient Students

Data Disaggregation and Test Analysis

TEKS RS Scope and Sequence

District Data Management System

Differentiated Instruction

PE/Character Development Program

Curriculum Programs in ELA/Reading & Math

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** ELLs across all grade levels have a 50% pass rate on STAAR reading Root Cause: The high number of students represented from

## **Student Achievement**

### **Student Achievement Summary**

ILTexas NRH K-8 identified strengths and weaknesses in the instructional program that may affect student performance. The data collected in the Needs Assessment will be used to review the overall effectiveness of the instructional program at ILTexas NRH K-8.

The data reviewed included school wide CSAs (Eduphoria: AWARE), STAAR results (if available; submitted by parents during registration), grade level assessments (ECA) and teacher observations. Data in general indicates that our students lag behind in all core subject areas in comparison to most other schools in the district.

### **Student Achievement Strengths**

ILTexas NRH K-8 has done an extraordinary job in communicating that failure is not an option and every student has the ability to grow in every area, if they are fully engaged in our programs. Parents have been informed and are supportive of Eagle Academy (homework academy) and tutoring, including extended tutoring(beyond the school day). Students are participating and we are seeing fewer students that are not successfully completing homework.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** The number of new teachers to the profession caused a issue with providing enough experienced mentors to guide teacher growth

## **School Culture and Climate**

### **School Culture and Climate Summary**

We will have a learning community and atmosphere of collegiality. Our grade level teams plan together work towards common goals. Our staff members are able to rely on each other for support, suggestions and assistance.

Our parents work in a partnership with teachers by engaging in open communication through weekly newsletter, emails, and phone calls. Our PTO has been formed and assist with events that will better connect parents to the school community.

The student council, the voice of the students, will engage in monthly meetings with the principal for an open discussion about the school. These conversations allows the students to highlight the positive as well as identify areas of improvement within the school.

### **School Culture and Climate Strengths**

Our teachers, students, parents and community members work well to support the learning for all. Parents work in collaboration with the school community to support the efforts to ensure that every child reach their full potential. We celebrate our student's academic success, character development, and putting "Others Before Self". We also recognize the staff in displaying the characteristics of putting "Others Before Self" as well. We hosted a volunteer appreciation breakfast to recognize parents and other community members for their support of our students.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** The lack of parent participation in the PTO and the willingness to volunteer their time to support school lead events for student

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

We use a number of sources to find high caliber staff such as our campus website, the Teacher Job Network (TJN), and Region 10 and 11 job fairs. The majority of core and LOTE teachers are at a highly qualified status in accordance with NCLB. Our interview process clearly outlines the mission, philosophy and expectations for our school. We have recruited teachers from Spain and China to teach our trilingual model. ILT will continue to work with region 10 & 11 and the district to actively find qualified teacher candidates to fill positions within the school. Teachers have professional freedom to be innovative and creative. They have opportunities to have input into decision making on campus.

We will have wonderful ethnic diversity in our faculty/staff population, we are truly international. We have faculty/staff from Mexico, Puerto Rico, Spain, China, and more.

Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. This year we have recruitment of teachers from Spain and China. This year we have also increased the number of teachers that meet highly qualified status. There has also been a significant salary increases for teachers, making our salary a little more competitive with local ISDs.

### **Staff Quality, Recruitment, and Retention Strengths**

Professional Development on an ongoing basis is key to the success of our school programs. District and campus professional development and trainings have/will be provided in the following areas:

Dual Language Program

Two Way SIOP

Strategies for meeting needs of Limited English Proficient Students

Data Disaggregation and Test Analysis

TEKS RS Scope and Sequence

District Data Management System

Differentiated Instruction

PE/Character Development Program

Curriculum Programs in ELA/Reading & Math

Federal & State Mandated Trainings

The Campus Leadership will provide PLC time for teachers to plan

**Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** The inadequate funding of charter schools leads to teachers seeking opportunities in other district due to the higher salary.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

The Campus Leadership, Grade Level Administrators and District Coordinators will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade level academic performance gains and STAAR performance gains. Teachers will teach the TEKS following the TEKS RS Scope and Sequence and curriculum programs for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. All classroom instruction will be data driven.

6th grade students will take STAAR Reading and Math Tests, 7th graders will take STAAR Reading, Math and Writing Tests, and 8th Graders will take STAAR Reading, Math, and Science, and Social Studies Tests. In addition, all 6th-8th grade students will take di6-8K-5 curriculum and culminates into an End Of Year service learning project for each grade level.

Economically disadvantaged, LEP, and at risk student population groups who have established a pattern of non-mastery will be targeted for remediation.

Small group instruction, tutorials, parent-teacher conferences and consistent written and oral communication between home and school will ensure that home and school work together to provide the necessary support to students to bring about student success. ILTexas-GPMS will provide student support services as outlined in IEPs and 504 accommodations for qualifying students.

In order for students to be successful and maximize academic achievement, they must attend school on a regular basis. Student absences will be closely monitored by homeroom teachers, school registrar and school counselors. Parents will be contacted by their teacher if they are absent more than 2 consecutive days. Students with perfect attendance for the year will be recognized for every six weeks and at the end of the year during our award's program to encourage daily attendance. We also award students for other academic achievements including A, AB Honor roll, Eagle of the Six Weeks, Most improved and citizenship. We are also implementing a weekly grade level attendance challenge which recognizes and rewards high attendance for students and staff.

Continuous monitoring and recognition of high achievement is a high priority supported in every area.



### **Curriculum, Instruction, and Assessment Strengths**

Teachers plan with their grade level teams. Teachers have dedicated DATA days every 6 weeks to review student levels and instructional needs. They also have extended time daily to meet with grade level team or partner teachers.

Teachers have the support of partners and team members,

Teachers plan lessons, activities and assessments together as a team,

Several GLAs/teachers have attended TEKS RS Training,

Teachers have access to several on-line programs: Study Island, Reading A-Z, Accelerated Reader, Brain Pop, Measuring Up, etc.

Teachers utilize Eduphoria

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Teachers need support and clear expectations on how to implement an effective dual language program.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Generally speaking Charter schools tend to have more involved parents than the traditional public schools. The school will develop a parent involvement police and parent compact to encourage and support parent involvement in their child's education. We will have a PTO that actively organizes events and fund raising activities throughout the school year. The school partners with the PTO to organize major events such as Hispanic Heritage celebrations, Black History Month Presentation, Chinese New Year, Nation Neighborhood Night Out, and Spirit Nights. The PTO will also hold monthly meetings.

### **Family and Community Involvement Strengths**

The school will have in place several vehicles to facilitate parent communication to include:

Campus Leadership Newsletter end of each six week

Curriculum Night

PTO monthly meetings

Family Home-school Spirit Nights

Parent Portal

Parent-Teacher Conferences

School/Grade level/Teacher websites

School Messenger

Watch D.O.G.S. (Dads of Great Students) Program

## **Problem Statements Identifying Family and Community Involvement Needs**

**Problem Statement 1:** Growing the membership in the PTO

## **School Context and Organization**

### **School Context and Organization Summary**

ILTexas North Richland Hills K-8 leadership structure consists of a principal, 3 assistant principals, 9 grade level administrators and three school counselors.

The principal serves as K-8 campus principal. There is a K-2 assistant principal and 3-5 assistant principal, and a 6-8 assistant principal. Each grade level has a grade level administrator that oversees the grade level activities. They also serve as mentors to new teachers and provide some level of instructional coaching. To facilitate our dual language model teachers meet in their PLC 2x per week and with their partner teacher 2x per week. These are times for collaboration and data review. The counselors provide support to teachers and students.

The school day is an extended day to facilitate the school's curriculum which places emphasis on developing a healthy mind, body and character. Character education is taught daily in the Physical Education Program and in the classroom.

### **School Context and Organization Strengths**

The school organizational structure provides support at many levels for teachers, students and parents. Teachers have planning/meeting time built into their school day to meet and plan with grade level. Teachers also have dedicated data days built into the school year calendar. Professional development opportunities are also available to teachers. Each grade level has a grade level administrator (GLA) to oversee the grade and to support the teacher in the day to day operations. Each grade level has a teacher assistant.

### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** Training and support for new teachers

## **Technology**

### **Technology Summary**

All staff members have been provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, students in grades 6 - 8 are provided their own Chromebooks. Lastly, we have a media lab with 30 desktop computers.

### **Technology Strengths**

Teachers utilize technology daily in their instruction.

Students in grade 4th and 8th have access to Chromebooks for class assignments.

Students can utilize technology for homework assignments and projects.

### **Problem Statements Identifying Technology Needs**

**Problem Statement 1:** Ongoing professional development on authentic integration of technology in daily instruction

# Comprehensive Needs Assessment Data Documentation

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


## Goals

**Goal 1: By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.**

**Performance Objective 1:** ILTexas NRHMS will be an exemplary campus that ensures success for all students.

**Evaluation Data Source(s) 1:** STAAR, CSAs, Telpas, MAP, Study Island, Measuring up and other formal and informal assessments.

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

| Strategy Description  | Title I    | Monitor  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|------------|--|---|-----------|-----|-----|-----------|
|   |            |  |   | Formative |     |     | Summative |
|   |            |  |   | Nov       | Jan | May | June      |
| 1) 1) Administer student assessments to monitor learning objective mastery.   | 1, 2, 8, 9 | Principal, Assist. Principal, GLA & Teachers   | Increase in the number of students passing all assessments and courses.   |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$25,000.00  |            |  |   |           |     |     |           |
| 2) Teachers will utilize MAP data to create individual academic goals for students 6-8 to meet projected growth in Reading and Math.                                    | 1, 8       | Principal, Assist. Principal, GLA & Teachers   | Teacher will use the data gathered from the BOY/MOY/EOY assessments. Teachers will conduct reading groups and will keep student data logs |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$5,000.00   |            |  |   |           |     |     |           |
| 3) Provide opportunities for parents to volunteer in school activities such as DOGS, PTO, Chaperones and volunteers. Parent workshops to increase parental involvement. | 1, 6       | Principal, Assit Principal, GLA, teachers, PTO | Increase in parental involvement as school year progresses. Translation Kit   |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$1,500.00   |            |  |   |           |     |     |           |
|   |            |  |   |           |     |     |           |

**Goal 2: By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.**


**Performance Objective 1:** Teachers, Instructional Coaches, Teacher Assistants and Administration will attend professional conferences, participate in book studies, and attend professional development opportunities to gain best practices on improving their pedagogical skills

**Evaluation Data Source(s) 1:** Increased number of students engaged and actively participating in the lessons

Increase percentage of students meeting mastery

Increase in positive responses to job satisfaction/climate surveys

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

| Strategy Description  | Title I       | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|---------------|---|---|-----------|-----|-----|-----------|
|   |               |   |   | Formative |     |     | Summative |
|   |               |   |   | Nov       | Jan | May | June      |
| 1) Provide the faculty and staff with quality professional development opportunities through the school year and summer           | 1, 2, 3, 4    | Principal, Assistant Principal, Teachers, Teacher Assistants, Instructional Coach, Grade Level Administrators | increase in student achievement and job preparedness/satisfaction for all faculty and staff members |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$5,000.00   |               |   |   |           |     |     |           |
| 2) Provide a substitute teacher to instruct classes to allow for teachers to observe master teachers on campus on other campuses. | 1, 2, 3, 4, 5 | Principal, Assistant Principal, Teachers, Teacher Assistants, Instructional Coach, Grade Level Administrators | increase in student achievement   |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$5,000.00   |               |   |   |           |     |     |           |
|   |               |   |   |           |     |     |           |



# Campus Funding Summary

| 211 - Title 1-A |           |          |                               |                    |             |
|-----------------|-----------|----------|-------------------------------|--------------------|-------------|
| Goal            | Objective | Strategy | Resources Needed              | Account Code       | Amount      |
| 1               | 1         | 1        | Instruction Supplies          |                    | \$25,000.00 |
| 1               | 1         | 2        | Assessment Supplies           |                    | \$5,000.00  |
| 1               | 1         | 3        | Parental Involvement Supplies |                    | \$1,500.00  |
| 2               | 1         | 1        | Professional Development      |                    | \$5,000.00  |
| 2               | 1         | 2        |                               |                    | \$5,000.00  |
|                 |           |          |                               | <b>Sub-Total</b>   | \$41,500.00 |
|                 |           |          |                               | <b>Grand Total</b> | \$41,500.00 |

# **International Leadership of Texas**

## **ILTexas Katy K-5**

### **2017-2018 Campus Improvement Plan**

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

ILTexas Katy Elementary School has needs assessment identified strengths and weaknesses in the instructional program that may affect student performance. The data collected in the Needs Assessment will be used to review the overall effectiveness of the instructional program at ILTexas KES.

The Campus Improvement Plan Committee will meet approximately four times annually, and a summary of the minutes will be distributed to all faculty and committee members.

Campus leadership will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade level academic performance gains and STAAR performance gains. Teachers will follow the Kilgo Scope and Sequence and curriculum for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. Instruction will be data driven. 3<sup>rd</sup> grade students will take STAAR Reading and Mathematics tests, 4<sup>th</sup> graders will take STAAR Reading, Writing and Mathematics tests and 5<sup>th</sup> graders will take STAAR Reading, Mathematics and Science. Students will also take TPRI in grades K-2<sup>nd</sup> and MAP in grades 2<sup>nd</sup>-5<sup>th</sup>. All students K-5<sup>th</sup> will take district CSAs. Critical thinking and problem-solving skills will be emphasized in all core subject areas.

Economically disadvantaged, LEP, and at risk student population groups who have established a pattern of non-mastery will be targeted for remediation. Small group instruction, tutorials, parent- teacher conferences and consistent written and oral communication between home and school will insure that home and school work together provide the necessary support to students to bring about student success. ILTexas KES will provide student support services as outlined in IEPs, and 504 accommodations for qualifying students.

In order for students to be successful they must attend school on a regular basis. Student absences will be closely monitored by homeroom teachers, school registrar and school counselor. Parents will be contacted if a student is absent more than two days. Students with perfect attendance for the year will be recognized at the end of the school year during our awards program.

### Demographics Strengths

ILTexas Katy Elementary has a very diverse student population. As an international school we have attracted families from a wide range of ethnic backgrounds and socio-economic level.

Our faculty and staff are also very diverse. We have faculty and staff from many different countries and have diverse ethnic and linguistic backgrounds.

We are preparing our students for roles in both their communities and in the international community. We want our students to develop an understanding and respect for others and their cultures. Exposing our students to diversity will assist us in achieving our goal of creating trilingual graduates with an international mindset.

Data sources: PIEMS, JR3 Documents, TARP

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Teachers struggle with differentiating instruction for the varied academic and linguistic needs of their students. **Root Cause:** Diverse student population and large amount of economically disadvantaged students.

## **Student Achievement**

### **Student Achievement Summary**

Analysis of STAAR scores indicates that there is a need for math and reading interventions. We know that interventions make an impact on student achievement. Our campus uses enrichment to target interventions that are needed as well as tutoring before and after school. Teachers believe it is imperative to begin vertical planning our curriculum on a regular basis. We have also discussed the use of math/reading buddies with younger and older students, flipped classrooms, as well as Saturday school. We are still in the process of collecting and analyzing student achievement data, it is an ongoing endeavor that directly affects student achievement.

### **Student Achievement Strengths**

Access to students' most recent report cards and STAAR scores  
Extended instructional day  
Daily enrichment time  
Eagle Homework Academy for academic mastery  
District designated Data Days to analyze student achievement data

## **School Culture and Climate**

### **School Culture and Climate Summary**

Moving into a new building and out of a shared church space has helped to facilitate a more positive school culture and climate. Our grade level teams plan together and work towards common goals. Our staff members are able to rely on each other for support, suggestions and assistance.

Our staff is diverse, dedicated, professional and collaborative. In addition, our faculty members have high expectations for themselves and their students. Faculty members are supportive of each other and the students. Students are respected and held accountable for their learning and behavior.

### **School Culture and Climate Strengths**

Our mission is centered around servant leadership and our school motto is "Others Before Self." We are building a culture and climate that promotes respect and taking responsibility for actions.

The students are for the most part well behaved and enjoy learning. The school has a strict student code of conduct.

The schools challenging curriculum creates an environment of high expectations for teachers and students.

The dual language curriculum requires teachers to work cooperatively and collaboratively. Teachers have extended planning time- 90 minutes per day to facilitate team and partner collaboration.

The school counselor focuses on the social-emotional well-being of our students.

The Physical Education/Character Development Program promotes balance for students, mind, body and character.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

We have made a good faith effort this spring and summer to recruit and hire certified teachers. We have recruited teachers from the U.S., Spain and China to teach our trilingual model. ILT Katy ES will continue to work with the ESC Region 4, alternative certification programs and the district to actively find qualified teacher candidates to fill positions within the school. Teachers have professional freedom to be innovative and creative. They have opportunities to give input into decision making on campus.

### **Staff Quality, Recruitment, and Retention Strengths**

We have wonderful ethnic diversity in our faculty/staff population, we are truly international. We have faculty/staff from Mexico, Puerto Rico, Spain, and China.

Teachers meet in their Professional Learning Communities a minimum of twice per week and with their partner teachers daily. This promotes a tight collaborative partnership between teams and partner teacher and also provides a supportive environment for team members especially those new to the profession. The district also provides support to teachers in the form of Core Content Coordinators.

Teachers also have professional freedom to be innovative, creative and take risks.

Team lead teachers have been elevated to grade level administrators (GLAs) so they can provide more leadership for their teams and have a greater share in decision making for their grade level.

Professional development is provided for teachers both through the district and through Region 4. Teachers are also encouraged to take online trainings.

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

The campus leadership, grade level administrators and district coordinators will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade level academic performance gains and STAAR performance gains. Teachers will teach the TEKS, follow the Kilgo Scope and Sequence and curriculum programs for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. Instruction will be data driven. 3rd grade students will take STAAR Reading and Mathematics tests, 4th graders will take STAAR Reading, Writing and Mathematics tests and 5th graders will take STAAR Reading, Mathematics and Science. Students will also take TPRI in grades K-2nd grade and MAP in grades 2nd-5th. All students K-5th will take district CSAs. Critical thinking and problem-solving skills will be emphasized in all core subject areas. Service learning is also an important component of our K-5 curriculum as are service learning projects.

Economically disadvantaged, LEP, and at risk student population groups who have established a pattern of non-mastery will be targeted for remediation. Small group instruction, tutorials, parent- teacher conferences and consistent written and oral communication between home and school will insure that home and school work together provide the necessary support to students to bring about student success. ILT Katy ES will provide student support services as outlined in IEPs, and 504 accommodations for qualifying students.

In order for students to be successful they must attend school on a regular basis. Student absences will be closely monitored by homeroom teachers, school registrar and school counselor. Parents will be contacted if a student is absent more than two days. Students with perfect attendance for the year will be recognized at the end of the school year during our awards program.

### Curriculum, Instruction, and Assessment Strengths

We are guided by the TEKS and follow Margaret Kilgo Scope and Sequence. Teachers are required to use these resources to guide their planning, instruction and assessment. Teachers plan with their grade level teams. Teachers have dedicated data days every 6 weeks.

Curriculum - Kilgo Scope and sequence

- Selected programs for core subject areas.
- Trilingual Programs
- Chinese Program

Assessments - CSAs every 6 weeks.



- TPRI in K-2nd grades.

- DRA

- MAP assessment.

- STAAR

Teachers plan with their GLAs and teams. They have extend time daily to meet with grade level team or partner teachers.

- Teachers have the support of partners and team members
- Teachers plan lessons, activities together and assessments as teams
- Several GLAs/teachers have attended Kilgo training
- Teachers have access to online programs- Study Island, Reading A-Z, AR, Brain Pop etc.
- Teachers utilize Eduphoria
- Teachers have the support of District Content Coordinators

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Charter schools tend to have more involved parents than the traditional public schools. The school has developed a parent involvement policy and parent compact to encourage and support parent involvement in their child's education.

We have a PTO who will actively organize events and fund raising activities throughout the school year. The school will partner with the PTO to organize major events such as Hispanic Heritage celebrations, Black History Month Presentation, Chinese New Year, Nation Neighborhood Night Out, Spirit Nights. The PTO hold monthly meetings.

### **Family and Community Involvement Strengths**

ILT Katy ES has in place several vehicles to facilitate parent communication to include:

- Teacher Monthly Newsletters
- Campus Leadership Newsletter end of each six week
- Curriculum Night
- PTO monthly meetings
- Family Home-school Spirit Nights
- Parent Portal
- Parent-Teacher Conferences
- School/Grade level/Teacher websites
- School Messenger
- Parent involvement Policy
- Parent-School Compact

## **School Context and Organization**

### **School Context and Organization Summary**

ILTexas Katy leadership structure consists of a principal, three assistant principals, nine grade level administrators and three school counselors. The grade level administrators oversee the grade level activities. They also serve as mentors to new teachers and provide instructional coaching. To facilitate our dual language model, teachers meet in their PLC twice per week and with their partner teacher daily these are times for collaboration and data review. The K-2<sup>nd</sup> and 3<sup>rd</sup>-5<sup>th</sup> grades' counselors provides support to teachers and students.

The school day is extended to facilitate the school's curriculum which emphasizes developing a healthy mind, body and character, as well as to provide student academic support. Character education is taught daily in the Physical Education Program and in the classroom.

### **School Context and Organization Strengths**

The school organizational structure provides support at many levels for teachers, students and parents. Teachers have planning/meeting time built into their school day to meet and plan with their grade level. Teachers also have dedicated data days built into the school year calendar. Many professional development opportunities are also available to teachers. Each grade level has a grade level administrator (GLA) to oversee the grade and to support the teachers in the day to day operations. K-2<sup>nd</sup> grade students and teachers have an assistant principal dedicated to their division as does 3<sup>rd</sup>-5<sup>th</sup> grade. We also have a two counselors assigned to the K-5<sup>th</sup> grade students, two special education teachers, a special education teacher assistant and diagnostician. Also, each grade level has a teacher assistant.

Support is also provided from the content coordinators at a district level.

## **Technology**

### **Technology Summary**

All staff members will be provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, students in grades 4 and 5 are provided their own Chromebooks. Likewise, students in K-3 classrooms utilize one tablet computer for every two students. Lastly, we have a media lab with 30 desktop computers. We are presently installing desk top computers in the library for student assessment and student research/projects. A media/technology specialist has been hired to help students and teachers with the use of instructional technology.

### **Technology Strengths**

Teachers utilize technology daily in their instruction

Students in grade 4th and 5th have access to Chromebooks for class assignments

Students can utilize technology for homework assignments and projects

Two staff members are dedicated to assisting teachers and students in their technology use

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus 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
- PBMAS data
- Community and student engagement rating data

## 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Running Records results

## 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
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

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

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

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

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

## Goals

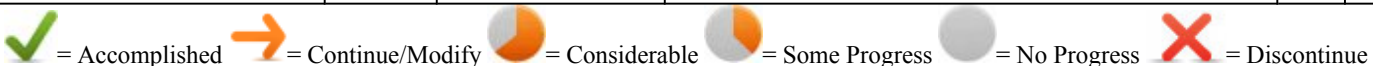
**Goal 1: By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.**

**Performance Objective 1:** By the end of the 2017-2018 school year, all Special Populations (to include SPED, Bilingual, and ESL students) will increase their performance at the Approaches Performance Level on State Assessments by at least 25%.

**Evaluation Data Source(s) 1:** STAAR & EOC Assessments

**Summative Evaluation 1:**

| Strategy Description   | Title I | Monitor                        | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---------|--------------------------------|--|-----------|-----|-----|-----------|
|  |         |                                |  | Formative |     |     | Summative |
|  |         |                                |  | Nov       | Jan | May | June      |
| 1) Teachers will utilize MAP data to create individual academic goals for students K-5 to meet projected growth in Reading and Math. Provide opportunities for teachers to work together to determine gaps in curriculum and evaluate teaching strategies. | 1, 8    | Administrators, GLAs, teachers | The data from the assessments at BOY, MOY, EOY will help teachers conduct reteaching and tutorials on specific objective to increase the students' overall scores. |           |     |     |           |
| 2) Provide extended year services for struggling SPED students through grade level summer camps, weekend enrichment classes or tutorials to build fundamental learning and interventions in all core content courses                                       | 9, 10   | Administrators, SpEd staff     | Increase in SpEd students meeting approaches on state assessments  |           |     |     |           |
| 3) Teachers of special education and 504 students will be provided resources, materials, and training in order to support the needs of the students in their classes.  | 8, 9    | Administrators, SpEd staff     | Increase in SpEd students meeting approaches on state assessments  |           |     |     |           |



✔ = Accomplished  
 ➔ = Continue/Modify  
 ● = Considerable  
 ● = Some Progress  
 ● = No Progress  
 ✘ = Discontinue




**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 2:** By the end of the 2017-2018 school year, all students will demonstrate an increase of a minimum of one sub-level, based on the ACTFL proficiency guidelines.

**Evaluation Data Source(s) 2:** ACTFL assessments

**Summative Evaluation 2:**

| Strategy Description  | Title I    | Monitor                        | Strategy's Expected Result/Impact                       | Reviews   |     |     |           |
|---|------------|--------------------------------|---|-----------|-----|-----|-----------|
|   |            |                                |   | Formative |     |     | Summative |
|   |            |                                |   | Nov       | Jan | May | June      |
| 1) All students will receive an ACTFL score at each of the 6 marking periods in order to show progress over time. Time for professional development about using data to make instructional decisions is provided. Also, time for analyzing individual student scores is provided so that appropriate class activities are used. | 1, 4, 8, 9 | Administrators, GLAs, teachers | Students will demonstrate growth from BOY to MOY to EOY |           |     |     |           |
|   |            |                                |   |           |     |     |           |


**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 3:** Provide teacher training and support for increased student achievement in Mathematics and Reading/Language Arts- as well as SS and language learning (and fine arts/electives, as applicable). Offer (and fund) opportunities for professional development, including conferences, trainings, and workshops; teachers will receive supplemental pay for hours worked outside of contract (as determined by planning committee)

**Evaluation Data Source(s) 3:** Evidence of capacity building- implementation of implementation of knowledge gained via aforementioned PD.

**Summative Evaluation 3:**

| Strategy Description  | Title I                 | Monitor                        | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|-------------------------|--------------------------------|---|-----------|-----|-----|-----------|
|   |                         |                                |   | Formative |     |     | Summative |
|   |                         |                                |   | Nov       | Jan | May | June      |
| 1) During data day use time to analyze data by sub-groups to determine effectiveness, specifically highlight and monitor progress of our lowest performing areas, provide time for professional development, and time for teacher to work together to determine gaps in curriculum.<br>Social Studies:<br>Hispanics & ELL's (at a target of 60%)<br>Science:<br>ELLS (target 60%),<br>SpEd (target 60%)<br>Writing:<br>SpEd (target 60%)<br>Reading:<br>SpEd reading, African American, Hispanic, Eco Dis, and ELL (at an 80% target)<br>Math:<br>African American, SpEd, and ELL (at an 80% target). | 1, 2, 3, 8              | Administrators, GLAs, teachers | Increase in the number of students meeting approaches on district and state assessments.  |           |     |     |           |
| 2) Teachers, principals, and paraprofessionals will receive quality, relevant professional development and/ or attend professional conferences to support effective implementation of rigorous, research based instructional practices, and time to dis-aggregate data and align curriculum.  | 1, 2, 3, 4, 5, 8, 9, 10 | Administrators, GLAs, teachers | Teachers will utilize and analyze data that contain BOY/MOY/EOY data and use that to drive instruction to increase achievement. |           |     |     |           |




✔ = Accomplished  
 ➔ = Continue/Modify  
 ● = Considerable  
 ● = Some Progress  
 ● = No Progress  
 ✘ = Discontinue

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 4:** Based on data, increase educational outcomes and achievement of all learners; target low performing groups.

**Evaluation Data Source(s) 4:** Data from EOC, STAAR, MAP, TPRI/Tejas Lee, EDL/DRA, Star AR, and PSAT/SAT will be used to monitor and modify instructional practices.

**Summative Evaluation 4:**


| Strategy Description   | Title I        | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|----------------|--|--|-----------|-----|-----|-----------|
|  |                |  |  | Formative |     |     | Summative |
|  |                |  |  | Nov       | Jan | May | June      |
| 1) Administer student assessments to monitor learning objective mastery by using dis-aggregated data and sub-groups to determine program effectiveness. Provide opportunities for teachers to work together in development student assessments. Analyze individual student data to determine appropriate activities. | 1, 2, 8, 9, 10 | Administrators, GLAs, teachers                                   | Increase in the number of students passing all assessments and courses.  |           |     |     |           |
| 2) Teachers will utilize MAP data to create individual academic goals for students K-5 to meet projected growth in Reading and Math. Provide opportunities for teachers to work together to determine gaps in curriculum and evaluate teaching strategies.   | 8              | Administrators, GLAs, teachers                                   | Teachers will utilize and analyze data that contain BOY/MOY/EOY data.<br>Teachers will utilize data to drive instruction |           |     |     |           |
| 3) Conduct tutorials during the extended learning day and after school for those students not demonstrating mastery. Analyze student performance on activities to determine appropriate activities.  | 1, 2, 9, 10    | Administrators, GLAs, teachers                                   | Increase number of students passing all subjects and assessments   |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$10,000.00   |                |  |  |           |     |     |           |
| 4) Teachers will be provided instructional materials and supplies such as workbooks, globes, novels, etc. to ensure effective implementation of rigorous, research based instructional practices, and time to dis-aggregate data by sub-groups to determine effectiveness.   | 1, 2           | Increase number of students passing all subjects and assessments | Increase in student engagement and achievement   |           |     |     |           |
|    |                |  |  |           |     |     |           |

**Goal 2: By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.**

**Performance Objective 1:** Provide quality professional development that is aligned with our mission, with the purpose of building and strengthening capacity amongst our faculty and staff, while decreasing our number of non-state-certified teachers

**Evaluation Data Source(s) 1:** Staff and teacher surveys after professional development, T-TESS evaluations, and walk throughs.

**Summative Evaluation 1:**

| Strategy Description   | Title I              | Monitor                        | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|----------------------|--------------------------------|--|-----------|-----|-----|-----------|
|  |                      |                                |  | Formative |     |     | Summative |
|  |                      |                                |  | Nov       | Jan | May | June      |
| 1) Within the extended learning day, K-5 teachers will research teaching techniques for students to acquire skills through the use of real life examples, interactive lessons and web-based research. Attend professional development to meet content area specific needs, such as strategies from Dr. Marcia Tate, and professional development opportunities to learn about using data to make instructional decisions.  | 1, 2, 4, 8, 10       | Administrators, GLAs, teachers | More engaged students, less behavior issues and improved test scores from BOY to EOY |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$80,000.00   |                      |                                |  |           |     |     |           |
| 2) A teacher mentor program is in place for first year teachers and ineffective teachers where they have opportunities to observe master teachers. All teachers will be given multiple opportunities to attend professional developments through out the year on their content areas. Teachers will take part on going book studies and be provided instructional resources such as Teach Like a Champion and PRIMS Behavioral Manual and yearly subscription to ASCD Educational Leadership Publication for admin team and GLAs. Incentives are provided for teachers teaching at low-performing schools. Teachers will also be given time to analyze data to make instructional decisions. | 1, 3, 4, 5, 8, 9, 10 | Administrators, GLAs, teachers | Increase teacher retention   |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$10,000.00   |                      |                                |  |           |     |     |           |
|    |                      |                                |  |           |     |     |           |

**Goal 2:** By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.

**Performance Objective 2:** Will recruit and retain quality staff (job fairs/ booths at conferences) to ensure that instruction will be provided by qualified teachers

**Evaluation Data Source(s) 2:** Sign up sheets at job fairs and conferences and teacher, staff, and parent surveys.

**Summative Evaluation 2:**


| Strategy Description  | Title I     | Monitor                        | Strategy's Expected Result/Impact                   | Reviews   |     |     |           |
|---|-------------|--------------------------------|---|-----------|-----|-----|-----------|
|   |             |                                |   | Formative |     |     | Summative |
|   |             |                                |   | Nov       | Jan | May | June      |
| 1) ILTexas Katy will participate in job fairs and recruit from universities and on-line data bases the most effective teachers available. A mentor program is in place where teachers are given time to observe master teachers and receive frequent walk throughs. | 1, 3, 5, 10 | Administrators, GLAs, teachers | Hire certified teacher or those that are in an ACP. |           |     |     |           |
|   |             |                                |   |           |     |     |           |

**Goal 2:** By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.

**Performance Objective 3:** Create a positive and safe school culture that increases staff morale.

**Evaluation Data Source(s) 3:** Staff survey, community survey

**Summative Evaluation 3:**

| Strategy Description   | Title I                                       | Monitor                        | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|--|---|--------------------------------|-----------------------------------|-----------|-----|-----|-----------|
|  |   |                                |                                   | Formative |     |     | Summative |
|  |   |                                |                                   | Nov       | Jan | May | June      |
| 1) Hire an armed security guard to keep students, teachers and staff safe during the extended learning day. Establish and implement policies to prevent bullying and inappropriate behavior. Implement school wide activities to create a positive environment such as holiday celebrations, teacher appreciation week, etc. | 1, 2  | Administrators, teacher, staff | An increase in teacher retention  |           |     |     |           |
|  | Funding Sources: 211 - Title 1-A - \$2,500.00 |                                |                                   |           |     |     |           |
|    |   |                                |                                   |           |     |     |           |

# Title I

## Schoolwide Program Plan

ILTexas Katy K-8 School's needs assessment identified strengths and weaknesses in the instructional program that may affect student performance. The data collected in the Needs Assessment will be used to review the overall effectiveness of the instructional program at ILTexas Katy K-8.

The data reviewed included TPRI, school wide CSAs, available STAAR results, grade level assessments and teacher observations. Data in general indicates strengths in reading; students are on grade or close to grade level. Students' oral responses are strong as is reading comprehension of basic knowledge and comprehension questions. Areas of weakness include extended vocabulary, grammar, making inferences and drawing logical conclusions. In mathematics students demonstrate strength in place value, basic computation, decimals, one and two step word problems. Areas of weaknesses include multistep word problems, measurement involving the metric system, and fractions.

The Campus Improvement Plan Committee will meet approximately four times annually, and a summary of the minutes will be distributed to all faculty and committee members.

Campus leadership will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade level academic performance gains and STAAR performance gains. Teachers will follow the TEKS curriculum for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. Instruction will be data driven. 3<sup>rd</sup> grade students will take STAAR Reading and Mathematics tests, 4<sup>th</sup> graders will take STAAR Reading, Writing and Mathematics tests and 5<sup>th</sup> graders will take STAAR Reading, Mathematics and Science. Students will also take TPRI in grades K-2<sup>nd</sup> and MAP in grades 2<sup>nd</sup>-5<sup>th</sup>. All students K-5<sup>th</sup> will take district CSAs. Critical thinking and problem-solving skills will be emphasized in all core subject areas.

Economically disadvantaged, LEP, and at risk student population groups who have established a pattern of non-mastery will be targeted for remediation. Small group instruction, tutorials, parent- teacher conferences and consistent written and oral communication between home and school will insure that home and school work together provide the necessary support to students to bring about student success. ILTexas NRH will provide student support services as outlined in IEPs, and 504 accommodations for qualifying students.

In order for students to be successful they must attend school on a regular basis. Student absences will be closely monitored by homeroom teachers, school registrar and school counselor. Parents will be contacted if a student is absent more than two days. Students with perfect attendance for the year will be recognized at the end of the school year during our awards program.

Professional Development on an ongoing basis is key to the success of our school programs. District and campus professional development and trainings have/will be provided in the following areas:

- Dual Language Program
- Two Way SIOP

- Strategies for meeting needs of Limited English Proficient Students
- Data Disaggregation and Test Analysis
- District Data Management System
- Differentiated Instruction
- PE/Character Development Program
- Curriculum Programs in ELA/Reading & Math
- Federal & State Mandated Trainings The Campus Leadership will provide PLC time for teachers to plan lessons, analyze data and to receive ongoing professional development/trainings. At the end of every six weeks grading cycle teachers will have a Data/PD Day. Campus Leadership will work with the elected officers of the Parent Teacher Organization (PTO) to develop opportunities for positive parent involvement and effective communication between home and school. Communication will include;
- Grade Level/Teacher Weekly Newsletters
  
- Campus Leadership Newsletter end of each six week
- Curriculum Nights
- Family Home-school Nights
- Parent Portal(Skyward)
- Parent-Teacher Conferences
- School/Grade level/Teacher websites
- School Messenger

ILTexas Katy will work with local law enforcement, campus security, LABC liaison and the Fire Marshall to insure the safety of all students, teachers and staff.

### **Conclusion:**

This plan will be evaluated and revised throughout the year to determine how successfully ILTexas Katy is progressing in implementing the Campus Improvement Plan. Campus Leadership will monitor student performance by analyzing progress reports and report card grades, student tutorial lists, district, local and grade level assessments, and attendance.

## **Ten Schoolwide Components**

### **1: Comprehensive Needs Assessment**

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

### **2: Schoolwide Reform Strategies**



2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies such as extended time for learning, curriculum alignment, and analysis of data to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.

### **3: Instruction by highly qualified professional teachers**

3. Instruction provided by high quality teachers. All inexperienced teachers are paired with mentor teachers in a mentor program who meet regularly. The mentor program provides teachers opportunities to observe master teachers in their classrooms. All teachers are observed by appraisers weekly and are provided many opportunities for professional development either through the district or Region IV.

### **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards. All teachers are provided time through out the year to attend professional development opportunities for each teacher's content specific assignments. Similarly, professional development opportunities are provided for all principals, teacher, paraprofessionals, and parents.

### **5: Strategies to attract highly qualified teachers**

5. Strategies to attract high-quality teachers such as mentoring programs, provide salary incentives for high-need areas such as math and bilingual, guarantee small classroom size, and provide incentives for teaching at low-performing campuses.

### **6: Strategies to increase parental involvement**

6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services, instruction on how to understand the state's academic content, including parents in the parental involvement policy and school-parent compact, and offering time daily for face-to-face parent-teacher conferences.

**7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

7. Plans for assisting preschool children in the transition from early childhood programs, such as arranging for kindergarten teachers to observe and review preschool programs and curriculum, coordinate professional development activities for preschool and kindergarten teachers, and obtaining preschool children's portfolios. Examples include Kinder camp in the summer and Kinder Round Up in the fall.

**8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. Teachers are provided opportunities to work together and develop student assessments daily, and they are provided time, duty-free, to analyze data to determine gaps in the curriculum and to evaluate teaching strategies. Teachers will use this data to make instructional decisions.

**9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. Teachers analyze individual student data and work to determine achievement capabilities then students are provided small-group learning sessions and computer assisted learning

**10: Coordination and integration of federal, state and local services and programs**

10. Coordination and integration of Federal, State, and local services and programs with Title I funds.

## 17-18 Needs Assessment Team

| <b>Committee Role</b> | <b>Name</b>        | <b>Position</b> |
|-----------------------|--------------------|-----------------|
| Administrator         | Melanie Desautu    | Principal       |
| Classroom Teacher     | Janna Shaffer      | AP K-2          |
| Parent                | Courtney Mcfarland | Parent          |

## 2017-18 Site Based Decision Making Team

| <b>Committee Role</b> | <b>Name</b>  | <b>Position</b>     |
|-----------------------|--------------|---------------------|
| Administrator         | Janna Shafer | Assistant Principal |

# Campus Funding Summary

| 211 - Title 1-A |           |          |                        |                    |              |
|-----------------|-----------|----------|------------------------|--------------------|--------------|
| Goal            | Objective | Strategy | Resources Needed       | Account Code       | Amount       |
| 1               | 4         | 3        | Tutoring               |                    | \$10,000.00  |
| 2               | 1         | 1        | Instructional Supplies |                    | \$80,000.00  |
| 2               | 1         | 2        | Staff Development      |                    | \$10,000.00  |
| 2               | 3         | 1        | Parental Involvement   |                    | \$2,500.00   |
|                 |           |          |                        | <b>Sub-Total</b>   | \$102,500.00 |
|                 |           |          |                        | <b>Grand Total</b> | \$102,500.00 |

# **International Leadership of Texas**

## **ILTexas Katy 6-8**

### **2017-2018 Campus Improvement Plan**

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

We have attracted a very diverse population of students in regards to race/ethnicity and socioeconomics status. We anticipate reaching capacity of 468 students by August 18, 2016, which is the first day of school. This includes precisely 156 student per each grade level sixth through to eighth. Our teacher-to-student ratio is expected to be 1:26 per classroom.

We are still in the process of filling all of our teacher and staff vacancies. Total school K-8, we are over 90% staffed in our classroom positions. We have 1 classroom teacher opening out of 64. In terms of certified professionals at the MS (6-8) level, we have all 3 (100%) leadership positions staffed, 12 (100%) core teaching positions staffed, all LOTE positions staffed, and special teaching positions filled. We anticipate filling 100% of our vacancies by August 2016.

Data Sources include: Skyward reports; Eclipse reports; Staff hired and vacancy list

### Demographics Strengths

- Teacher demographics match our student demographics to a high degree.
- Class sizes will be below the state average.

## **Student Achievement**

### **Student Achievement Summary**

Analysis of STAAR scores indicates that there is a need for math and reading interventions. We know that interventions make an impact on student achievement. Our campus uses enrichment to target interventions that are needed as well as tutoring before and after school. Teachers believe it is imperative to begin vertical planning our curriculum on a regular basis. We have also discussed the use of math/reading buddies with younger and older students, flipped classrooms, as well as Saturday school. We are still in the process of collecting and analyzing student achievement data, it is an ongoing endeavor that directly affects student achievement.

### **Student Achievement Strengths**

Access to students' most recent report cards and STAAR scores  
Extended instructional day  
Daily enrichment time  
Eagle Homework Academy for academic mastery  
District designated Data Days to analyze student achievement data



## **School Culture and Climate**

### **School Culture and Climate Summary**

Moving into a new building and out of a shared church space will help to facilitate a more positive school culture and climate. Our grade level teams will plan together and work towards common goals. Our staff members are able to rely on each other for support, suggestions and assistance.

Our staff is dedicated, professional and collaborative. In addition, our faculty members have high expectations for themselves and their students. Faculty members are supportive of each other and the students. Students are respected and held accountable for their learning and behavior.

Providing a safe environment where teachers can teach and students can learn is crucial for student success. ILTexas- Katy Middle School will work with teachers, staff, districts operations personnel, local law enforcement, campus security and the fire marshall to insure the safety of all students, teachers and staff. ILTexas- Katy Middle School will provide opportunities for students to develop their leadership skills and to become servant leaders.

### **School Culture and Climate Strengths**

Our mission is centered around servant leadership and our school motto is "Others Before Self". We are building a culture and climate that promotes respect and taking responsibility for actions. We anticipate our students will be for the most part well behaved and enjoy learning. The school has a strict student code of conduct. The schools challenging curriculum creates an environment of high expectations for teachers and students. The Dual language curriculum requires teachers to work cooperatively and collaboratively. Teachers have extended planning, 90 minutes per day to facilitate team and partner collaboration. The school counselor focuses on the social-emotional well being of our students. The ATHLOS Physical Education/Character Development Program promotes balance for students, mind, body and character.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

We have developed an effective interview and selection process that includes an interview committee composed of teachers, students, GLA's and administration. We use a number of sources to find high caliber staff such as our campus website, the campus job fairs, online job boards, and Region 4 job fairs. 90% of core and LOTE teachers are Texas state certified or in a program to become certified.

Data Sources: Skyward, PEIMS

### **Staff Quality, Recruitment, and Retention Strengths**

- Grade Level Administrator at each level to provide support to our teachers and serve as a mentor/coach
- Professional Development provided in house and through Region 4 and 10 for staff
- District has created incentives for returning teachers
- Recruit staff outside of the Houston area (Spain, China, out of state)

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

We are utilizing Margaret Kilgo's Scope and Sequence which tightly aligns with our state standards. We also have incorporated the use of Chromebooks, Edmodo, and other google based apps to enhance 21st century skills. Teachers utilize daily formative assessment and common summative assessments to measure student achievement and growth. Teachers develop instruction and assessment at a more rigorous level to mirror our honors level expectation and to adequately prepare our students for the rigor of STAAR.

Data Sources: Dual language structure, Trilingual model, TEKS (all content areas, including bilingual, technology, fine arts)

### **Curriculum, Instruction, and Assessment Strengths**

- Data Driven decisions based on our allotted staff development time "Data Day" (every six weeks)
- Time is built into the school day to allow teacher collaboration and professional development.
- Using data analysis, targeted students will be identified for small group instruction. A remediation ELA/Math summer camp will be provided to identified students
- Incorporate Marzano strategies into daily lesson plans
- Teachers incorporate technology into daily lesson plans
- Students participate in an extended academic day by attending daily tutorials and Homework Academy
- Structured intervention on a daily basis
- Two-way immersion program structure
- Daily PLC with each grade level team

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Our PTO will develop fundraising opportunities, social and ceremonial events, and volunteer opportunities.

Our students, at every grade level are required to develop a service project to serve the community.

### **Family and Community Involvement Strengths**

- Business and community representatives assisting in the development of our campus improvement plan
- Every middle school student will contribute to a service project, following our school motto of "Others Before Self".
- We will provide several opportunities for parents to interact with staff and students (Open House, Parent Conference Night, Informational Nights, Road Scholar Parent Chaperones)
- District End of the school year Texas (7th grade) and US (8th grade) Road Scholars trip

## School Context and Organization

### School Context and Organization Summary

The International Leadership of Texas Katy Middle School fully supports our campus by providing: necessary funds, Parent Teacher Organization, assessment data, TEKS aligned curriculum, professional development opportunities, teacher input as well as professional learning communities.

Data Sources: Master schedule, duty roster, school map, teacher input

### School Context and Organization Strengths

- Quality curriculum aligned with TEKS and SAT
- New Teacher Support Team (NTST) that provides mentorship to new teachers
- Assessment Data Day's built into the school year
- Professional Development (In house and outside)
- Master schedule allows for Professional Learning Communities daily by Grade Level
  
- Horizontal (grade level) PLC built into workday
- Teacher support structure - Grade Level Administrators, APs, Principal
- Regular updates and newsletters to parents and faculty/staff
- District calendar includes Data Dive Days

## Technology

### Technology Summary

Approximately 80-85% of students have a personal Chromebook. Additional 15-20% have access to Chromebooks via classrooms sets. Chromebooks are loaded with several applications that teachers utilize in their classrooms with instructions and assignments. Students, parents, and teachers are also connected via Edmodo to facilitate communication, additional assignment or extra credit opportunities.

Sources: District start-up list of campus technology, Start-up hardware and software, Technology Policies and Procedures

### Technology Strengths

- Collaboration with peers via Edmodo networking of teachers nationwide
- 1 to 1 Ratio of Chromebook computers in the classroom
- Accessibility to greater number of resources via Chromebooks
- Use of Study Island, and Edmodo
  
- SMART Boards in all classrooms
- Tablet ratio 2:1 in Kindergarten to 3rd grade
- Chromebook ratio 1:1 in 4th to 8th grade
- Laptops for all teachers

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus 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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

## 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

## **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
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

## **Employee Data**

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

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback



## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data


## Goals

**Goal 1: By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.**

**Performance Objective 1:** By the end of the 2017-2018 school year, all Special Populations (to include SPED, Bilingual, and ESL students) will increase their performance at the Approaches Performance Level on State Assessments by at least 25%.

**Evaluation Data Source(s) 1:** STAAR & EOC Assessments

**Summative Evaluation 1:**

| Strategy Description   | Title I                                    | Monitor                              | Strategy's Expected Result/Impact                                  | Reviews   |     |     |           |
|--|--|--------------------------------------|--|-----------|-----|-----|-----------|
|  |  |                                      |  | Formative |     |     | Summative |
|  |  |                                      |  | Nov       | Jan | May | June      |
| 1) Provide extended year services for struggling SPED students through grade level summer camps, weekend enrichment classes or tutorials to build fundamental learning and interventions in all core content courses | 9, 10                                      | Administrators, SpEd staff           | Increase in SpEd students meeting approaches on state assessments  |           |     |     |           |
|  | Funding Sources: 211 - Title 1-A - 1000.00 |                                      |  |           |     |     |           |
| 2) Teachers of special education and 504 students will be provided resources, materials, and training in order to support the needs of the students in their classes.  | 8, 9                                       | Administrators, teachers, SpEd staff | Increase in SpEd students meeting approaches on state assessments. |           |     |     |           |
|   |  |                                      |  |           |     |     |           |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 2:** By the end of the 2017-2018 school year, all students will demonstrate an increase of a minimum of one sub-level, based on the ACTFL proficiency guidelines.

**Evaluation Data Source(s) 2:** ACTFL assessments

**Summative Evaluation 2:**


| Strategy Description  | Title I    | Monitor                        | Strategy's Expected Result/Impact                       | Reviews   |     |     |           |
|---|------------|--------------------------------|---|-----------|-----|-----|-----------|
|   |            |                                |   | Formative |     |     | Summative |
|   |            |                                |   | Nov       | Jan | May | June      |
| 1) All students will receive an ACTFL score at each of the 6 marking periods in order to show progress over time. Time for professional development about using data to make instructional decisions is provided. Also, time for analyzing individual student scores is provided so that appropriate class activities are used. | 1, 4, 8, 9 | Administrators, GLAs, teachers | Students will demonstrate growth from BOY to MOY to EOY |           |     |     |           |
|   |            |                                |   |           |     |     |           |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 3:** Provide teacher training and support for increased student achievement in Mathematics and Reading/Language Arts- as well as SS and language learning (and fine arts/electives, as applicable). Offer (and fund) opportunities for professional development, including conferences, trainings, and workshops; teachers will receive supplemental pay for hours worked outside of contract (as determined by planning committee).

**Evaluation Data Source(s) 3:** Evidence of capacity building- implementation of knowledge gained via aforementioned PD.

**Summative Evaluation 3:**

| Strategy Description  | Title I                                     | Monitor                        | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|---|--------------------------------|---|-----------|-----|-----|-----------|
|   |   |                                |   | Formative |     |     | Summative |
|   |   |                                |   | Nov       | Jan | May | June      |
| 1) Teachers, principals, and paraprofessionals will receive quality, relevant professional development and/ or attend professional conferences to support effective implementation of rigorous, research based instructional practices, and time to dis-aggregate data and align curriculum.  | 1, 2, 3, 4, 5, 8, 9, 10                     | Administrators, GLAs, teachers | Teachers will utilize and analyze data that contain BOY/MOY/EOY data. Teachers will utilize data to drive instruction and increase student achievement. |           |     |     |           |
|   | Funding Sources: 211 - Title 1-A - 10000.00 |                                |   |           |     |     |           |
| 2) During data day use time to analyze data by sub-groups to determine effectiveness, specifically highlight and monitor progress of our lowest performing areas, provide time for professional development, and time for teacher to work together to determine gaps in curriculum.<br>Social Studies:<br>Hispanics & ELL's (at a target of 60%)<br>Science:<br>ELLS (target 60%),<br>SpEd (target 60%)<br>Writing:<br>SpEd (target 60%)<br>Reading:<br>SpEd reading, African American, Hispanic, Eco Dis, and ELL (at an 80% target)<br>Math:<br>African American, SpEd, and ELL (at an 80% target). | 1, 2, 3, 8                                  | Administrators, GLAs, teachers | Increase in the number of students meeting approaches on district and state assessments.  |           |     |     |           |
|   | Funding Sources: 211 - Title 1-A - 40000.00 |                                |   |           |     |     |           |
|   |   |                                |   |           |     |     |           |







**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 4:** Based on data, increase educational outcomes and achievement of all learners; target low performing groups.

**Evaluation Data Source(s) 4:** Data from EOC, STAAR, MAP, TPRI/Tejas Lee, EDL/DRA, Star AR, and PSAT/SAT will be used to monitor and modify instructional practices.

**Summative Evaluation 4:**

| Strategy Description   | Title I        | Monitor                        | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|----------------|--------------------------------|--|-----------|-----|-----|-----------|
|  |                |                                |  | Formative |     |     | Summative |
|  |                |                                |  | Nov       | Jan | May | June      |
| 1) Administer student assessments to monitor learning objective mastery by using dis-aggregated data and sub-groups to determine program effectiveness. Provide opportunities for teachers to work together in development student assessments. Analyze individual student data to determine appropriate activities. | 1, 2, 8, 9, 10 | Administrators, GLAs, teachers | Increase in the number of students passing all assessments and courses.  |           |     |     |           |
| 2) Teachers will utilize MAP data to create individual academic goals for students 6-8 to meet projected growth in Reading and Math. Provide opportunities for teachers to work together to determine gaps in curriculum and evaluate teaching strategies.   | 8              | Administrators, GLAs, teachers | Teachers will utilize and analyze data that contain BOY/MOY/EOY data.<br>Teachers will utilize data to drive instruction |           |     |     |           |
| 3) Conduct tutorials during the extended learning day and after school for those students not demonstrating mastery. Analyze student performance on activities to determine appropriate activities.  | 1, 2, 9, 10    | Administrators, GLAs, teachers | Increase number of students passing all subjects and assessments   |           |     |     |           |
| 4) Teachers will be provided instructional materials and supplies such as workbooks, globes, novels, etc. to ensure effective implementation of rigorous, research based instructional practices, and time to dis-aggregate data by sub-groups to determine effectiveness.   | 1, 2           | Administrators, GLAs, teachers | Increase in student engagement and achievement   |           |     |     |           |

 = Accomplished  
  = Continue/Modify  
  = Considerable  
  = Some Progress  
  = No Progress  
  = Discontinue


**Goal 2: By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.**

**Performance Objective 1:** Provide quality professional development that is aligned with our mission, with the purpose of building and strengthening capacity amongst our faculty and staff, while decreasing our number of non-state-certified teachers

**Evaluation Data Source(s) 1:** Staff and teacher surveys after professional development, T-TESS evaluations, and walk thrus.

**Summative Evaluation 1:**

| Strategy Description   | Title I              | Monitor                        | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|----------------------|--------------------------------|---|-----------|-----|-----|-----------|
|  |                      |                                |   | Formative |     |     | Summative |
|  |                      |                                |   | Nov       | Jan | May | June      |
| 1) Within the extended learning day, 6-8 teachers will research teaching techniques for students to acquire skills through the use of real life examples, interactive lessons and web-based research. Attend professional development to meet content area specific needs, such as strategies from Dr. Marcia Tate, and professional development opportunities to learn about using data to make instructional decisions.  | 1, 2, 4, 8, 10       | Administrators, GLAs, teachers | more engaged students, less behavior issues, and improved test scores from BOY to EOY |           |     |     |           |
| 2) A teacher mentor program is in place for first year teachers and ineffective teachers where they have opportunities to observe master teachers. All teachers will be given multiple opportunities to attend professional developments through out the year on their content areas. Teachers will take part on going book studies and be provided instructional resources such as Teach Like a Champion and PRIMS Behavioral Manual and yearly subscription to ASCD Educational Leadership Publication for admin team and GLAs. Incentives are provided for teachers teaching at low-performing schools. Teachers will also be given time to analyze data to make instructional decisions. | 1, 3, 4, 5, 8, 9, 10 | Administrators, GLAs, teachers | increase in teacher retention   |           |     |     |           |



✔ = Accomplished  
 ➔ = Continue/Modify  
 ● = Considerable  
 ● = Some Progress  
 ● = No Progress  
 ✘ = Discontinue

**Goal 2:** By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.

**Performance Objective 2:** Will recruit and retain quality staff (job fairs/ booths at conferences) to ensure that instruction will be provided by qualified teachers

**Evaluation Data Source(s) 2:** Sign up sheets at job fairs and conferences and teacher, staff, and parent surveys.

**Summative Evaluation 2:**

| Strategy Description   | Title I     | Monitor                        | Strategy's Expected Result/Impact                   | Reviews   |     |     |           |
|--|-------------|--------------------------------|---|-----------|-----|-----|-----------|
|  |             |                                |   | Formative |     |     | Summative |
|  |             |                                |   | Nov       | Jan | May | June      |
| 1) ILTexas Katy will participate in job fairs and recruit from universities and on-line data bases the most effective teachers available. A mentor program is in place where teachers are given time to observe master teachers and receive frequent walk thrus. | 1, 3, 5, 10 | Administrators, GLAs, teachers | Hire certified teachers or those that are in an ACP |           |     |     |           |
|  |             |                                |   |           |     |     |           |

**Goal 2:** By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.

**Performance Objective 3:** Create a positive and safe school culture that increases staff morale.

**Evaluation Data Source(s) 3:** Staff survey, community survey

**Summative Evaluation 3:**

| Strategy Description   | Title I | Monitor                        | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|--|---------|--------------------------------|-----------------------------------|-----------|-----|-----|-----------|
|  |         |                                |                                   | Formative |     |     | Summative |
|  |         |                                |                                   | Nov       | Jan | May | June      |
| 1) Hire an armed security guard to keep students, teachers and staff safe during the extended learning day. Establish and implement policies to prevent bullying and inappropriate behavior. Implement school wide activities to create a positive environment such as holiday celebrations, teacher appreciation week, etc. | 1, 2    | Administrators, teacher, staff | An increase in teacher retention  |           |     |     |           |
|  |         |                                |                                   |           |     |     |           |



# Title I

## Schoolwide Program Plan

ILTexas Katy K-8 School's needs assessment identified strengths and weaknesses in the instructional program that may affect student performance. The data collected in the Needs Assessment will be used to review the overall effectiveness of the instructional program at ILTexas Katy K-8.

The data reviewed included TPRI, school wide CSAs, available STAAR results, grade level assessments and teacher observations. Data in general indicates strengths in reading; students are on grade or close to grade level. Students' oral responses are strong as is reading comprehension of basic knowledge and comprehension questions. Areas of weakness include extended vocabulary, grammar, making inferences and drawing logical conclusions. In mathematics students demonstrate strength in place value, basic computation, decimals, one and two step word problems. Areas of weaknesses include multistep word problems, measurement involving the metric system, and fractions.

The Campus Improvement Plan Committee will meet approximately four times annually, and a summary of the minutes will be distributed to all faculty and committee members.

Campus leadership will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade level academic performance gains and STAAR performance gains. Teachers will follow the TEKS curriculum for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. Instruction will be data driven. 3<sup>rd</sup> grade students will take STAAR Reading and Mathematics tests, 4<sup>th</sup> graders will take STAAR Reading, Writing and Mathematics tests and 5<sup>th</sup> graders will take STAAR Reading, Mathematics and Science. Students will also take TPRI in grades K-2<sup>nd</sup> and MAP in grades 2<sup>nd</sup>-5<sup>th</sup>. All students K-5<sup>th</sup> will take district CSAs. Critical thinking and problem-solving skills will be emphasized in all core subject areas.

Economically disadvantaged, LEP, and at risk student population groups who have established a pattern of non-mastery will be targeted for remediation. Small group instruction, tutorials, parent- teacher conferences and consistent written and oral communication between home and school will insure that home and school work together provide the necessary support to students to bring about student success. ILTexas NRH will provide student support services as outlined in IEPs, and 504 accommodations for qualifying students.

In order for students to be successful they must attend school on a regular basis. Student absences will be closely monitored by homeroom teachers, school registrar and school counselor. Parents will be contacted if a student is absent more than two days. Students with perfect attendance for the year will be recognized at the end of the school year during our awards program.

Professional Development on an ongoing basis is key to the success of our school programs. District and campus professional development and trainings have/will be provided in the following areas:

- Dual Language Program
- Two Way SIOP

- Strategies for meeting needs of Limited English Proficient Students
- Data Disaggregation and Test Analysis
- District Data Management System
- Differentiated Instruction
- PE/Character Development Program
- Curriculum Programs in ELA/Reading & Math
- Federal & State Mandated Trainings The Campus Leadership will provide PLC time for teachers to plan lessons, analyze data and to receive ongoing professional development/trainings. At the end of every six weeks grading cycle teachers will have a Data/PD Day. Campus Leadership will work with the elected officers of the Parent Teacher Organization (PTO) to develop opportunities for positive parent involvement and effective communication between home and school. Communication will include;
- Grade Level/Teacher Weekly Newsletters
  
- Campus Leadership Newsletter end of each six week
- Curriculum Nights
- Family Home-school Nights
- Parent Portal(Skyward)
- Parent-Teacher Conferences
- School/Grade level/Teacher websites
- School Messenger

ILTexas Katy will work with local law enforcement, campus security, LABC liaison and the Fire Marshall to insure the safety of all students, teachers and staff.

### **Conclusion:**

This plan will be evaluated and revised throughout the year to determine how successfully ILTexas Katy is progressing in implementing the Campus Improvement Plan. Campus Leadership will monitor student performance by analyzing progress reports and report card grades, student tutorial lists, district, local and grade level assessments, and attendance.

## **Ten Schoolwide Components**

### **1: Comprehensive Needs Assessment**

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

## **2: Schoolwide Reform Strategies**

2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies such as extended time for learning, curriculum alignment, and analysis of data to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.

## **3: Instruction by highly qualified professional teachers**

3. Instruction provided by high quality teachers. All inexperienced teachers are paired with mentor teachers in a mentor program who meet regularly. The mentor program provides teachers opportunities to observe master teachers in their classrooms. All teachers are observed by appraisers weekly and are provided many opportunities for professional development either through the district or Region IV.

## **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

## **5: Strategies to attract highly qualified teachers**

5. Strategies to attract high-quality teachers such as mentoring programs, provide salary incentives for high-need areas such as math and bilingual, guarantee small classroom size, and provide incentives for teaching at low-performing campuses.

## **6: Strategies to increase parental involvement**

6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services, instruction on how to understand the state's academic content, including parents in the parental involvement policy and school-parent compact, and offering time daily for face-to-face parent-teacher conferences.

## **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

7. Plans for assisting preschool children in the transition from early childhood programs, such as arranging for kindergarten teachers to observe and review preschool programs and curriculum, coordinate professional development activities for preschool and kindergarten teachers, and obtaining preschool children's portfolios. Specifically for middle school, 6th grade camp in the summer, coordinate with high school to create a FISH camp for incoming freshman transitioning to high school.

**8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. Teachers are provided opportunities to work together and develop student assessments daily, and they are provided time, duty-free, to analyze data to determine gaps in the curriculum and to evaluate teaching strategies. Teachers will use this data to make instructional decisions.

**9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. Teachers analyze individual student data and work to determine achievement capabilities then students are provided small-group learning sessions and computer assisted learning

**10: Coordination and integration of federal, state and local services and programs**

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## Campus Improvement Plan Advisory Committee

| <b>Committee Role</b> | <b>Name</b>        | <b>Position</b> |
|-----------------------|--------------------|-----------------|
| Administrator         | Melanie De Sautu   | Principal       |
| Classroom Teacher     | Erik Smith         | AP 6-8          |
| Parent                | Courtney McFarland | Parent          |

# Campus Funding Summary

| 211 - Title 1-A |           |          |                          |                    |             |
|-----------------|-----------|----------|--------------------------|--------------------|-------------|
| Goal            | Objective | Strategy | Resources Needed         | Account Code       | Amount      |
| 1               | 1         | 1        | Parental Involvement     |                    | \$1,000.00  |
| 1               | 3         | 1        | Professional Development |                    | \$10,000.00 |
| 1               | 3         | 2        | Instructional Supplies   |                    | \$40,000.00 |
|                 |           |          |                          | <b>Sub-Total</b>   | \$51,000.00 |
|                 |           |          |                          | <b>Grand Total</b> | \$51,000.00 |

# International Leadership of Texas

## ILTexas Westpark K-5

### 2017-2018 Campus Improvement Plan

**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.**

## **Vision**

Others before Self



# Comprehensive Needs Assessment

## Needs Assessment Overview

Located in the Mission Bend area of Houston, TX, the campus is expected to open at full capacity with at least 1,416 total students. The middle school grades (6-8) will each have 156 students, and each classroom is expected to have a teacher: student ratio of 1:26. The students are expected to be from diverse cultural and ethnic backgrounds with at least 40% low SES to make the campus eligible for Title I. The CNA was conducted with the input of as many stakeholders as possible.

ILTexas Westpark Elementary School needs assessment will identify strengths and weaknesses in the instructional program that may affect student performance. The data collected in the Needs Assessment will be used to review the overall effectiveness of the instructional program at ILTexasWPE.

The Campus Improvement Plan Committee will meet approximately four times annually, and a summary of the minutes will be distributed to all faculty and committee members.

Campus leadership will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade level academic performance gains and STAAR performance gains. Teachers will follow the TEKS RS Scope and Sequence and curriculum for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. Instruction will be data driven. 3<sup>rd</sup> grade students will take STAAR Reading and Mathematics tests, 4<sup>th</sup> graders will take STAAR Reading, Writing and Mathematics tests and 5<sup>th</sup> graders will take STAAR Reading, Mathematics and Science. Students will also take TPRI in grades K-2<sup>nd</sup> and MAP in grades 2<sup>nd</sup>-5<sup>th</sup>. All students K-5<sup>th</sup> will take district CSAs. Critical thinking and problem-solving skills will be emphasized in all core subject areas.

Economically disadvantaged, LEP, and at risk student population groups who have established a pattern of non-mastery will be targeted for remediation. Small group instruction, tutorials, parent- teacher conferences and consistent written and oral communication between home and school will insure that home and school work together provide the necessary support to students to bring about student success. ILTexas WP will provide student support services as outlined in IEPs, and 504 accommodations for qualifying students.

In order for students to be successful they must attend school on a regular basis. Student absences will be closely monitored by homeroom teachers, school registrar and school counselor. Parents will be contacted if a student is absent more than two days. Students with perfect attendance for the year will be recognized at the end of the school year during our awards program.

## Demographics

### Demographics Summary

Capacity is 1,416 total students. The students are expected to be from diverse cultural and ethnic backgrounds with at least 40% low SES to make the campus eligible for Title I.

Our school is in the process of enrolling students and currently has 1450 confirmed enrollment with the following breakdown per grade level.

Kindergarten: 163

Sixth Grade: 160

First Grade: 166

Seventh Grade: 159

Second Grade: 162

Eighth Grade: 162

Third Grade: 162

Fourth Grade: 161

Fifth Grade: 155

We have attracted a very diverse population of students in regards to race/ethnicity and socioeconomic status. We are above capacity of 1416 students as of July 26th, 15 days before school starts on August 17th, 2017. This includes 160 students in each grade level for kindergarten, first, and second grades. In third to eighth grades, we expect 156 students for each respective grade level. Our teacher to student ratios will be 1:20 in kindergarten to second grade and 1:26 in third grade and above.

We are still in the process of filling all of our teacher and staff vacancies. We are 85% staffed in our classroom positions. We have 3 support/special teacher openings at this time. We anticipate filling 100% of our vacancies by August 17th, 2017.

Data Sources include: Skyward reports; Eclipse reports; Staff hired and vacancy list

### Demographics Strengths

At ILTexas Westpark, we have a very diverse student population. Our teacher demographics match the student demographics at a very high level. Our class sizes are below the state averages. Our kindergarten to fifth grade students will participate in a Dual Language Instruction program in English, Spanish and Chinese (Mandarin) taught as a Foreign Language Elementary School (FLES) program.



## Student Achievement

### Student Achievement Summary

#### STAAR Data (2016-2017)

3rd Grade Math: 60.87% (Approaches) 28.26 (Meets) 12.32% (Masters)

3rd Grade Reading: 59.4% (Approaches) 32.33% (Meets) 18.05 (Masters)

4th Grade Math: 61.59% (Approaches) 27.54% (Meets) 13.04% (Masters)

4th Grade Reading: 63.77%(Approaches) 43.48% (Meets) 21.01% (Masters)

4th Grade Writing: 50.72% (Approaches) 20.29% (Meets) 5.07% (Masters)

5th Grade Math: 55.73% (Approaches) 19.85% (Meets) 7.63% (Masters)

5th Grade Reading: 61% (Approaches) 38% (Meets) 20% (Masters)

5th Grade Science: 52.24% (Approaches) 25.37% (Meets) 5.22% (Masters)

### Student Achievement Strengths

Our teachers, students, parents and community members work well to support the learning for all. Parents work in collaboration with the school community to support the efforts to ensure that every child reach their full potential. Most parents support our Eagle Academy which provides instruction reinforcements in completing assignments. Enrichment happens daily during the instructional day. We celebrate our student's academic success, character development, and putting "Others Before Self". We also recognize the staff in displaying the characteristics of putting "Others Before Self" as well. We hosted a volunteer appreciation breakfast to recognize parents and other community members for their support of our students.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** The number of teachers on campus with sufficient experience and knowledge of effective research based strategies in core subject areas posed issues with providing enough tools for students to reach mastery.

## School Culture and Climate

### School Culture and Climate Summary

During the 2016-17 school year, frequent staffing changes made it difficult to establish the school's culture and climate. Additionally, the permanent location had not been completed by the start of the year, which resulted in students and staff struggling to find a sense of stability. This year, school will begin in the permanent location with an established staff; however, due to last year's situation, there is a need to establish an identity built on trust and collaboration among all stakeholders (i.e., administrators, teachers, paraprofessionals, students, parents and community).

Data collection processes were limited; formal surveys were not conducted to provide the leadership team with data to determine stakeholders' perception of the campus's culture and climate, or lack thereof. However, during the final month of school, informal feedback was provided via social media, parent conferences, meet and greets, and personal conversations that reflected concerns regarding lack of communication between school administration/teachers and the community, student discipline, and ineffective instruction in middle school grades and foreign language classes.

### School Culture and Climate Strengths

- Evident level of pride in new school
- Strong, positive teacher-teacher and teacher-administrator connections
- High level of teacher "faith" in Westpark campus leadership
- Implementation of Positive Behavior Intervention and Supports (PBIS) Campus-wide
- Positive parent response to new leadership team regarding improved communication, discipline, and vision for school

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** The school was without effective leadership for most of the academic school year which cause lack of direction for staff, minimal discipline follow through, and poor school community communications and relations. **Root Cause:** No steady administrative team (principal, associate principal) in place.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

"An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally succeed in a way that leads to collective organizational success." -Stephen Covey

This domain has been a focus area for the first four months after the principal had been identified in January 2016. At present, 115 of 117 positions have been filled K-8; only 2 teacher positions remain open at the elementary school level. Identified below are statements about the strengths, as well as the priority need areas of the campus.

### Staff Quality, Recruitment, and Retention Strengths

- Stipends for mentors (mentor program)
- Mentor/buddy program for new teachers
- Participating at University Job Fairs
- Hosting campus/district job fairs
- Recruiting through university education programs and alternative certification programs
- Stipends for math and science content teachers
- Stipends for lead representatives such as for the Gifted and Talented program

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause:** Salary differences between charter and public schools

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

Westpark's curriculum is TEKS based and is required to follow a scope and sequence rooted in state standards. Teachers are required to use these resources to guide their planning, instruction and assessment. Planning, instruction and assessment will be aligned - horizontally and vertically. Curriculum, instruction and assessment will be at the heart of all PLC meetings. Planning and instruction will be driven by and responsive to student data.

### Curriculum, Instruction, and Assessment Strengths

- Structured intervention on a daily basis
- Instruction will be driven by a range of data points
- Data days will allow for teachers to review and plan to be responsive to student data
- Two-way immersion program structure
- Daily PLC with each grade level team
- TEKS-based resources
- Academic tools, including Learning A-Z, STEMScopes, Leveled Reading, etc.
- Use of creativity in lesson design
- Pearson Envision is a useful tool, closely aligned to the TEKS
- Dual Language structure will improve student outcomes across languages and contents
- Chromebooks will allow teachers to support technological literacy and incorporate various medias into their instruction

### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause:** lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies

## Family and Community Involvement

### Family and Community Involvement Summary

Generally speaking Charter schools tend to have more involved parents than the traditional public schools. The school will develop a parent involvement committee and parent compact to encourage and support parent involvement in their child's education.

We will have a PTO that actively organizes events and fund raising activities throughout the school year. The school partners with the PTO to organize major events such as Hispanic Heritage celebrations, Black History Month Presentation, Chinese New Year, Nation Neighborhood Night Out, and Spirit Nights. The PTO will also hold monthly meetings.

A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources.

Identified below are statements about the strengths, as well as the priority need areas of the district/school.

### Family and Community Involvement Strengths

- Community business partnerships
- Parent surveys
- Intercultural event calendar
- Intercultural committee expectation
- Chinese Embassy community event held August 2016 in Houston with parents and students

### Problem Statements Identifying Family and Community Involvement Needs

**Problem Statement 1:** Lack parent and community volunteers and community resources to assist in organizing and facilitating school events. **Root Cause:** Inconvenient times of events, benefits recognition, and communications between school and families



## School Context and Organization

### School Context and Organization Summary

ILTexas Westpark elementary leadership structure consists of a principal, 1 associate principal, 2 assistant principals, 6 grade level administrators, 2 instructional coaches, and 2 school counselors. The principal serves as K-8 campus principal. There is a K-2 assistant principal and 3-5 assistant principal. Each grade level has a grade level administrator that oversees the grade level activities. They also serve as mentors to new teachers and provide some level of instructional coaching. To facilitate our dual language model teachers meet in their PLC 2x per week and with their partner teacher 2x per week. These are times for collaboration and data review. All instructional coaches and counselors provide support to teachers and students.

The school day is an extended day to facilitate the school's curriculum which places emphasis on developing a healthy mind, body and character. Character education is taught daily in the Physical Education Program and in the classroom.

### School Context and Organization Strengths

The school organizational structure provides support at many levels for teachers, students and parents. Teachers have planning/meeting time built into their school day to meet and plan with grade level. Teachers also have dedicated data days built into the school year calendar. Professional development opportunities are also available to teachers. Each grade level has a grade level administrator (GLA) to oversee the grade and to support the teacher in the day to day operations. Each grade level has a teacher assistant.

Horizontal (grade level) PLC built into workday  
Teacher support structure - Grade Level Administrators, APs, Principal  
Regular updates and newsletters to parents and faculty/staff  
District calendar includes Data Dive Days

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** There is nearly 750 students identified as at risk students, therefore impacting the amount of time teachers and TAs can spend with individual students **Root Cause:** Teacher student ratio minimizes the amount of time for individualized instruction and interventions.

## Technology

### Technology Summary

"The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adapt to the world they will encounter." -Author unknown

Identified below are statements about the strengths, as well as the priority need areas of the campus.

### Technology Strengths

SMART Boards in all classrooms  
Tablet ratio 2:1 in Kindergarten to 3rd grade  
Chromebook ratio 1:1 in 4th to 8th grade  
Laptops for all teachers

Teachers utilize technology daily in their instruction.

Students can utilize technology for homework assignments and projects

### Problem Statements Identifying Technology Needs

**Problem Statement 1:** The lack of professional development to properly implement the technology **Root Cause:** Staff efficacy

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus 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

## 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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

## Student Data: Assessments

- 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 Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## 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
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk 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

- Discipline records
- Student surveys and/or other feedback

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

## Goals

**Goal 1: By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.**

**Performance Objective 1:** 90% of students will meet performance standards as measured by district and local assessments.

**Evaluation Data Source(s) 1:** STAAR Results; EOC Assessments

**Summative Evaluation 1:**

| Strategy Description   | Title I    | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|------------|---|---|-----------|-----|-----|-----------|
|  |            |   |   | Formative |     |     | Summative |
|  |            |   |   | Nov       | Jan | May | June      |
| <b>State System Safeguard Strategy</b><br>1) Administer student assessments to monitor learning objective mastery. | 2, 3, 4, 8 | Principal, Assistant Principal, Teacher Assistants and Instructional Coaches. | Teachers will be able to create small groups according to their needs in order to personalize instruction for all students. |           |     |     |           |
| Problem Statements: Curriculum, Instruction, and Assessment 1<br>Funding Sources: 211 - Title 1-A - \$5,000.00     |            |   |   |           |     |     |           |
|  |            |   |   |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Curriculum, Instruction, and Assessment   |
|---|
| <b>Problem Statement 1:</b> Some teachers are not able to effectively use provided resources and implement strategies. <b>Root Cause 1:</b> lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 2:** All students identified as students with significant mastery deficits will participate in before, during, after school and Saturday tutorials/intervention camps.

**Evaluation Data Source(s) 2:** STAAR, TPRI, Tejas Lee, MAP, Online MAP testing, Study Island, Measuring up, Brain Pop

**Summative Evaluation 2:**

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 3:** Engage parents, families, and the community in academic focused nights (Math and Literacy nights) along with other parent, family and community events

**Evaluation Data Source(s) 3:** Increase in the number of parents that attend the curriculum nights and other school events  
Increase in positive feedback on parent surveys in regards to their child's performance in targeted areas of improvement.

**Summative Evaluation 3:** Some progress made toward meeting Performance Objective

| Strategy Description   | Title I | Monitor   | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|--|---------|---|-----------------------------------|-----------|-----|-----|-----------|
|  |         |   |                                   | Formative |     |     | Summative |
|  |         |   |                                   | Nov       | Jan | May | June      |
| <p><b>State System Safeguard Strategy</b></p> <p>1) Invite parents to math and literacy events through mail outs, newsletters, school messenger, place messages on the marquee and letters sent home in student's backpacks. School will have a mixer and /or other social events to encourage parent participation.</p> | 1, 2, 6 | Principal, Assistant Principal, Teacher Assistants and Instructional Coaches. | To increase parent participation. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$1,000.00  |         |   |                                   |           |     |     |           |
|  |         |   |                                   |           |     |     |           |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 4:** During the 2017-2018 school year, writing be implemented to all students across the curriculum in all classrooms including writing specific professional development training for staff

**Evaluation Data Source(s) 4:** Improved performance on teacher created assignments and assessments, district benchmarks and STAAR results in all content areas.

**Summative Evaluation 4:**

| Strategy Description   | Title I       | Monitor   | Strategy's Expected Result/Impact                     | Reviews   |     |     |           |
|--|---------------|---|---|-----------|-----|-----|-----------|
|  |               |   |   | Formative |     |     | Summative |
|  |               |   |   | Nov       | Jan | May | June      |
| <b>State System Safeguard Strategy</b><br>1) School-wide writing across curriculum, interactive notebooks and process writing in math. | 2, 3, 4, 8, 9 | Principal, Assistant Principals, Instructional Coaches, Teachers. | Increase in student achievement in all content areas. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$5,000.00  |               |   |   |           |     |     |           |
|  |               |   |   |           |     |     |           |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 5:** During the 2017-2018 school year, extra classroom support staff will be hired to increase the opportunities for students to receive more frequent, small group instruction/interventions.

**Evaluation Data Source(s) 5:** Increase in the number of students performing at mastery level in math and reading classes.

**Summative Evaluation 5:**

| Strategy Description   | Title I    | Monitor  | Strategy's Expected Result/Impact                    | Reviews   |     |     |           |
|--|------------|--|--|-----------|-----|-----|-----------|
|  |            |  |  | Formative |     |     | Summative |
|  |            |  |  | Nov       | Jan | May | June      |
| <b>State System Safeguard Strategy</b><br>1) Develop a plan to best utilize the additional staff to improve the frequency of small group instruction in reading and math | 1, 2, 4, 9 | Principal, Assistant Principals, Instructional Coaches and Teachers. | Increase in student achievement in math and reading. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$10,000.00   |            |  |  |           |     |     |           |
|  |            |  |  |           |     |     |           |




**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 6:** During the 2017-2018 school year, students will have access to the technology necessary to produce, manage, communicate and retrieve information in an efficient manner for educational use and will provide a continually evolving staff development program oriented toward the integration of technology in areas of curriculum.

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**

| Strategy Description   | Title I          | Monitor   | Strategy's Expected Result/Impact       | Reviews   |     |     |           |
|--|------------------|---|---|-----------|-----|-----|-----------|
|  |                  |   |   | Formative |     |     | Summative |
|  |                  |   |   | Nov       | Jan | May | June      |
| 1) Purchase current technology to continue servicing our students with current technology trends and to train staff. | 1, 2, 3, 4, 5, 9 | Principal, Associate Principal, Assistant Principals and Instructional Staff. | To stay current with technology trends. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$5,000.00  |                  |   |   |           |     |     |           |
|                                    |                  |   |   |           |     |     |           |

**Goal 2: By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.**


**Performance Objective 1:** Teachers, Instructional Coaches, Teacher Assistants and Administration will attend professional conferences, participate in book studies, and attend professional development opportunities to gain best practices on improving their pedagogical skills.

**Evaluation Data Source(s) 1:** Increased number of students engaged and actively participating in the lessons

Increase percentage of students meeting mastery

Increase in positive responses to job satisfaction/climate surveys

**Summative Evaluation 1:**

| Strategy Description   | Title I                                       | Monitor  | Strategy's Expected Result/Impact                        | Reviews   |     |     |           |
|--|---|--|--|-----------|-----|-----|-----------|
|  |   |  |  | Formative |     |     | Summative |
|  |   |  |  | Nov       | Jan | May | June      |
| 1) Daily PLCs, funds for professional conferences recommended by appraiser and self-reflection to pursue professional growth, providing substitutes to cover staff while visiting campus or off campus observations and meetings during instructional day. | 1, 2, 3, 4, 5, 8, 9                           | Principal, Assistant Principals and Instructional Coaches. | Sustaining and building capacity in instructional staff. |           |     |     |           |
|  | Funding Sources: 211 - Title 1-A - \$5,000.00 |  |  |           |     |     |           |
|    |   |  |  |           |     |     |           |

**Goal 2:** By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.

**Performance Objective 2:** Provide opportunities for teachers to observe mastery teachers on campus and on other ILTexas campuses.

**Evaluation Data Source(s) 2:**

Increased positive feedback during walk-throughs and instructional coaching sessions

**Summative Evaluation 2:**

| Strategy Description   | Title I | Monitor  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|---------|--|---|-----------|-----|-----|-----------|
|  |         |  |   | Formative |     |     | Summative |
|  |         |  |   | Nov       | Jan | May | June      |
| <b>State System Safeguard Strategy</b><br>1) Peer Observations |         | Principal, Assistant Principals and Instructional Coaches. | Increase teacher instructional effectiveness which will ultimately increase student achievement |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$2,000.00                  |         |  |   |           |     |     |           |
|  |         |  |   |           |     |     |           |

**Goal 2:** By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.

**Performance Objective 3:** Recognize and reward teachers for their efforts to perform at high levels and for displaying the character traits guided by our mission to provide all students with the opportunity to reach their highest potential.

**Evaluation Data Source(s) 3:** Climate surveys, Observations which will lead to a decrease in the number of teacher absences.

**Summative Evaluation 3:**

| Strategy Description   | Title I | Monitor  | Strategy's Expected Result/Impact     | Reviews   |     |     |           |
|--|---------|--|---------------------------------------|-----------|-----|-----|-----------|
|  |         |  |                                       | Formative |     |     | Summative |
|  |         |  |                                       | Nov       | Jan | May | June      |
| <b>State System Safeguard Strategy</b><br>1) Teacher of the month, jean passes, teacher recognition externally and internally, opportunities for career advancement and praise from staff. | 5       | Principal, Assistant Principals and Instructional Coaches. | Increase morale, culture and climate. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$500.00  |         |  |                                       |           |     |     |           |
|  |         |  |                                       |           |     |     |           |

**Goal 2:** By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.

**Performance Objective 4:** Provide professional development on writing clear learning objectives utilizing ELPS.

**Evaluation Data Source(s) 4:** Walkthroughs, increased numbers of ELL students reaching mastery, exiting 15% of LEP students.

**Summative Evaluation 4:**

| Strategy Description                             | Title I | Monitor  | Strategy's Expected Result/Impact                    | Reviews   |     |     |           |
|--|---------|--|--|-----------|-----|-----|-----------|
|  |         |  |  | Formative |     |     | Summative |
|  |         |  |  | Nov       | Jan | May | June      |
| 1) Train all teachers in the ELL/ESL strategies. |         | Principal, Assistant Principals and Instructional Coaches. | Increase in academic achievement for targeted group. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$3,000.00    |         |  |  |           |     |     |           |
|  |         |  |  |           |     |     |           |

**Goal 2:** By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.

**Performance Objective 5:** Decrease in number of discipline incidents in the classroom and campus-wide.

**Evaluation Data Source(s) 5:** Referrals, discipline data, teacher, student and parent surveys.

**Summative Evaluation 5:**

| Strategy Description  | Title I | Monitor  | Strategy's Expected Result/Impact                              | Reviews   |     |     |           |
|---|---------|--|--|-----------|-----|-----|-----------|
|   |         |  |  | Formative |     |     | Summative |
|   |         |  |  | Nov       | Jan | May | June      |
| 1) CHAMPS and other classroom management training, guest speakers, PBMA's, professional development and incentives for positive behavior. | 1, 5, 9 | Principal, Assistant Principals and Instructional Coaches. | Safer learning environment conducive environment, high morale. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$5,000.00   |         |  |  |           |     |     |           |
|   |         |  |  |           |     |     |           |

**Goal 2:** By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.

**Performance Objective 6:** Provide integral technology training for all staff to develop a community of learners that will enhance student learning.

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**

| Strategy Description   | Title I    | Monitor  | Strategy's Expected Result/Impact               | Reviews   |     |     |           |
|--|------------|--|---|-----------|-----|-----|-----------|
|  |            |  |   | Formative |     |     | Summative |
|  |            |  |   | Nov       | Jan | May | June      |
| 1) Opportunities for on and off campus professional development and trainings for instruction enhancing strategies through technology use. | 2, 3, 4, 5 | Principal, Assistant Principals and Instructional Coaches. | High student engagement to enhance instruction. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$1,000.00  |            |  |   |           |     |     |           |
|  |            |  |   |           |     |     |           |

# State System Safeguard Strategies

| Goal | Objective | Strategy | Description  |
|------|-----------|----------|--|
| 1    | 1         | 1        | Administer student assessments to monitor learning objective mastery.  |
| 1    | 3         | 1        | Invite parents to math and literacy events through mail outs, newsletters, school messenger, place messages on the marquee and letters sent home in student's backpacks. School will have a mixer and /or other social events to encourage parent participation. |
| 1    | 4         | 1        | School-wide writing across curriculum, interactive notebooks and process writing in math.  |
| 1    | 5         | 1        | Develop a plan to best utilize the additional staff to improve the frequency of small group instruction in reading and math  |
| 2    | 2         | 1        | Peer Observations  |
| 2    | 3         | 1        | Teacher of the month, jean passes, teacher recognition externally and internally, opportunities for career advancement and praise from staff.  |



## 2017-18 Site Based Decision Making Team

| <b>Committee Role</b> | <b>Name</b>             | <b>Position</b>     |
|-----------------------|-------------------------|---------------------|
| Administrator         | Charlie Butler          | Principal           |
| Administrator         | Dana Jones              | Associate Principal |
| Administrator         | Ginny Liang             | Assistant Principal |
| Administrator         | Joshua Brown            | Assistant Principal |
| Parent                | Carmelita Lorenzo-Green | parent              |

## 2017-2018 Campus Site-Based Committee

| <b>Committee Role</b> | <b>Name</b>             | <b>Position</b>     |
|-----------------------|-------------------------|---------------------|
| Administrator         | Charlie Butler          | Principal           |
| Administrator         | Dana Jones              | Associate Principal |
| Administrator         | Ginny Liang             | Assistant Principal |
| Administrator         | Joshua Brown            | Assistant Principal |
| Parent                | Carmelita Lorenzo-Green | parent              |

## Campus Funding Summary

| 211 - Title 1-A    |           |          |   |              |             |
|--------------------|-----------|----------|---|--------------|-------------|
| Goal               | Objective | Strategy | Resources Needed                                      | Account Code | Amount      |
| 1                  | 1         | 1        |   |              | \$5,000.00  |
| 1                  | 3         | 1        | Refreshments, decorations, incentives, awards, prizes |              | \$1,000.00  |
| 1                  | 4         | 1        | Staff professional development and writing resources  |              | \$5,000.00  |
| 1                  | 5         | 1        | Professional development trainings all staff          |              | \$10,000.00 |
| 1                  | 6         | 1        | electronic devices                                    |              | \$5,000.00  |
| 2                  | 1         | 1        |   |              | \$5,000.00  |
| 2                  | 2         | 1        | Pay for peer observations                             |              | \$2,000.00  |
| 2                  | 3         | 1        |   |              | \$500.00    |
| 2                  | 4         | 1        |   |              | \$3,000.00  |
| 2                  | 5         | 1        |   |              | \$5,000.00  |
| 2                  | 6         | 1        |   |              | \$1,000.00  |
| <b>Sub-Total</b>   |           |          |   |              | \$42,500.00 |
| <b>Grand Total</b> |           |          |   |              | \$42,500.00 |

# International Leadership of Texas

## ILTexas Westpark 6-8

### 2017-2018 Campus Improvement Plan



## **Mission Statement**

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

## **Vision**

Others before Self

# Comprehensive Needs Assessment

## Needs Assessment Overview

Located in the Mission Bend area of Houston, TX, the campus is expected to open at full capacity with at least 1,416 total students. The middle school grades (6-8) will each have 156 students, and each classroom is expected to have a teacher: student ratio of 1:26. The students are expected to be from diverse cultural and ethnic backgrounds with at least 40% low SES to make the campus eligible for Title I. The CNA was conducted with the input of as many stakeholders as possible.

ILTexas Westpark Elementary School needs assessment will identify strengths and weaknesses in the instructional program that may affect student performance. The data collected in the Needs Assessment will be used to review the overall effectiveness of the instructional program at ILTexasWPE.

The Campus Improvement Plan Committee will meet approximately four times annually, and a summary of the minutes will be distributed to all faculty and committee members.

Campus leadership will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade level academic performance gains and STAAR performance gains. Teachers will follow the TEKS, RS Scope and Sequence and curriculum for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. Instruction will be data driven. 3<sup>rd</sup> grade students will take STAAR Reading and Mathematics tests, 4<sup>th</sup> graders will take STAAR Reading, Writing and Mathematics tests and 5<sup>th</sup> graders will take STAAR Reading, Mathematics and Science. Students will also take TPRI in grades K-2<sup>nd</sup> and MAP in grades 2<sup>nd</sup>-5<sup>th</sup>. All students K-5<sup>th</sup> will take district CSAs. Critical thinking and problem-solving skills will be emphasized in all core subject areas.

Economically disadvantaged, LEP, and at risk student population groups who have established a pattern of non-mastery will be targeted for remediation. Small group instruction, tutorials, parent- teacher conferences and consistent written and oral communication between home and school will ensure that home and school work together provide the necessary support to students to bring about student success. ILTexas WP will provide student support services as outlined in IEPs and 504 accommodations for qualifying students.

In order for students to be successful they must attend school on a regular basis. Student absences will be closely monitored by homeroom teachers, school registrar and school counselor. Parents will be contacted if a student is absent more than two days. Students with perfect attendance for the year will be recognized at the end of the school year during our awards program.

## Demographics

### Demographics Summary

Our school is at capacity with over 1416 confirmed students with the following breakdown per grade at the middle school (MS) level.

Sixth Grade: 156; Seventh Grade: 156; Eighth Grade: 156

We have attracted a very diverse population of students in regards to race/ethnicity and socioeconomics status. We are at capacity of 468 students by ugust 17,2017, which is the first day of school. This includes precisely 156 students per each grade level sixth through to eighth. Our teacher-to-student ratio is expected to be 1:26 per classroom.

We are still in the process of filling all of our teacher and staff vacancies. Total school K-8, we are 100% staffed in our classroom positions. In terms of certified professionals at the MS (6-8) level, we have all 3 (100%) leadership positions staffed, 12 (100%) core teaching positions staffed, 6 (100%) LOTE positions staffed.

Data Sources include: Skyward reports; Eklipse reports; Staff hired and vacancy list

### Demographics Strengths

- Teacher demographics match our student demographics to a high degree.
- Class sizes will be below the state average.

## Student Achievement

### Student Achievement Summary

6th grade

Math: 68.12% (Approaches) 35.51% (Meets) 13.04% (Mastery)

Reading: 55.8% (Approaches) 26.09% (Meets) 12.32% (Mastery)

7th grade

Math: 66.12%(Approaches) 28.1 (Meets) 5.79%(Mastery)

Reading: 76.86% (Approaches) 43.8% (Meets) 23.14% (Mastery)

Writing: 67.21% (Approaches) 30.33% (Meets)13.93% (Mastery)

8th grade

Math: 78.46% (Approaches) 44.62% (Meets) 12.31% (Mastery)

Reading: 65.61% (Approaches) 70.42% (Meets) 16.9% (Mastery)

### Student Achievement Strengths

Our teachers, students, parents and community members work well to support the learning for all. Parents work in collaboration with the school community to support the efforts to ensure that every child reaches their full potential. Most parents support our Eagle Academy program which provides instruction and reinforcements in completing assignments. Enrichment happens daily during the instructional day. We celebrate our student's academic success, character development, and putting "Others Before Self". We also recognize the staff in displaying the characteristics of putting "Others Before Self" as well. We hosted a volunteer appreciation breakfast to recognize parents and other community members for their support of our students.



## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** The number of teachers on campus with sufficient experience and knowledge of effective research based strategies in core subject areas posed issues with providing enough tools for students to reach mastery.

## School Culture and Climate

### School Culture and Climate Summary

During the 2016-17 school year, frequent staffing changes made it difficult to establish the school's culture and climate. Additionally, the permanent location was not completed by the start of the year, which resulted in students and staff struggling to find a sense of stability. This year, school will begin in the permanent location with an established staff; however, due to last year's situation, there is a need to establish an identity built on trust and collaboration among all stakeholders (i.e., administrators, teachers, paraprofessionals, students, parents and community).

Data collection processes were limited; formal surveys were not conducted to provide the leadership team with data to determine stakeholders' perception of the campus's culture and climate, or lack thereof. However, during the final month of school, informal feedback was provided via social media, parent conferences, meet and greets and personal conversations that reflected concerns regarding lack of communication between school administration/teachers and the community, student discipline and ineffective instruction in middle school grades and foreign language classes.

### School Culture and Climate Strengths

- Evident level of pride in new school
- Strong, positive teacher-teacher and teacher-administrator connections
- High level of teacher "faith" in Westpark campus leadership
- Implementation of Positive Behavior Intervention and Supports (PBIS) campus-wide
- Positive parent response to new leadership team regarding improved communication, discipline and vision for school

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** The school was without effective leadership for most of the academic school year which cause lack of direction for staff, minimal discipline follow through, and poor school community communications and relations. **Root Cause:** No steady administrative team (principal, associate principal) in place.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

"An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally succeed in a way that leads to collective organizational success." - Stephen Covey

This domain has been an ongoing focus area for the principal and leadership staff. Most of the 119 positions have been filled for K-8; Special education and Spanish classes remain open at the middle school level. All teaching vacancies have been filled with a degreed professional; however, there are some classes with non-certified staff in place. Administrative staff members will continue to interview potential staff members throughout the summer in an effort to hire the most qualified personnel.

### Staff Quality, Recruitment, and Retention Strengths

- Stipends for mentors (mentor program)
- Mentor/buddy program for new teachers
- Participating at University Job Fairs
- Hosting campus/district job fairs
- Recruiting through university education programs and alternative certification programs
- Stipends for math and science content teachers
- Stipends for lead representatives such as for the Gifted and Talented program

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Campus leadership team finds it difficult attracting and retaining experienced teachers who are capable of delivering effective, research based instruction pose continuous problems. **Root Cause:** Salary differences between charter and public schools

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

Westpark's curriculum is TEKS-based, and teachers are required to follow a scope and sequence supported by state standards. Our teachers are required to use these resources to guide their planning, instruction and assessments. Teachers are also expected to gather data through formal and informal assessments and use the data to determine students' level of mastery of the TEKS. Our teachers plan horizontally and vertically to strengthen learning communities and ensure alignment with the state's curriculum.

### Curriculum, Instruction, and Assessment Strengths

- - Structured intervention on a daily basis
  - Instruction will be driven by a range of data points
  - Data days will allow for teachers to review and plan to be responsive to student data
  - Two-way immersion program structure
  - Daily PLC with each grade level team
  - TEKS-based resources
  - Academic tools, including Learning A-Z, STEMScopes, Leveled Reading, etc.
  - Use of creativity in lesson design
  - Pearson Envision is a useful tool, closely aligned to the TEKS
  - Dual Language structure will improve student outcomes across languages and contents
  - Chromebooks will allow teachers to support technological literacy and incorporate various medias into their instruction

### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause:** Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies

## Family and Community Involvement

### Family and Community Involvement Summary

Generally speaking Charter schools tend to have more involved parents than the traditional public schools. The school will develop a parent involvement committee and parent compact to encourage and support parent involvement in their child's education.

We will have a PTO that actively organizes events and fund raising activities throughout the school year. The school partners with the PTO to organize major events such as Hispanic Heritage celebrations, Black History Month presentation, Chinese New Year, Nation Neighborhood Night Out, and Spirit Nights. The PTO will also hold monthly meetings.

Identified below are statements about the strengths, as well as the priority need areas of the district/school.

### Family and Community Involvement Strengths

- Community business partnerships
- Parent surveys
- Intercultural event calendar
- Intercultural committee expectation
- Chinese Embassy community event held August 2016 in Houston with parents and students

### Problem Statements Identifying Family and Community Involvement Needs

**Problem Statement 1:** Lack parent and community volunteers and community resources to assist in organizing and facilitating school events. **Root Cause:** Inconvenient times of events, benefits recognition, and communications between school and families

## School Context and Organization

### School Context and Organization Summary

ILTexas Westpark elementary K-8 leadership structure consists of a principal, 1 associate principal, 2 assistant principals, 3 grade level administrators, 1 instructional coach and 1 school counselor. The principal serves as K-8 campus principal. The associate principal serves alongside the principal. Each grade level has a grade level administrator that oversees the grade level activities. They also serve as mentors to new teachers and provide some level of instructional coaching. To facilitate our dual language model teachers meet in their PLCs 2x per week and with their partner teacher 2x per week. These are times for collaboration and data review. All instructional coaches and counselors provide support to teachers and students.

The school day is an extended day to facilitate the school's curriculum which places emphasizes on developing a healthy mind, body and character. Character education is taught daily in the Physical Education Program and in the classroom.

### School Context and Organization Strengths

- The school organizational structure provides support at many levels for teachers, students and parents. Teachers have planning/meeting time built into their school day to meet and plan with grade level. Teachers also have dedicated data days built into the school year calendar. Professional development opportunities are also available to teachers. Each grade level has a grade level administrator (GLA) to oversee the grade and to support the teacher in the day to day operations. Each grade level also has a teacher assistant.

Horizontal (grade level) PLC built into workday

Teacher support structure - Grade Level Administrators, APs, Principal

Regular updates and newsletters to parents and faculty/staff

District calendar includes Data Dive Days

- Student teaming (6th grade) to support transition to MS
- Master schedule includes A/B pattern for MS electives to increase exploration opportunities

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** There is approximately 350 students identified as at risk students; therefore impacting the amount of time teachers and TAs can spend with individual students. **Root Cause:** Teacher student ratio minimizes the amount of time for individualized instruction and interventions.

## Technology

### Technology Summary

All staff members have been provided a laptop, we have document cameras and Interactive/whiteboards in all classrooms. In addition, students in grades 6-8 are provided their own Chromebooks. Lastly, we have a media lab with 30 desktop computers. There is a need for more training to support a higher level of intergration of technology into the classroom. There is a lack of computers for parents to complete necessary online documents and track their students progress. Additonal iPads are needed to provide timely to teachers.

### Technology Strengths

- SMART Boards in all classrooms
- Tablet ratio 2:1 in Kindergarten to 3rd grade
- Chromebook ratio 1:1 in 4th to 8th grade
- Laptops for all teachers

### Problem Statements Identifying Technology Needs

**Problem Statement 1:** The lack of professional development to properly implement the technology **Root Cause:** Staff efficacy

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus 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

## 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
- System Safeguards and Texas Accountability Intervention System (TAIS) data

## Student Data: Assessments

- 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 Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## 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
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk 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
- Discipline records
- Student surveys and/or other feedback

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

## Goals

**Goal 1: By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.**

**Performance Objective 1:** 90% of students will meet performance standards as measured by district and local assessments.

**Evaluation Data Source(s) 1:** STAAR, EOC Assessments

**Summative Evaluation 1:**

| Strategy Description   | Title I    | Monitor  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|------------|--|---|-----------|-----|-----|-----------|
|  |            |  |   | Formative |     |     | Summative |
|  |            |  |   | Nov       | Jan | May | June      |
| 1) Administer student assessments to monitor learning objective mastery.                                       | 2, 3, 4, 8 | Principal, Assistant Principals, Teacher Assistants and Instructional Coaches. | Teachers will be able to create small groups according to their needs in order to personalize instruction for all students. |           |     |     |           |
| Problem Statements: Curriculum, Instruction, and Assessment 1<br>Funding Sources: 211 - Title 1-A - \$5,000.00 |            |  |   |           |     |     |           |
|  |            |  |   |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Curriculum, Instruction, and Assessment   |
|---|
| <b>Problem Statement 1:</b> Some teachers are not able to effectively use provided resources and implement strategies. <b>Root Cause 1:</b> Lack of experience using the curriculum to design instruction and lack of exposure to research-based strategies |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 2:** All students identified as students with significant mastery deficits will participate in before, during, after school and Saturday tutorials/intervention camps.

**Evaluation Data Source(s) 2:** STAAR, TPRI, Tejas Lee, MAP, Online MAP testing, Study Island, Measuring Up, Brain Pop.

**Summative Evaluation 2:**

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 3:** Engage parents and community in academic focused nights (Math and Literacy nights) along with other family, parent, and community events.

**Evaluation Data Source(s) 3:** Increase in the number of parents that attend the curriculum nights and other school events.  
Increase in positive feedback on parent surveys in regards to their child's performance in targeted areas of improvement.

**Summative Evaluation 3:** Some progress made toward meeting Performance Objective


| Strategy Description  | Title I | Monitor  | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|---|---------|--|-----------------------------------|-----------|-----|-----|-----------|
|   |         |  |                                   | Formative |     |     | Summative |
|   |         |  |                                   | Nov       | Jan | May | June      |
| 1) Invite parents to math and literacy events through mail outs, newsletters, school messenger, place messages on the marquee and letters sent home in student's backpacks. School will have a mixer and /or other social events to encourage parent participation. | 1, 2, 6 | Principal, Assistant Principals and Instructional Coaches. | To increase parent participation. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$1,000.00   |         |  |                                   |           |     |     |           |
|   |         |  |                                   |           |     |     |           |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 4:** During the 2017-2018 school year, writing will be implemented to all students across the Curriculum in all classrooms, including writing specific professional development training for staff.

**Evaluation Data Source(s) 4:** Improved performance on teacher created assignments and assessments, district benchmarks and STAAR results in all content areas.

**Summative Evaluation 4:**


| Strategy Description   | Title I       | Monitor  | Strategy's Expected Result/Impact                     | Reviews   |     |     |           |
|--|---------------|--|---|-----------|-----|-----|-----------|
|  |               |  |   | Formative |     |     | Summative |
|  |               |  |   | Nov       | Jan | May | June      |
| 1) School-wide writing across curriculum, interactive notebooks and process writing in math. | 2, 3, 4, 8, 9 | Principal, Assistant Principals, Instructional Coaches and Teachers. | Increase in student achievement in all content areas. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$5,000.00  |               |  |   |           |     |     |           |
|            |               |  |   |           |     |     |           |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 5:** During the 2017-2018 school year, extra classroom support staff will be hired to increase the opportunities for students to receive more frequent, small group instruction/interventions.

**Evaluation Data Source(s) 5:** Increase in the number of students performing at mastery level in math and reading classes.

**Summative Evaluation 5:**


| Strategy Description  | Title I    | Monitor  | Strategy's Expected Result/Impact                    | Reviews   |     |     |           |
|---|------------|--|--|-----------|-----|-----|-----------|
|   |            |  |  | Formative |     |     | Summative |
|   |            |  |  | Nov       | Jan | May | June      |
| 1) Develop a plan to best utilize the additional staff to improve the frequency of small group instruction in reading and math. | 1, 2, 4, 9 | Principal, Assistant Principals, Instructional Coaches and Teachers. | Increase in student achievement in math and reading. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$10,000.00  |            |  |  |           |     |     |           |
|   |            |  |  |           |     |     |           |

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 6:** During the 2017-2018 school year, students will have access to the technology necessary to produce, manage, communicate and retrieve information in an efficient manner for educational use and will provide a continually evolving staff development program oriented toward the integration of technology in areas of curriculum.

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**


| Strategy Description   | Title I          | Monitor  | Strategy's Expected Result/Impact       | Reviews   |     |     |           |
|--|------------------|--|---|-----------|-----|-----|-----------|
|  |                  |  |   | Formative |     |     | Summative |
|  |                  |  |   | Nov       | Jan | May | June      |
| 1) Purchase current technology to continue servicing our students with current technology trends and to train staff. | 1, 2, 3, 4, 5, 9 | Principal, Associate Principal, Assistant Principals, Instructional Staff. | To stay current with technology trends. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$5,000.00  |                  |  |   |           |     |     |           |
|                                    |                  |  |   |           |     |     |           |

**Goal 2: By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.**

**Performance Objective 1:** Provide professional development on writing clear learning objectives utilizing ELPS.

**Evaluation Data Source(s) 1:** Walkthroughs, increased numbers of ELL students reaching mastery, exiting 15% of LEP students.

**Summative Evaluation 1:**

| Strategy Description   | Title I    | Monitor  | Strategy's Expected Result/Impact                    | Reviews   |     |     |           |
|--|------------|--|--|-----------|-----|-----|-----------|
|  |            |  |  | Formative |     |     | Summative |
|  |            |  |  | Nov       | Jan | May | June      |
| 1) Train all teachers in the ELL/ESL strategies.                                   | 1, 3, 4, 8 | Principal, Assistant Principals and Instructional Coaches. | Increase in academic achievement for targeted group. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$3,000.00                                      |            |  |  |           |     |     |           |
|  |            |  |  |           |     |     |           |

**Goal 2:** By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.


**Performance Objective 2:** Teachers, Instructional Coaches, Teacher Assistants and Administration will attend professional conferences, participate in book studies and attend other professional development opportunities to gain best practices on improving their pedagogical skills.

**Evaluation Data Source(s) 2:** Increased number of students engaged and actively participating in the lessons.

Increased percentage of students meeting mastery.

Increase in positive responses to job satisfaction/climate surveys.

**Summative Evaluation 2:**

| Strategy Description   | Title I             | Monitor  | Strategy's Expected Result/Impact                        | Reviews   |     |     |           |
|--|---------------------|--|--|-----------|-----|-----|-----------|
|  |                     |  |  | Formative |     |     | Summative |
|  |                     |  |  | Nov       | Jan | May | June      |
| 1) Daily PLCs, funds for professional conferences recommended by appraiser and self reflection to pursue professional growth, providing substitutes to cover staff while visiting campus or off campus observations and meetings during instructional day. | 1, 2, 3, 4, 5, 8, 9 | Principal, Assistant Principals and Instructional Coaches. | Sustaining and building capacity in instructional staff. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$5,000.00  |                     |  |  |           |     |     |           |
|    |                     |  |  |           |     |     |           |



**Goal 2:** By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.

**Performance Objective 3:** Provide opportunities for teachers to observe mastery teachers on campus and off.

**Evaluation Data Source(s) 3:** Increased positive feedback during walk-throughs, evaluations, and instructional coaching sessions.

**Summative Evaluation 3:**


| Strategy Description                          | Title I | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|---------|--|--|-----------|-----|-----|-----------|
|   |         |  |  | Formative |     |     | Summative |
|   |         |  |  | Nov       | Jan | May | June      |
| 1) Peer Observations                          |         | Principal, Assistant Principals and Instructional Coaches. | Increase teacher instructional effectiveness which will ultimately increase student achievement. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$2,000.00 |         |  |  |           |     |     |           |
|   |         |  |  |           |     |     |           |

**Goal 2:** By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.

**Performance Objective 4:** Recognize and reward teachers for their efforts to perform at high levels and for displaying the character traits guided by our mission to provide all students with the opportunity to reach their highest potential.

**Evaluation Data Source(s) 4:** Climate surveys, observation, decrease in the number of teacher absences, positive climate on campus

**Summative Evaluation 4:**

| Strategy Description  | Title I | Monitor  | Strategy's Expected Result/Impact     | Reviews   |     |     |           |
|---|---------|--|---------------------------------------|-----------|-----|-----|-----------|
|   |         |  |                                       | Formative |     |     | Summative |
|   |         |  |                                       | Nov       | Jan | May | June      |
| 1) Teacher of the month, jean passes, teacher recognition externally and internally, opportunities for career advancement, praise from staff. | 5       | Principal, Assistant Principal, Instructional Coach. | Increase morale, culture and climate. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$500.00   |         |  |                                       |           |     |     |           |
|   |         |  |                                       |           |     |     |           |

**Goal 2:** By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.

**Performance Objective 5:** Decrease number of discipline incidents in the classroom and campus-wide.

**Evaluation Data Source(s) 5:** Referrals, discipline data, teacher, student and parent surveys.

**Summative Evaluation 5:**

| Strategy Description   | Title I    | Monitor  | Strategy's Expected Result/Impact                               | Reviews   |     |     |           |
|--|------------|--|---|-----------|-----|-----|-----------|
|  |            |  |   | Formative |     |     | Summative |
|  |            |  |   | Nov       | Jan | May | June      |
| <b>State System Safeguard Strategy</b><br>1) CHAMPS and other classroom management training, guest speakers, PBMA's, professional development, incentives for positive behavior. | 1, 2, 5, 9 | Principal, Assistant Principals and Instructional Coaches. | Safer and more conducive learning environment with high morale. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$5,000.00  |            |  |   |           |     |     |           |
|  |            |  |   |           |     |     |           |

**Goal 2:** By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.

**Performance Objective 6:** Provide integral technology training for all staff to develop a community of learners that will enhance student learning.

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**

| Strategy Description   | Title I    | Monitor  | Strategy's Expected Result/Impact               | Reviews   |     |     |           |
|--|------------|--|---|-----------|-----|-----|-----------|
|  |            |  |   | Formative |     |     | Summative |
|  |            |  |   | Nov       | Jan | May | June      |
| 1) Opportunities for on and off campus professional development and trainings for instruction enhancing strategies through technology use. | 2, 3, 4, 5 | Principal, Assistant Principal, Instructional Coach. | High student engagement to enhance instruction. |           |     |     |           |
| Funding Sources: 211 - Title 1-A - \$1,000.00  |            |  |   |           |     |     |           |
|  |            |  |   |           |     |     |           |

## State System Safeguard Strategies

| Goal | Objective | Strategy | Description   |
|------|-----------|----------|---|
| 2    | 5         | 1        | CHAMPS and other classroom management training, guest speakers, PBMA's, professional development, incentives for positive behavior. |

## 2017-18 Site Based Decision Making Team

| <b>Committee Role</b> | <b>Name</b>             | <b>Position</b>     |
|-----------------------|-------------------------|---------------------|
| Administrator         | Charlie Butler          | Principal           |
| Administrator         | Dana Jones              | Associate Principal |
| Administrator         | Ginny Liang             | assistant principal |
| Administrator         | Joshua Brown            | assistant principal |
| Parent                | Carmelita Lorenzo-Green | parent              |

## 2017-2018 Campus Site-Based Committee

| <b>Committee Role</b> | <b>Name</b>             | <b>Position</b>     |
|-----------------------|-------------------------|---------------------|
| Administrator         | Charlie Butler          | Principal           |
| Administrator         | Dana Jones              | Associate Principal |
| Parent                | Carmelita Lorenzo-Green | Parent              |
| Administrator         | Joshua Brown            | assistant principal |
| Administrator         | Ginny Liang             | assistant principal |

# Campus Funding Summary

| <b>211 - Title 1-A</b> |           |          |  |              |                    |
|------------------------|-----------|----------|--|--------------|--------------------|
| Goal                   | Objective | Strategy | Resources Needed   | Account Code | Amount             |
| 1                      | 1         | 1        |  |              | \$5,000.00         |
| 1                      | 3         | 1        |  |              | \$1,000.00         |
| 1                      | 4         | 1        |  |              | \$5,000.00         |
| 1                      | 5         | 1        |  |              | \$10,000.00        |
| 1                      | 6         | 1        |  |              | \$5,000.00         |
| 2                      | 1         | 1        |  |              | \$3,000.00         |
| 2                      | 2         | 1        |  |              | \$5,000.00         |
| 2                      | 3         | 1        |  |              | \$2,000.00         |
| 2                      | 4         | 1        |  |              | \$500.00           |
| 2                      | 5         | 1        | Champs posters, professional development training, incentives, rewards |              | \$5,000.00         |
| 2                      | 6         | 1        |  |              | \$1,000.00         |
| <b>Sub-Total</b>       |           |          |  |              | <b>\$42,500.00</b> |
| <b>Grand Total</b>     |           |          |  |              | <b>\$42,500.00</b> |



# International Leadership of Texas

## District Improvement Plan

### 2017-2018



# 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.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

ILTexas serves students from various academic backgrounds that include different public school districts, charter schools, private schools and home school. A variety of different ethnicity are represented, with the top three being Hispanic/Latino 51.07%, Black/African Amer 21.99%, and White 16.5%. District-wide our students are at about 52% economic disadvantage with 33% eligible for Free/Reduced lunch (below is a breakdown of economic disadvantage status by campus).

We have a significant number of English Language Learners. District-wide we have over 2,300 identified ELL students, approximately 23% of our total student population. Further breakdown shows 6.3% Gifted and Talented enrollment and 4.3% Special Education enrollment.

On our 5th year we will serve approximately 16,000 students of which approximately 6,000 will be of new student enrollment.

Economic Disadvantaged Status by Campus from highest to lowest %:

Westpark MS-74.56%

Grand Prairie ES-70.95%

Westpark ES-69.25%

Grand Prairie MS-67.82%

Arlington MS-62.29%

Arlington ES-60.75%

Arlington/GP HS-57.91%

Garland HS-52.36%

Garland ES-52.28%

North Richland Hills MS-51.83%

North Richland Hills ES-51.75%

Garland MS-49.25%

Katy MS-49.12%

Katy ES-40.10%

Keller HS-25.93%

Keller MS-23.41%

Keller ES-22.21%

## Demographics Strengths

Diversity of Learners-

\* Student enrollment represents a wide range of educational backgrounds and cultures

\* In 2016-2017 we had 18 different home languages and cultures represented among our 17 campuses - for the 2017-2018 school year we will have 26 campuses and anticipate approximately 45 home languages.

\* With our partnership with our ILTexas Private School, our GHS students have an opportunity to take classes alongside international students from China (55 students for the 2017-2018 school year).

\* At each campus Chinese and Spanish international teachers are a part of the instructional team for content (DLI program) and language courses (secondary).

\* Over 140 international teachers in our classrooms

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** ELL students are our lowest performing target group in state exams with a 63% passing rate. **Root Cause:** Limited resources and

strategies in ELL instruction.

## Student Achievement

### Student Achievement Summary

As we begin our fifth year, International Leadership of Texas anticipates a State accountability designation of Met Standard. All existing divisions (Garland Elementary, Middle, and High School; Arlington Elementary, Middle, and High School; and Keller Elementary, Middle, and High School) also will be Met Standard, as will each of our new division campuses (Grand Prairie Elementary and Middle School; North Richland Hills Elementary and Middle School; Katy Elementary and Middle School; and Westpark Elementary and Middle School).

The district projections for Index 1, which is a snapshot of performance across all subjects, looks strong at most campuses. The target for this index is 60 and ILTexas is anticipated to score 75. For Index 2 (Student Progress) the district exceeded the state target of 22 by 18 points. For Index 3 which examines advanced academic achievement of economically disadvantaged students as well as the two lowest performing groups (African American and Hispanic) from the previous year. The district scored 40 points exceeding the state target of 28. Index 4 looks at postsecondary readiness. The target for this index was set at 13 and we scored 48 points.

| District | Index 1   | Index 2   | Index 3   | Index 4   |
|----------|-----------|-----------|-----------|-----------|
|          | <b>75</b> | <b>38</b> | <b>40</b> | <b>48</b> |
| GES      | 70        | 49        | 35        | 40        |
| GMS      | 81        | 38        | 44        | 47        |
| GHS      | 82        | 30        | 45        | 56        |
| AES      | 66        | 33        | 35        | 34        |
| AMS      | 72        | 33        | 38        | 36        |
| A-GPHS   | 74        | 23        | 43        | 43        |
| KES      | 88        | 51        | 53        | 59        |
| KMS      | 92        | 42        | 60        | 69        |
| KHS      | 88        | 41        | 56        | 71        |
| GPES     | 60        | 40        | 30        | 29        |
| GPMS     | 67        | 29        | 32        | 25        |
| NRHES    | 73        | 36        | 37        | 38        |
| NRHMS    | 76        | 32        | 41        | 40        |

|      |    |    |    |    |
|------|----|----|----|----|
| KTES | 76 | 36 | 40 | 41 |
| KTMS | 81 | 28 | 45 | 40 |
| WPES | 62 | 27 | 31 | 27 |
| WPMS | 69 | 29 | 37 | 30 |

### Student Achievement Strengths

- \* The focus for ILTexas is to provide a rigorous curriculum to all students based on the TEKS-RS 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 our leadership education at the high school level, character education in elementary and middle school, and the K-12 physical education program
- \* All campuses across the district operate on a common master schedule to allow for common planning times and inter-district PLC opportunities on a daily and weekly basis
- \* Common Unit Assessments and other on-going formative assessments are used at regular intervals during the learning cycles 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 have the opportunity to participate in a dual credit arrangement with local institutes of higher learning with the goal of obtaining an Associate's Degree along with their High School diploma
- \* For the second year in a row 100% of graduates were accepted into college and/or the military

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Elementary Reading has declined across the district - down 4% in 3rd grade, 11% in 4th grade, and 6% in 5th grade. Additionally, Middle School reading performance has also declined - 10% in 6th grade, 11% in 7th grade, and 6% in 8th grade. **Root Cause:** High teacher turn-over, coupled with lack of fidelity to curriculum and instructional model, prevent continuous improvement

**Problem Statement 2:** Elementary Math showed slight declines of 4% in 3rd grade, 3% in 4th grade, and 6% in 5th grade. Middle school math showed a

more significant decrease in 6th grade (down 10%) and 7th grade (down 15%) however, 8th grade math was only down by 1%. **Root Cause:** High teacher and leadership turn-over impact continuous improvement

**Problem Statement 3:** 4th grade writing and 7th grade writing both showed declines in achievement (4th grade down 11% and 7th grade down 10%). **Root Cause:** A vertically aligned writing program (ex. Writer's Workshop) needs to be fully implemented and supported district-wide

**Problem Statement 4:** 32% of students served through Special Education performed at the Approaches Grade Level Standard, 43 percentage points below the All Students group. **Root Cause:** More focus from the district leadership needs to be on training and supporting general education teachers with differentiation strategies and best practices for learning

**Problem Statement 5:** 61% of students served through Bilingual and ESL programs perform at the Approaches Grade Level Standard, 14 percentage points below the All Students group. **Root Cause:** Lack of district human resources targeting this sub-population of students with the purpose of supporting teachers in specific instructional differentiation



## District Culture and Climate

### District Culture and Climate Summary

**“Culture is the underground stream of norms, values, beliefs, traditions, and rituals that builds up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools.” Author Unknown**

How do students describe the school climate? How does this compare to staff?

The 2016-17 salutatorian for ILTexas Garland High School stated in her address that “ILTexas was not intended to be like any other school”. She went on to explain from her vantage point the things that uniquely define us as a district. She mentioned eagle academy, the trilingual program, the service projects, the teachers, among other things. She explained that the experiences she had with us has shaped how she will live the rest of her life. It was a great exemplar of our mission becoming our culture. Approximately 80% of our staff feel there is a positive culture on the campus.

### District Culture and Climate Strengths

Based climate survey, approximately 80% of our staff feel there is a positive culture on the campus.

Approximately 1.5% of our students had 10 or more referrals in the 2016-17 school year. The data was reflective of the student groups on each campus. However, most students were engaged in the learning environment and remained on-task. Approximately 70% of teachers agree that administrators handle discipline effectively on our campuses.

Our students feel very safe at ILTexas schools. 98% of students indicate they feel safe at our schools. All of our campuses are staffed with an armed security guard and our hallways and building exterior are armed with security cameras.

Approximately 92% of students are satisfied with the educational opportunities they are getting at our schools. 100% of students, teachers and staff have a clear understanding of the ILTexas expectations. It is clear to all that we are expected to be on time, be responsible and be respectful. Everywhere our students go, including athletics and academic competitions, field trips and road scholars, the same expectations are upheld.

Approximately 89% of students feel the campus has a positive culture. Student attendance district-wide is approximately 96%. 94% feel students are well-behaved.

Approximately 92% of students feel their teacher is helpful and supportive. All campuses met standard for the 4<sup>th</sup> straight year indicating that teacher support and student achievement are aligned.

98% of students involved in extracurricular activities state that they enjoy it. All of our students are expected to participate in athletics and enrichment activities. 100% of campuses met state accountability standards.

Approximately 95% of our staff is satisfied with our facilities and support staff. 97% of students feel the facilities are clean and well-maintained. This is a very strong contribution to our overall culture and climate.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

International leadership of Texas employs highly qualified staff in all areas. Teachers are required to hold a bachelors degree from an accredited university. Furthermore, bilingual and special education teachers are required to be fully certified by TEA. We aim to recruit teachers with diverse backgrounds and experience to incorporate into the classroom. Teacher and staff are recruited throughout the US, Spain, and China. The recruitment incentives include stipends in the areas of math, science, and bilingual. Our experienced educators have an opportunity to lead within their grade level and are compensated through a stipend. Teachers and staff at ILTexas have multiple opportunities for advancement. Staff retention is our highest priority and employees participate in several engagement activities that foster growth and development. These include, teacher of the year awards, team building activities, perfect attendance awards, and key professional development activities. We provide exceptional professional development opportunities throughout the year and encourage leadership for all employees. District leadership aims to provide unconditional support for all employees throughout the organization.

### **Staff Quality, Recruitment, and Retention Strengths**

Teachers at ILTexas are required to have a bachelors degree from an accredited university and highly encouraged to become certified through TEA. Bilingual and special education teachers are required to hold the relevant TEA certification for their assignment. Paraprofessionals are required to hold an associates degree or successfully pass a paraprofessional examination. Principals and administrators are certified and dedicated educator with a wealth of knowledge and experience. ILTexas provides unconditional support to all employees. First year teachers are assigned a mentor to successfully help them become effective teachers. District staff, grade level administrators, and campus administrators provide support and extensive feedback based on observations informal/formal. ILTexas aims to recruit teachers with a diverse background to bring cultural awareness to the campus. Our first priority is to recruit teachers who are certified in their respective assignments. ILTexas has developed several partnerships to recruit highly effective teachers from Spain, Mexico, and China. Furthermore, we offer several instructional stipends which are used to attract educators from surrounding districts. We continuously asses our recruitment strategies and make adjustments to improve our candidate pool.

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction, and Assessment Goal:

Preparing 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 *via high quality, uniform and unified curriculum, instruction, professional development, and supportive operational and technological infrastructures.*

| Focus | Summary |
|-------|---------|
|-------|---------|

|                          |  |
|--------------------------|--|
| Curriculum & Instruction | <p>ILTexas Curriculum for all content areas is the <i>Texas Essential Knowledge and Skills</i> (TEKS).</p> <p>Math, Science, Reading Language Arts &amp; Social Studies teachers will use the TEKS Resource system as the primary resource for:</p> <ul style="list-style-type: none"> <li>* Year at a Glance, or YAG (TEKS vertically and horizontally aligned) broken up into units of study and offering a recommended pacing.</li> <li>* The units of study will come with a pacing guide and Instructional Focus Document (IFD), delineating not just the TEKS, but unpacking the TEKS. Teachers must plan from the IFD.</li> <li>* Each unit comes with a unit assessment. End of Cycle Assessments (administered at the end of each grading period) will consist of the 1-3 units taught that grading period.</li> </ul> <p>TEKS RS Component Chart:</p> <p><a href="#">TEKS RS Components</a></p> <p>ILTexas Teacher Share Drive:</p> <p><a href="#">Google Drive Teacher Share</a></p> <p>*ILTexas Trilingual Trajectory:</p> <p><a href="#">ILTexas Trilingual Trajectory</a></p> <p>While our curriculum will be aligned (vertically/horizontally) our instruction will be as well (via supplemental resources, such as Cooperative Learning, SIOP, Thinking Maps &amp; Cross Content Literacy Modules, S3 strategies &amp; Marcia Tate's 20)</p> |
| Assessments              | <ul style="list-style-type: none"> <li>* TEKS RS Unit Assessments will be combined to comprise the End of Cycle Exams, which are the ILTexas common summative assessments given at the end of each grading period. They are <i>common</i> (same across the district), <i>summative</i> (assessing entire cycle).</li> <li>* For STAAR tested grades/courses, benchmarks will be given up to twice a year. Please refer to testing calendar:</li> </ul>   |

[2017-2018 Assessment Calendar](#)

\*Student's proficiency (based on ACTFL Proficiency Levels) will be rated continuously in Spanish and Chinese and reported alongside report cards (each grading period).

\* Mandarin & Spanish Language Assessments (based on sequence and guided by ACTFL) AAPPL exams will take place in April for grades 5, 8, and 12.

\* The Measure of Academic Progress (MAP) will be used as the ILTexas nationally normed assessment tool.

\* Students in K-5 will have reading level assessed and monitored at least three times a year (beginning, middle, and end)

**Everyone will follow the ILTexas Assessment Calendar (for Early Reading Indicator, MAP, etc):**

[2017-2018 Assessment Calendar](#)

**K-8 Reading Assessments Summary:**

[2017-2018 Reading Assessments](#)

\*Subsequent data analysis of ILTexas assessments will inform and further guide and pinpoint our instructional focus. ILTexas will maximize on Data Day (scheduled the day after each grading period ends) to analyze data and make informed instructional decisions directly impacting the following grading period, enrichment time, etc.

\*LAS Links for K-12 (listening and speaking) and MAP for 2<sup>nd</sup>-12<sup>th</sup> grade will be used to identify potential EL students newly enrolled in the district.

\*TELPAS (Texas English Language Proficiency Assessment System) K-12 is designed to assess the progress that EL students make in learning the English language.

## Lesson Plans &amp; Cycle

\* Lesson plans must be submitted by ALL teachers (no exceptions) by Monday at 7:30am (principal's may require an earlier date/time) on *Eduphoria Forethought* using the district's lesson plan template. *With principal's approval, template may be reformatted, as long as all components on district template are still addressed. Fine Arts department, Performance Coaches, and LOTE Departments do have a modified lesson plan template/platform whereby the district's core components are addressed, but with additional layers and considerations for their disciplines.*

\*Lessons must include:

- Content (CO) and language (LO) objectives. Sample frames poster: click [here](#)
- Warm up
- Lesson frame: Intro/Purpose, I do (teacher)-We Do (whole class/pair/small group)- You Do (individual students), Reflection/Closing.
- We must teach 'bell to bell.' **Every minute counts!**

\* Due to our district/campus-wide DLI program, all K-5 teachers *must* plan and demonstrate evidence of Spanish instruction/linguistic accommodations. Further, lessons must address remediation and enrichment (differentiation).

\* At least monthly, lessons must address the mission of ILTexas (i.e., how grade level is addressing the 'international', character trait, college prep, and leadership).

|  |   |
|--|---|
| Learning and Language Objectives (continued & expanded from above) | <p>Shall be posted and visible to students in the language of instruction.</p> <p>The <b>content objective</b> tells what students will learn during the lesson.</p> <p>Example: <i>“Today you will learn about the causes of the American Revolution.”</i></p> <p>The <b>language objective</b> tells how the students will learn and/or demonstrate their mastery of the lesson by reading, speaking, writing, or listening.</p> <p>Example: <i>“You will be able to explain the connection between the French and Indian War and the American Revolution” (if Spanish DL teacher- may include -- <b>in Spanish using sentence stems</b>).</i></p> <p>Content (CO) and language (LO) objectives. Sample frames poster: click <a href="#">here</a></p>   |
| Instructional Materials, K-12                                      | <p><a href="#">Instructional Materials</a></p> <p>The link above has all of the currently adopted ILTexas Textbooks and Instructional Materials.</p> <ul style="list-style-type: none"> <li>• All items on this spreadsheet should be kept up to date on the campus controlled Inventory.</li> <li>• The initial purchase will be made by District Office.</li> <li>• Replenishment of Consumables is pre-scheduled <ul style="list-style-type: none"> <li>◦ If a campus has a preferred date, delivery date can be adjusted.</li> </ul> </li> <li>• Replacement of Non-consumables is the campus’s responsibility. <ul style="list-style-type: none"> <li>◦ Tom Merket (<a href="mailto:tmerket@iltexas.org">tmerket@iltexas.org</a>) can assist with seeking out quotes.</li> </ul> </li> </ul> |



|   |   |
|---|---|
| Professional Learning Communities (PLC) | <p>Every teacher will have a PLC and individual conference time. Teachers will meet <i>daily</i> with their PLC. <a href="#">K8 Master Schedule</a> and <a href="#">HS Master Schedule</a></p> <p>GLAs need to maintain agendas w/ signatures</p> <ul style="list-style-type: none"> <li>• Every teacher needs to have a PLC they belong to (i.e., SpEd, LOTE, etc)</li> <li>• Provide opportunities for cross curricular planning</li> <li>• For K-12, Wednesday is designated as district wide PLC (though it may be campus led). High Schools may need to alternate Wed/Thurs (depending on if it's a grade level PLC or content PLC).</li> </ul> <p>Campus-wide, we will hold “Teachers Observing Teachers/Instructional Rounds” several times a year. More information on these to come.</p> <p>District-wide, we will hold instructional rounds for campus leadership as well with the purpose of learning from each other.</p> |
| Professional Development                | <p>To prepare for the most successful 2017-2018 school year, with a focus on unifying the many parts of ILTexas to work in collaboration and unison towards helping the ILTexas mission come alive for each of our students, while increasing student achievement &amp; helping each student realize their potential.</p> <p>Continuous professional development will be provided via PLCs and designated Data Days/PD days on our academic calendar.</p> <p><i>PD will be tracked via Eduphoria Workshop (as CPE credits are awarded).</i></p> <p>ILTexas teachers new to the profession will receive additional professional development via the ILTexas New Teacher induction program:</p> <p>Roster of Mentors/Mentees:</p> <p><a href="#">New Teacher Roster by Campus</a></p>   |

|                          |  |
|--------------------------|--|
| Master Schedule          | <p>Uniform and Unified, designed to support the ILTexas mission</p> <p>One District-wide master schedule K-8 (though each campus may need to personalize certain aspects): <a href="#">K8 Master Schedule</a></p> <p>High schools have master schedule parameters: <a href="#">HS Master Schedule</a></p>  |
| SST and RtI              | <p><b>SST:</b></p> <ul style="list-style-type: none"> <li>• Standard procedures and protocols across the district as led by our Director of Student Services</li> <li>• SST= Sstudent Support Team</li> <li>• SST is the <u>name of the committee and the name of the meeting</u>. The <u>SST</u> Committee meets in the SST Meeting to discuss the needs of students and plans support</li> <li>• Campus Counselors are the Facilitators of the <u>SST</u> process</li> <li>• An <u>SST</u> meeting should be scheduled whenever we have concerns regarding a student; you do NOT have to go through the RtI process before an <u>SST</u> is held. However, the committee may recommend that the RtI process begin</li> <li>• SST FAQ's- <a href="#">SST FAQs</a></li> <li>• SST Referral Packet (3 pages)- <a href="#">SST Referral</a></li> <li>• To track students response to intervention (behavior, academic, GT, dyslexia, etc).</li> <li>• Grade Level PLCs to meet at least once a month to address student's RtI, discuss progress, update grade level google spreadsheet with up to date data (i.e., Reading Levels, benchmarks, ....)</li> </ul> <p><b>Response to Interventions (RtI)</b></p> <ul style="list-style-type: none"> <li>• RtI is the process for implementing research based instructional practices in every classroom to improve the ability of all teachers to meet the need of an ever increasing array of student strengths and needs</li> <li>• Students who continue to struggle either academically or behaviorally will require identification of the underlying cause of the their struggles and additional targeted instructional interventions,with documentation of their effectiveness</li> <li>• The SST (Student Support Team) referral and meeting process is the vehicle by which the required expertise meets to evaluate Tier 1 instruction and when necessary, plan for additional Tier 2 and Tier 3 interventions</li> <li>• The RtI Coordinator will assist whenever necessary to develop effective interventions plans and with training and support to assist teachers in implementing RtI Intervention plans with fidelity</li> </ul> |
| Instructional Technology | <ul style="list-style-type: none"> <li>• Please refer to Tech Tools document: <a href="#">Tech Tools</a></li> <li>• ILTexas Tech TEKS can be found at <a href="#">Tech TEKS Google Folder</a></li> <li>• The district Instructional Technologist is Allison Barkman (<a href="mailto:abarkman@iltexas.org">abarkman@iltexas.org</a>)</li> </ul>  |

|                                   |  |
|-----------------------------------|--|
| Teacher Evaluations               | ILTexas uses the T-TESS: Texas- Teacher Evaluation and Support System framework as a tool for helping teachers grow and perfect their craft. <a href="#">TEA T-TESS Page</a>   |
| Communications Plan               | <p>ILTexas will have full transparency of our curriculum, instruction, and plans. The more our parents are informed, the better partners they will be.</p> <p>Teacher/Grade Level Website - Weekly communication by the grade level</p> <p>Campus Website</p> <p>District Website</p> <p>Schoolmessenger</p> |
| Leadership Team                   | <p>Principal</p> <p>Instructional Coach</p> <p>APs</p> <p>GLAs</p> <p>Counselors</p> <p>Ldr Team Rep: Chinese/Spanish, Electives/Fine Arts, Sped, Athletics</p>  |
| Others Before Self Project (OBSP) | <p>Required Service Learning Project and end of year student led community celebration.</p> <p><a href="#">Others Before Self Project Guidelines and Timeline</a></p>  |

|                                 |   |
|---------------------------------|---|
| <p>Behavior/<br/>Discipline</p> | <p><b>PBIS: Positive Behavioral Interventions and Supports</b></p> <p>Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide <b>PBIS</b> is to establish a climate in which appropriate behavior is the norm<br/> <a href="http://www.pbis.org/school/pbis-and-the-law">www.pbis.org/school/pbis-and-the-law</a></p> <p><a href="http://www.pbisworld.com/">http://www.pbisworld.com/</a></p> <p>Restorative Discipline -<br/>                 The Institute for Restorative Justice and Restorative Dialogue, University of Texas</p> <p><a href="https://irjrd.org/">https://irjrd.org/</a></p> <p>Texas Behavior Support<br/> <a href="http://www.txbehaviorsupport.org">www.txbehaviorsupport.org</a></p> <p>USDOE: Civil Rights Data Collection Data Snapshot - School Discipline<br/> <a href="#">CRDC School Discipline</a></p> <p>Guiding Principles: A Resource Guide for Improving School Climate and Discipline<br/> <a href="#">Guiding Principles</a></p> <p>Breaking Schools' Rules<br/> <a href="#">Breaking Schools Rules Report</a></p> |
| <p>College Preparatory</p>      | <p>K-20 Initiatives</p> <p>Kuder College Prep <a href="http://tx.kuder.com/">http://tx.kuder.com/</a></p>   |

|                            |  |
|----------------------------|--|
| Intercultural Committee    | <p>The Intercultural Committee (District Coordinators: Nancy Salazar, Adriana Fletes and Julie Russell)</p> <ul style="list-style-type: none"> <li>* The goal of the intercultural committee is to promote cross cultural awareness on our campuses. Language and culture go hand in hand and one cannot exist without the other. It is the ILTexas Vision and Mission that our students gain cultural understanding and appreciation of the three languages/cultures studied. We must also prepare them to be global citizens and leadership roles in the international community.</li> <li>* Each campus' Intercultural Trilingual Committee (parents and staff) will help organize, execute and promote cultural initiatives and events on their campus (of course, to include US Holidays, affirm identity, and strengthen patriotism).</li> <li>* An Intercultural Calendar will be sent out before each 6 weeks.</li> <li>* The trilingual department has also created an Expression of the Week (EOW) presentation with audio recordings. Each week, the campus is encouraged to promote the EOW during the announcements, drive-line, etc.</li> <li>* Both the EOW and the Intercultural calendar can be shared in the parent newsletters, the campus website etc. and highlight the language and cultural components of our ILTexas Mission.Campus Intercultural Committee</li> </ul> <p>Three Key Events: Fall (Hispanic Heritage Month), Feb (CNY), and EOY (International)</p> |
| Enrichment/<br>Remediation | <p>K-8 Campuses offer an enrichment time where we may differentiate instruction (provide acceleration for GT students, enrichment groups, higher level reading groups, STEM groups, as well as remediation as needed)</p> <p>High School Campuses offer a Leadership Class whereby enrichment and leadership building will take place, providing a platform to specifically address the ILTexas mission (i.e., leadership speakers series, student led international festival, college and career prep, etc.)</p> <p>HS Leadership and K-8 Enrichment Shared Folder: <a href="#">Leadership and Enrichment Google Folder</a></p>   |
| Daily Announcements        | <ul style="list-style-type: none"> <li>• To highlight <i>Be On Time, Be Responsible, Be Respectful</i></li> <li>• To include Trilingual Phrase of the Week and be led in three languages (as much as reasonably possible)</li> <li>• To highlight and include Character / Leadership Trait of the week(s)</li> </ul>   |
| Campus Building            | <p>Trilingual Labels: All <i>building labels</i> shall be placed under the door name plate. All <i>classroom labels</i> shall be placed throughout the classroom . Please click <a href="#">THIS LINK</a> for the Google folder with guidelines and placement suggestions.</p>   |
| Special Populations        | <p><b>EL:</b></p>  |

\*District Director of ELs K-12 (Compliance and Secondary ESL) is Vera Csorvasi

\*Campus principals are responsible for all federal and state compliance mandates regarding English language learners.

\*Each campus has an assigned LPAC Administrator and an LPAC Lead Teacher (Bilingual or ESL certified) that ensure that the LPAC process is implemented with fidelity and that ELs receive the support they need to be successful – [LPAC Roster](#)

\*The two documents that outline the Texas State Plan for educating English language learners are:

- 19 TAC Chapter 89, Subchapter BB. Adaptations for Special Populations [Chapter 89 Special Pops](#)
- [TEC 29.051 - 29.064](#) Subchapter B. Bilingual Education and Special Language Program– [Bilingual Education](#)

\*The English Language Proficiency Standards (ELPS) are required to be used along with the TEKS for EL instruction – [ELPS](#)

\*Teachers will complete EL Instructional Accommodations at the BOY, MOY, EOY and use them in instruction

\* Sheltered Instruction Training Series (EL Foundations, ELPS Academy, Implementing the ELPS, EL Instructional Videos)– 20 CPE hours – on Texas Gateway [Sheltered Instruction Training](#)

#### **Dyslexia:**

- District Dyslexia Coordinator is Connie Kramer
- Each K8 has an assigned Dyslexia Facilitator who serves the identified Dyslexic students
- If there are any HS students still receiving Dyslexia services, one of the DF from the feeder K8 campuses will serve those students
- Minimum number of service hours for the pull out program is

Dyslexia Handbook-

[Dyslexia Handbook-English](#)

Dyslexia Handbook Spanish Version-

[Dyslexia Handbook-Spanish](#)

**504:**

- Campus Counselors are the 504 Coordinators
- Students receiving 504 services must have a qualifying disability and it has been determined that they meet eligibility under Section 504
- At ILTexas, a 504 meeting is held annually for all 504 students

Parent and Educator 504 Resource Guide:

[504 Resource Guide](#)

Section 504 FAQ's:

[504 FAQs](#)

**Special Education:**

*To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living. IDEA, 34 CFR §300.1(a)*

- Case Manager Responsibilities
- Special Education Handbook
- Self-contained Handbook
- SSI - <http://tea.texas.gov/student.assessment/ssi/>

|                            |  |
|----------------------------|--|
|                            | GT (see Advanced Academics, below)   |
| K-12 Advanced Academics/GT | K-12 Advanced Academics Plan:<br><a href="#">K-12 Advanced Academics</a><br><br><i>Folder:</i><br><a href="#">GT Share Drive</a> |



Physical Fitness

K-8:

- \*Students have class daily (45 minutes)
- \*Monday is Character Day
- \*Tuesday through Friday is Physical Fitness Curriculum

HS:

- \*Students required to have 4 credits of P.E. to graduate
- \*Class is 90 minutes every other day (block)
- \*Leadership Class replaces character day from K-8s

All (3-12):

- \*Required to complete two rounds of Fitness Testing during school year.
- \*\*ILTexas has 12 Fitness measurements that satisfy and go beyond the state required battery of FitnessGram

All (6-12):

- \*Students required to change from school uniform to fitness uniform (dress out) for class
  
- \*Teachers of Physical Fitness have the title “Performance Coach”
  
- \*Performance Coaches should have the following credentials:
  - Bachelor's degree in Exercise Science / Kinesiology or if another field of study - they should possess thorough knowledge and experience in the fitness / athletic industry (i.e. personal training certification(s) / previous college or professional athlete etc...)
  - Pass the content exam of the Texas EC-12 Physical Education

## Eagle Academy &amp; Mastery Learning

**Mastery Learning:** At ILTexas, failure is not an option.

- *Mandatory Homework Academy:* Students are expected to complete and to turn in all homework or other assignments when due. For students in grades 4<sup>th</sup> or higher, failure to turn in homework will result in the student being required to stay at school that day or the following day to complete the assignment. Every campus must have a system of contacting parents (i.e., SchoolMessenger) to let the parents know that their student will be staying after school to complete missing homework. The details of each campus Homework Academy will be determined at the campus level by the Campus Principal.

- *Retaking Exams (to include assignments, projects, end of cycle exams, etc.):* The objective of Mastery Learning is to ensure that every student has an opportunity to demonstrate mastery of the content. After teachers have taught the content, an exam is given and results are received, exams (formative or summative) should be reviewed with students to solidify learning and correct and address gaps. If a student fails an exam, he or she should be given an opportunity to correct items on the exam and submit again for a better grade or the student may also, after receiving tutoring and support, be given a completely different exam (retake exams are to be given with a maximum grade of 70%). All students need to demonstrate mastery.

### Curriculum, Instruction, and Assessment Strengths

- \* College Preparatory Trilingual Program
- \* Data Days/PD days built into the academic calendar, giving us opportunities to address our needs
- \* Daily opportunities within our uniform and unified master schedule for our teachers to Professional Learning Communities
- \* Partnership with TEKS Resource System and ACTFL to support our curriculum, instruction and assessment
- \* A research based character education program including teaching character and leadership traits and yearly Others Before Self Projects

### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** There is a lack of fidelity to the ILTexas curriculum model and framework, thereby preventing our students from reaping the benefits of our model. **Root Cause:** Insufficient time by campus administrators, faculty, and staff is dedicated to planning from the ILTexas curriculum and assessment plan.

**Problem Statement 2:** There is a need to prioritize the instructional focus among all levels of leadership- district, campus, GLAs, PLCs **Root Cause:** Campus administrative leaders are pulled towards devoting a higher percentage of their time to operational issues vs. focusing on instructional leadership.



## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Families and community members have the opportunity to engage in meaningful activities that support student learning throughout the year. These activities include, but are not limited to:

- Curriculum Nights (i.e. Literacy Night, Science Night), STAAR Information Nights, Parent Education Nights, Parent Participation in Field Trips, PTO Participation, Volunteers In Public Schools, Family and Community Fairs and Festivals, i.e. Health Fair, Multicultural Festival

Families and community members are involved in school decisions by:

- Serving on PTO Boards, or being a PTO Member
- Contributing feedback on the Annual ILTexas Parent Survey distributed each April
- Sharing ideas at Principal Coffees
- Serving on Principal interview panels

### **Family and Community Involvement Strengths**

ILTexas strives to keep the lines of communication open with parents. This is done in part with continued open lines of communication including, but not limited to:

- Skyward - Parent access to grades, schedules, attendance, etc.
- School Messenger - parent notification, weekly Principal newsletter
- Website/Facebook page and social media
- tip411 (anonymous tip line)
- Convenient email access to all ILTexas staff members
- Peachjar flyer distribution

Parents eagerly participate in the following activities consistently:

- PTO activities - including meetings, fundraisers, special events
- Watch D.O.G.S. - National program aimed at getting fathers and father-figures active in our schools
- VIPS (Volunteers In Public Schools) - volunteer opportunities from helping with dismissal, reading to students, helping with school pictures, lunch duty
- Chaperoning field trips

- Ensuring that students participate in their Service Learning Project with the activities take place after school hours or on the weekend
- Supporting our sports teams

ILTexas has a large Spanish speaking population. We strive to meet all linguistic needs of parents by providing translators if necessary, utilizing translation equipment at large functions, and providing written material to parents in both English and Spanish on a consistent basis.

### **Problem Statements Identifying Family and Community Involvement Needs**

**Problem Statement 1:** We are in the need of increased opportunities for parental input and involvement **Root Cause:** Being a charter school system, our families do not always live near the school and distance and the feel of community can be a challenge.

**Problem Statement 2:** Increased opportunities to provide parent workshops (this is one of the goals of the Counseling program for this year) **Root Cause:** Being a new school system that is growing very quickly and a Counseling department in only its second year, this has simply not been a focus. Providing many opportunities for parents to participate in parent workshops will be a goal for the Counseling Department in 2017-2018.

**Problem Statement 3:** We need to ensure that the translation system for non-English speaking parents attending campus meetings/performances is always accessible and functional **Root Cause:** While ILTexas has invested in the translation systems for use at campus and district functions, we often times cannot locate them, or they are not functional.

## District Context and Organization

### District Context and Organization Summary

### School Context and Organization

“Create the kind of climate in your organization where personal growth is expected, recognized and rewarded.” Author Unknown

To what degree does the district/school support the organization and how?

Effective instruction makes the greatest impact on student academic achievement. Both our campuses and our district are structured to support the work of our teachers as they strive to provide high quality instruction for our students daily.

Instructional support on the campuses is provided through the following district and campus support structure:

#### District Support

Superintendent

(with support of the Deputy Supt., Chief Academic Officer and Chief of Staff)

I

Area Superintendent

(with support of content coaches and other area managers & coordinators)

I

Principals

## Campus Support

Principal

I

Assistant Principal

(with support of Instr. Coach and SpED Lead)

I

Grade Level Administrator

I

Teachers

This structure enables us as a district to keep the focus where it should be; on instruction.

### District Context and Organization Strengths

1. What does the data reflect about classes, schedules, and student/staff teams?

We have a unique 10 period day structure at the K-8 level. We have 8 core classes (math, reading, science, social studies, Spanish, Chinese, performance training, and leadership) as opposed to the tradition 4 core in most districts. This structure provides a master schedule that helps us emphasize our mission as well as maximize instructional effectiveness through our Dual Language Immersion and FLES programs. After 4 years of operation, all schools have met STAAR accountability standards each year.

2. How is adequate time devoted to subjects in which students perform poorly?

Students with missing or failing work is assigned to “Eagle Academy” the following day to make up the work. Teachers also provide tutoring at least 2 days per week. Saturday school is also an option to support struggling students. Finally, teachers on each campus can refer struggling students to the Student

Support Team (SST) which determines the best support plan for each student. Possible SST recommendations include RTI, PBIS, Restorative Discipline, among other options.

3. How do teachers have a voice in decision making and school policies?

Teachers participate in daily PLC's at the campus and weekly PLC's with the district staff on Wednesdays. Teachers are able to voice recommendation and concerns as well as receive feedback and support through this structure. Teachers can also make recommendations directly through the administrative support structure.

4. What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole?

All formative assessments are determined at the teacher's discretion. However, summative assessments prepared by district staff and administered at each campus.

5. Do school committees and decision-making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?

Yes. Each campus is required to have a PTO & SBDM to solicit input and support for all stakeholders in their school. Campuses may, at the principal's discretion, provide other committees and support organizations based upon campus needs. The district will also be rolling out our new "tip411" online or texting system where stakeholders can anonymously submit questions, comments, or concerns. All grade levels have a teacher representative on the school leadership team.

6. What are the students', parents' and community perceptions of the school?

According to recent surveys, perceptions of our schools are favorable overall.

7. What do school expectations reveal?

Students and staff rise to the level of expectation of its leadership. All students and staff are expected to uphold high moral and academic standards. This expectation has lead to 4 consecutive successful years of performance on the state accountability exams.



## Technology

### Technology Summary

The devices being utilized in the classroom setting include document cameras, interactive projectors and peripherals associated with the projector including smart pens. Windows devices are given to the teachers and the lab environment, while students are given tablets and Chromebooks for in class use. Additionally, multiple different software platforms are available for teachers and students to use to increase student proficiency in the different content areas.

Regarding the network, we are migrating all connections to be 500mbs to 1G connections and many are already point to point connections to our data center. We have wireless connections for student devices and wired/wireless for staff connections.

### Technology Strengths

District training has been provided for teachers in using the Google Application Suite (Google Classroom, Docs, Sheets, etc.), Study Island, STEMScopes, and math related software applications such as Big Brainz and Think Through Math. Google Application Suite had the largest impact on both staff and students as teachers were able to integrate web based learning into their classroom by providing students with access to videos and other resources for their classes. Study Island, STEMScopes and the math related software encouraged students to practice what they have learned in their classroom and develop their mastery over the given content area.

Technology is being used in all of the core content areas. All content level teachers were encouraged to utilize what was learned during Google training as it can be applied to any grade level and subject area and Study Island can be used for many of the core content classes.

Language arts and reading have online software that will allow for students to listen and follow along to the stories in both languages along with students being able to use Chromebooks to practice their writing in the middle to upper grades.

The science department provides students with individual student accounts that encourages students to use their Chromebooks as digital notebooks with STEMScopes by allowing students to record their observations, make digital drawings, and providing students with additional places to look online if students are curious about the topic.

Social Studies has subscribed to Studies weekly where students can read and listen to relevant content and practice mastery. In addition to Studies Weekly, teachers were recently signed up for StrataLogica, which provides teachers and students with access to digital and interactive maps and globes so that all students have the opportunity to observe the varying landforms and locations.

Language Arts and Reading have access to RazKids and Learning A-Z to act as a databank for different stories that can provide read-a-louds for students as well. IStation is available for most of the grade levels to provide assistance in growth in this content area as well.

Study Island and Big Brainz are two of the primary online resources that math teachers use as way to encourage mastery on different mathematical components. Other resources online have been used by teachers to provide students with real world examples of costs for the financial literacy portion of the curriculum.

Many of the aforementioned resources are available in both English and Spanish. Additionally, there are many promoted websites to help students learn Chinese. These websites include tools such as online videos and vocabulary exercises to develop their language acquisition.

Other contents such as debate, music, and art also use technology in the forms of research, videos, and pictures.

Measure of Academic Progress (MAP) testing is utilized to determine where students are performing in relation to their grade level and monitors how students are progressing through the year. This assessment tool works hand in hand with the Study Island software by differentiating the questions and activities for students based on how they performed on their MAP testing.

Technology is utilized during instruction to provide engagement opportunities with videos, puzzles, games, and to pose questions along with providing digital media to encourage students to practice using real world skills such as researching, recording, and developing projects that show student mastery in their content area. Teachers also use this technology to ease a portion of the burden of grading which allows teachers the time to analyze the data from assessments and determine what areas need to be retaught or enriched.

### **Problem Statements Identifying Technology Needs**

**Problem Statement 1:** Not all teachers demonstrate proficiency using technology as effective educational tools. **Root Cause:** Additional professional development and on-going capacity building is needed so that technology will be a conduit for learning

**Problem Statement 2:** Internet connectivity is a significant barrier preventing effective use of technology in the classroom. **Root Cause:** When connectivity it is not working it typically stops if there are too many devices on the network or if there is too much of a data load being sent, such as when multiple grade levels are all using Chromebooks to complete different assessments

# Comprehensive Needs Assessment Data Documentation

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

## Goals

**Goal 1: By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.**

**Performance Objective 1:** By the end of the 2017-2018 school year, all Special Populations (to include SPED, Bilingual, and ESL students) will increase their performance at the Approaches Performance Level on State Assessments by at least 25%.

**Evaluation Data Source(s) 1:** STAAR & EOC Assessments

**Summative Evaluation 1:**

**TEA Priorities:** 2. Build a foundation of reading and math.

**Goal 1:** By the end of 2018-2019 school year, at least 80% of all students will perform at the Approaches Performance Level and at least 50% of all students will perform at the Meets Performance Level on State Assessments in Reading and Mathematics.

**Performance Objective 2:** By the end of the 2017-2018 school year, all students will demonstrate an increase of a minimum of one sub-level, based on the ACTFL proficiency guidelines.

**Evaluation Data Source(s) 2:** ACTFL assessments

**Summative Evaluation 2:**

**TEA Priorities:** 2. Build a foundation of reading and math. 3. Connect high school to career and college.

**Goal 2: By the end of the 2018-2019 school year, we will increase the teacher retention rate from 72% to at least 80%.**

# District Improvement & Planning Committee

| <b>Committee Role</b>       | <b>Name</b>      | <b>Position</b> |
|-----------------------------|------------------|-----------------|
| District-level Professional | Angela Marcellus |                 |
| District-level Professional | Claudia Neira    |                 |
| District-level Professional | Vera Csorvasi    |                 |

## Coversheet

### Discuss/Act on Submission of Charter Amendment(s) to TEA re: New Campuses Opening

**Section:** III. Board Action Items  
**Item:** D. Discuss/Act on Submission of Charter Amendment(s) to  
TEA re: New Campuses Opening  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Schedule of permanent addresses of NEW.pdf

Schedule of permanent addresses of campus numbers 057848-018 through 057848-026:

| CAMPUS NUMBER     | CAMPUS NAME  | CAMPUS PERMANENT ADDRESS                              |
|-------------------|--|---|
| <b>057848-018</b> | <b>ILTEXAS - KATY/WESTPARK H S</b>                 | <b>20055 BEECHNUT RD<br/>RICHMOND, TX 77407</b>       |
| <b>057848-019</b> | <b>ILTEXAS - LANCASTER EL</b>                      | <b>1900 W PLEASANT RUN RD<br/>LANCASTER, TX 75146</b> |
| <b>057848-020</b> | <b>ILTEXAS - LANCASTER MIDDLE</b>                  | <b>1900 W PLEASANT RUN RD<br/>LANCASTER, TX 75146</b> |
| <b>057848-021</b> | <b>ILTEXAS - EAST FORT WORTH EL</b>                | <b>5901 BOCA RATON BLVD<br/>FORT WORTH, TX 76112</b>  |
| <b>057848-022</b> | <b>ILTEXAS - EAST FORT WORTH MIDDLE</b>            | <b>5901 BOCA RATON BLVD<br/>FORT WORTH, TX 76112</b>  |
| <b>057848-023</b> | <b>ILTEXAS - SAGINAW EL</b>                        | <b>500 OLD DECATUR RD<br/>SAGINAW, TX 76179</b>       |
| <b>057848-024</b> | <b>ILTEXAS - SAGINAW MIDDLE</b>                    | <b>500 OLD DECATUR RD<br/>SAGINAW, TX 76179</b>       |
| <b>057848-025</b> | <b>ILTEXAS - HOUSTON WINDMILL LAKES EL</b>         | <b>9898 WINDMILL LAKES BLVD<br/>HOUSTON, TX 77075</b> |
| <b>057848-026</b> | <b>ILTEXAS - HOUSTON WINDMILL LAKES<br/>MIDDLE</b> | <b>9898 WINDMILL LAKES BLVD<br/>HOUSTON, TX 77075</b> |

## Coversheet

### Discuss/Act on Submission of Charter Amendment(s) to TEA re:Keller-Saginaw HS

**Section:** III. Board Action Items  
**Item:** E. Discuss/Act on Submission of Charter Amendment(s) to TEA  
re:Keller-Saginaw HS  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
SCHEDULE OF CAMPUS RELOCATION AND CAMPUS NAME CHANGE FOR  
CAMPUS NUMBER 057848.pdf



**SCHEDULE OF CAMPUS RELOCATION AND CAMPUS NAME CHANGE FOR CAMPUS NUMBER 057848-009:**

|                        |  |
|------------------------|--|
| CAMPUS NUMBER          | <b>057848-009</b>  |
| CURRENT CAMPUS NAME    | <b>INTERNATIONAL LEADERSHIP OF TEXAS KELLER HS</b>           |
| NEW CAMPUS NAME        | <b>INTERNATIONAL LEADERSHIP OF TEXAS KELLER - SAGINAW HS</b> |
| CURRENT CAMPUS ADDRESS | <b>4201 Heritage Trace Parkway, Fort Worth, TX 76244</b>     |
| NEW CAMPUS ADDRESS     | <b>10537 Northwest Hwy 287, FORT WORTH, TX 76131</b>         |