

International Leadership of Texas



Arlington Middle

2025-2026 Campus Improvement Plan

Mission Statement

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

Vision

The vision of Arlington K-8 is to become the premier K-8 campus in ILTexas. While focusing on the district's mission and core values, Arlington K-8 will continue to excel academically while earning campus distinctions based off the state of Texas requirements.

Value Statement

Others Before Self

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	9
School Processes & Programs	12
Perceptions	16
Priority Problem Statements	19
Goals	24
Goal 1 : By the end of the 25-26 school year, 85% of ILTexas campuses will receive an o...	25
Goal 2 : By the end of the 25-26 school year, at least 75% of students graduate meeting...	30
Goal 3 : By the end of the 25-26 school year ILTexas will retain 76% of teachers, an incr...	35



Comprehensive Needs Assessment

Demographics

Summary

ILTexas Arlington K-8, located at 4950 S Bowen Rd, Arlington, TX 76017, serves a diverse student population, encompassing grades PK-8. The campus is committed to fostering a positive learning environment where all students are encouraged to thrive academically and socially. With a focus on high expectations, academic excellence, and inclusivity, the school provides a variety of educational programs designed to meet the needs of its diverse learners. Our staff is dedicated to building strong relationships with families and the community to ensure the success of every scholar.

Our campus currently serves 416 middle school scholars through a lottery-based enrollment system. Approximately 80% of our students are economically disadvantaged, and a significant number are identified as at risk or emergent bilingual.

Diverse Student Community

We embrace a diverse student population representing various racial and ethnic backgrounds:

Elementary School

- 18 Asian
- 196 Black/African American
- 386 Hispanic
- 29 Two or More Races
- 37 White

Middle School

- 28 Asian
- 100 Black/African American
- 219 Hispanic
- 41 Two or More Races
- 19 White

Our student body includes a balanced mix of male and female students, as well as those receiving special education services and supports.

Student Needs & Programs

We serve:

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Page 5 of 35

- Over 500 At-Risk elementary students
- Over 300 Economically Disadvantaged middle school students
- A growing number of Emergent Bilingual (EB) students
- A combined 91 Exceptional Education (Special Ed) students across both grade bands

In addition, scholars are enrolled in a variety of special programs and academic pathways, including CCMR (College, Career, and Military Readiness), advanced coursework, and language immersion.

Discipline Trends

Our campus works hard to maintain a safe and supportive environment. This school year:

Middle School

- 15 students served ISS
- 16 students served OSS

Discipline rates also show greater representation among Black/African American students and those receiving special education services

Staff & Faculty

Our teachers bring a wide range of experience and dedication to our scholars. We work hard to retain high-quality staff while continuing to recruit talented professionals who align with our mission. We maintain a strong teacher-student ratio and benefit from the support of highly qualified paraprofessionals.

Strengths

Demographic Strengths

ILTexas Arlington K-8 is a proudly ethnically diverse campus that serves a total of 1,067 scholars from Kindergarten through 8th grade. Our school community reflects a wide range of backgrounds and cultures, helping prepare our scholars to thrive in a global society.

- Elementary School (669 scholars):
 - 16 Asian
 - 198 Black or African American
 - 390 Hispanic
 - 1 American Indian or Alaska Native
 - 28 Two or More Races
 - 36 White

- Middle School (398 scholars):
 - 10 Asian
 - 111 Black or African American
 - 244 Hispanic
 - 1 American Indian or Alaska Native
 - 13 Two or More Races
 - 19 White

Our campus serves all learners, including gifted and talented students, emergent bilinguals, exceptional education students, and those involved in fine arts and athletics. As a language and leadership school, our scholars graduate with mastery of English, Chinese, and Spanish, positioning them to lead and succeed in a multilingual, multicultural world.

We emphasize developing the mind, body, and character, providing well-rounded support to our scholars academically, socially, and emotionally.

Academic Growth

Our campus experienced significant academic growth, increasing our overall STAAR performance by 19 points—10 points in elementary and 9 points in middle school. While the latest scores were not officially counted due to changes in the state assessment, this growth reflects the hard work and resilience of our staff and students.

Even amid challenges, our middle school maintained a passing rating. Although the elementary campus would have faced accountability concerns under the new STAAR system, the growth we've seen this year reflects a strong upward trajectory.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1



Many educators need support in effectively analyzing student data and designing targeted instructional strategies that lead to measurable growth. Current practices are not consistently reaching all student groups, resulting in persistent achievement gaps. To improve outcomes, the campus must strengthen data-driven instruction and equip teachers with the tools to respond to the diverse academic need

Educators need additional support in analyzing data to identify student learning gaps and adjust instruction accordingly. There is a lack of consistent reflection on curriculum and instructional best practices to ensure all students' academic needs are being effectively addressed.

2



The campus continues to face challenges with retaining SPED teachers due to limited district-level support. Ongoing gaps in training, resources, and timely guidance contribute to staff burnout and turnover within the special education department.

There is currently no structured mentor program in place to support newly hired SPED teachers. High turnover is largely due to the hiring of educators with limited or no special education experience, leading to challenges in classroom management, compliance, and instructional planning.

 = Priority

Student Learning

Summary

ILTexas Arlington Middle School earned an overall C rating, demonstrating acceptable performance by serving many students well. However, additional academic support is needed to reach a greater number of scholars.

The campus showed notable growth, increasing performance by 9 points and coming within one point of earning a B rating.

Strengths

A key strength is the successful implementation of multiple campus interventions driven by data from Interim and MAP assessments, leading to measurable student growth.

Additionally, the campus launched a school-wide initiative focused on leveling up each scholar by at least 8 points, promoting consistent academic progress.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1
★

Current instructional practices are not effectively reaching all students, highlighting the need for new, data-driven strategies to support academic growth. Many educators need additional support in analyzing data and applying it to instructional planning to close achievement gaps and meet diverse student needs.

Educators need ongoing support in analyzing student data to identify gaps and adjust instruction to better meet individual learning needs. There is a lack of consistent reflection on curriculum alignment and instructional best practices, which limits the effectiveness of targeted strategies across all classrooms.

2
★

Teachers and administrators have identified a need for professional development focused on effective, engaging instruction and classroom management to increase rigor and maximize learning time. There is also a need for consistent follow-up through observations and feedback sessions to ensure implementation and support teacher growth.

Professional development lacks consistency, targeted focus, and ongoing support to address specific instructional needs across grade levels. Teachers are not consistently receiving timely, effective feedback that drives instructional improvement and supports student learning growth throughout the year.

3
★

There is a lack of hands-on opportunities for parents to engage with staff and learn how to effectively use academic programs that support student achievement. This gap limits families' ability to reinforce learning at home and partner meaningfully in their child's academic progress.

Parent engagement opportunities on campus are limited in variety, frequency, and accessibility. This has resulted in fewer meaningful connections between families and the school, reducing overall involvement in student learning and classroom support.

4
★

Current professional development offerings do not consistently align with the instructional needs of teachers or support improved classroom practices. Teachers need ongoing, targeted professional development through multiple avenues--such as Region 10 and subject-specific conferences--focused on engaging instructional strategies and effective classroom management.

District-provided professional development is primarily aligned with system-wide initiatives, which may not always address specific campus-level instructional needs. To bridge this gap, the campus is working to incorporate targeted PD through PLCs, dedicated PD days, book studies, and Region 10 learning opportunities.

5
★

Parent attendance sheets and event sign-up forms show a consistent lack of parental involvement in campus activities and classroom support. Limited family engagement may impact student achievement, school culture, and the home-to-school connection essential for student success.

There has been inconsistent communication about campus needs and opportunities for parent involvement. Planned parent events are not always clearly or widely communicated, resulting in low awareness and participation from families.

★ = Priority

School Processes & Programs

Summary

Curriculum, Instruction, and Assessment

As a campus when it comes to our school processes & programs, some of our strongest areas are collaborating with staff and having a voice and assisting in making campus-wide decisions. Areas of opportunity that we will continue to focus on is mentoring new staff members and providing ongoing support for teachers via professional development opportunities. Our curriculum, instruction, and assessment supports and challenges all students with all of our teachers following the state standards (TEKS) guidelines. The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Teachers will utilize the IPP for all core subject areas, as well as analyze data based on the state, district and local assessments in order to be data driven. Teachers will need to differentiate instruction based on students' needs and learning styles in order to reach a diverse group of students.

Staff Recruitment and Retention

Our goal is to recruit and retain high caliber staff. We use sources such as, campus website, the Teacher Job Network (TJN), District and Region 10 and 11 job fairs, social media, and word of mouth. Our goal is that all teachers are highly qualified. We have teachers in alternative certification programs, including the new ILTexas charter alternative certification program, as well as visiting teachers from other countries to support our district mission of being a trilingual school district. Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers.

Technology

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. Due to virtual learning, all students K-8 had a 1:1 ratio chromebooks. We utilize the following academic resources to assist us in our daily learning and communication: Kahoot, Measuring Up, Dojo, Study Island, IStation, Reading A-Z, Stemsopes, Kuder, MAP, STAAR-AR, Imagine Math, Splash Math, All in Learning, Google Classroom, and Seesaw; and finally, technology pieces that also encourage and engage parents through the use of programs such as Edmodo, Peachjar, Dojo, Smores, Facebook, Call-Messenger and Parent Portal. With the use of this kind of technology we have increased our parent communication, improved behavior, while continuing to make teaching and the delivery more engaging, attainable, and fun. Virtual learning allowed us to provide more technology support to parents through a technology help desk.

Resources (Eduphoria, Forethought, Staff Climate Survey)

Strengths

Curriculum, Instruction, and Assessment:

Low turnover among staff allows for consistency in content areas which ultimately results in stronger content knowledge and effective use of instructional practices. With the addition of two Campus Instructional Coaches, teachers are able to get more support in areas of lesson design, curriculum alignment, data analysis, and data-driven instruction.

Staff Recruitment and Retention:

Very low turnover among staff in comparison to the overall district. This allows for the campus to maintain a consistent culture/climate, while increasing student achievement.

Technology:

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Page 12 of 35

Each student in grades K-8 has access to technology via chromebooks. Students in grades 4th-8th receive their own personal chromebook for academic usage.

School Processes & Program Strengths:

The campus does a great job of adhering to the many cultural and international festivities that are mandated by the district. Strong systems are in place to ensure organizational and academic strengths.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement

Root Cause

1
★

Current instructional practices are not effectively reaching all students, highlighting the need for targeted data analysis and strategic planning. Many educators lack the skills or support needed to analyze data effectively and design instructional strategies that drive student growth and close achievement gaps.

Educators need ongoing support to effectively analyze student data and use it to guide instructional decisions that meet diverse learner needs. There is also a need for more consistent reflection on curriculum and best practice strategies to ensure instruction is responsive and targeted for all students.

2
★

The campus continues to struggle with retaining SPED teachers due to limited support from the district level. Insufficient guidance, resources, and timely assistance contribute to staff frustration and impact the consistency of special education services on campus.

The absence of a structured mentor program leaves new SPED teachers without the guidance needed to navigate expectations and challenges effectively. High turnover is often linked to the hiring of teachers with limited or no special education experience, resulting in decreased confidence and support in the role.

3
★

Professional development sessions have not consistently aligned with the specific instructional and classroom management needs of teachers. Educators need ongoing, targeted training through diverse avenues--such as Region 10 and subject-specific conferences--to strengthen engagement strategies and overall instructional effectiveness.

District professional development is primarily aligned with district-wide initiatives, which do not always address the specific instructional needs of the campus. To address this gap, the campus is working to integrate targeted professional learning through PLCs, PD days, book studies, and Region 10 resources.

4
★

There is a lack of hands-on opportunities for parents to engage with staff and learn how to use academic programs that support student achievement. This gap limits families' ability to reinforce learning at home and fully participate in their child's academic growth.

Parent engagement opportunities on campus have been limited, reducing consistent avenues for families to connect with the school community. A lack of structured outreach and flexible participation options has contributed to low involvement in classroom activities and school-wide events.

5
★

Parent attendance sheets and event sign-up data indicate low levels of parental involvement in campus events and classroom activities. This lack of consistent family engagement limits opportunities to build strong school-home partnerships that support student achievement and school culture.

Limited communication about campus needs and scheduled parent events has contributed to low family participation. When opportunities are not clearly or consistently shared, families are less likely to engage or feel connected to the school community.

Perceptions

Summary

As a campus, our climate and culture survey indicates that majority of our campus staff feel as if our campus' environment is positive and encouraging. Our staff does a great job of collaborating and working together for the greater good. The campus does a great job of reinforcing the district's vision and mission. For the upcoming school year, the campus will work on streamlining systems related to student discipline and strengthening staff morale overall.

Resources (Staff Climate Survey, Fall and Spring Parent Climate Survey)

Strengths

Campus strengths are the positive culture and climate and which staff feels as if they are a "family" with a "family-oriented" environment.

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause

1
★

There is a need to strengthen staff capacity in analyzing data and using it to guide instruction for students who are not currently being reached. Many educators struggle to consistently develop and implement strategies that lead to measurable student growth and help close achievement gaps.

Educators need more time and support to effectively analyze data and reflect on instructional strategies that meet the diverse needs of all students. A lack of consistent professional development focused on best practices limits staff capacity to adjust instruction based on student performance trends.

2
★

There is a lack of hands-on opportunities for parents to engage with staff and learn how to effectively use academic programs that support student success. This gap limits parents' ability to reinforce learning at home and fully partner with the school in improving student achievement.

Parent engagement opportunities on campus are limited and not consistently tailored to meet families' schedules or interests. This has contributed to lower levels of participation and reduced connections between families and the school community.

3
★

Teachers and administrators agree there is a need for professional development focused on effective, engaging instruction and classroom management to maximize learning time and increase rigor. There is also a need for consistent follow-up through observations and feedback sessions to ensure implementation of strategies learned during professional development.

Professional development has not been consistently targeted or sustained throughout the year, limiting its impact on instructional growth. Teachers need ongoing support and timely, actionable feedback to implement best practices effectively and improve student outcomes.

4
★

Professional development content does not always align with the immediate needs of teachers to improve instructional quality and student outcomes. Teachers need consistent access to meaningful training through multiple avenues, such as Region 10 and subject-specific conferences, focused on engagement strategies and effective classroom management.

Professional development is primarily aligned with district-wide initiatives, which may not always address the specific needs of the campus. To bridge this gap, the campus is working to integrate targeted PD through PLCs, campus PD days, book studies, and Region 10 resources.

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Parent attendance sheets and event sign-up forms show consistently low levels of parental involvement in both campus events and classroom activities. This limited engagement impacts school culture, communication, and collaborative support needed to strengthen student achievement and overall school-community relationships.

Parental involvement is limited due to inconsistent communication about campus needs and upcoming events. Many families are unaware of opportunities to engage, which reduces participation in school activities and classroom support.



Priority Problem Statements

Problem Statement

Root Cause

1
★

Many educators need support in effectively analyzing student data and designing targeted instructional strategies that lead to measurable growth. Current practices are not consistently reaching all student groups, resulting in persistent achievement gaps. To improve outcomes, the campus must strengthen data-driven instruction and equip teachers with the tools to respond to the diverse academic need

Educators need additional support in analyzing data to identify student learning gaps and adjust instruction accordingly. There is a lack of consistent reflection on curriculum and instructional best practices to ensure all students' academic needs are being effectively addressed.

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The campus continues to face challenges with retaining SPED teachers due to limited district-level support. Ongoing gaps in training, resources, and timely guidance contribute to staff burnout and turnover within the special education department.

There is currently no structured mentor program in place to support newly hired SPED teachers. High turnover is largely due to the hiring of educators with limited or no special education experience, leading to challenges in classroom management, compliance, and instructional planning.

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Educators need ongoing support to effectively analyze student data and use it to guide instructional decisions that meet diverse learner needs. There is also a need for more consistent reflection on curriculum and best practice strategies to ensure instruction is responsive and targeted for all students.

9
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The campus continues to struggle with retaining SPED teachers due to limited support from the district level. Insufficient guidance, resources, and timely assistance contribute to staff frustration and impact the consistency of special education services on campus.

The absence of a structured mentor program leaves new SPED teachers without the guidance needed to navigate expectations and challenges effectively. High turnover is often linked to the hiring of teachers with limited or no special education experience, resulting in decreased confidence and support in the role.

10
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Professional development sessions have not consistently aligned with the specific instructional and classroom management needs of teachers. Educators need ongoing, targeted training through diverse avenues--such as Region 10 and subject-specific conferences--to strengthen engagement strategies and overall instructional effectiveness.

District professional development is primarily aligned with district-wide initiatives, which do not always address the specific instructional needs of the campus. To address this gap, the campus is working to integrate targeted professional learning through PLCs, PD days, book studies, and Region 10 resources.

11
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There is a lack of hands-on opportunities for parents to engage with staff and learn how to use academic programs that support student achievement. This gap limits families' ability to reinforce learning at home and fully participate in their child's academic growth.

Parent engagement opportunities on campus have been limited, reducing consistent avenues for families to connect with the school community. A lack of structured outreach and flexible participation options has contributed to low involvement in classroom activities and school-wide events.

12
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Parent attendance sheets and event sign-up data indicate low levels of parental involvement in campus events and classroom activities. This lack of consistent family engagement limits opportunities to build strong school-home partnerships that support student achievement and school culture.

Limited communication about campus needs and scheduled parent events has contributed to low family participation. When opportunities are not clearly or consistently shared, families are less likely to engage or feel connected to the school community.

13
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There is a need to strengthen staff capacity in analyzing data and using it to guide instruction for students who are not currently being reached. Many educators struggle to consistently develop and implement strategies that lead to measurable student growth and help close achievement gaps.

Educators need more time and support to effectively analyze data and reflect on instructional strategies that meet the diverse needs of all students. A lack of consistent professional development focused on best practices limits staff capacity to adjust instruction based on student performance trends.

14
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Parent engagement opportunities on campus are limited and not consistently tailored to meet families' schedules or interests. This has contributed to lower levels of participation and reduced connections between families and the school community.

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Professional development has not been consistently targeted or sustained throughout the year, limiting its impact on instructional growth. Teachers need ongoing support and timely, actionable feedback to implement best practices effectively and improve student outcomes.

16



Professional development content does not always align with the immediate needs of teachers to improve instructional quality and student outcomes. Teachers need consistent access to meaningful training through multiple avenues, such as Region 10 and subject-specific conferences, focused on engagement strategies and effective classroom management.

Professional development is primarily aligned with district-wide initiatives, which may not always address the specific needs of the campus. To bridge this gap, the campus is working to integrate targeted PD through PLCs, campus PD days, book studies, and Region 10 resources.

17



Parent attendance sheets and event sign-up forms show consistently low levels of parental involvement in both campus events and classroom activities. This limited engagement impacts school culture, communication, and collaborative support needed to strengthen student achievement and overall school-community relationships.

Parental involvement is limited due to inconsistent communication about campus needs and upcoming events. Many families are unaware of opportunities to engage, which reduces participation in school activities and classroom support.

 = Priority



Goals

Goal 1

By the end of the 25-26 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher the previous year.

Performance Objective 1 High Priority

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

Evaluation Data Source: ECA Data, Benchmark Data, MAP Data, STAAR Data

Strategy 1

To achieve the goal of increasing student performance to 30% Meets for all students and 25% for EB students on the STAAR Reading/Language Arts and other core subjects by the end of the 2024-2025 school year, ILTexas teachers will implement targeted, data-driven instruction aligned with the Texas Essential Knowledge and Skills (TEKS) and ILTexas curriculum frameworks. Teachers will receive ongoing professional development on best practices in guided reading, vocabulary development, and language acquisition strategies particularly SIOP (Sheltered Instruction Observation Protocol) and ELlevation strategies to support EB students. Data from MAP, interim assessments, and classroom performance will be used to create intentional small-group instruction, provide targeted interventions, and monitor progress. Instructional coaches and content leaders will support teachers through PLCs, model lessons, and feedback cycles. By focusing on TEKS-aligned instruction, differentiated support, and consistent data review, ILTexas campuses will build instructional capacity and close achievement gaps across all student groups.

Formative Reviews

November

January

May

June

Performance Objective 2 High Priority

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

Evaluation Data Source: ECA Data, Benchmark Data, MAP Data, STAAR Data

Strategy 1

To achieve the goal of 30% of all ILTexas students and 25% of EB students performing at the

Meets level on STAAR Math by the end of the 2024-2025 school year, ILTexas teachers will implement TEKS-aligned, data-driven instruction using the ILTexas curriculum. Teachers will receive targeted professional development on Sheltered Instruction and high-impact math strategies, with a focus on vocabulary, real-world application, and problem-solving. Regular data reviews, small group instruction, and intervention cycles will be used to monitor progress. Campus and district instructional coaches will support implementation to ensure consistency, equity, and academic growth across all learner groups.

Formative Reviews

November

January

May

June

Performance Objective 3 High Priority

The percent of graduates that demonstrate College, Career, and/or Military Readiness will maintain in the 90-99% range.

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

Performance Objective 4 High Priority

By the end of the 24-25 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Social Studies and 25% of EB students will perform at the meets level of achievement on STAAR Social Studies.

Evaluation Data Source: ECA Data, Benchmark Data, TTAP Data, STAAR Data

Strategy 1

To support this goal, ILTexas teachers will implement TEKS-aligned, data-driven instruction using the ILTexas curriculum framework and pacing guides. Teachers will receive ongoing professional development in sheltered instruction and high-yield strategies to increase rigor, student engagement, and language acquisition. Targeted interventions will be provided for at-risk and EB students based on common assessment data. Instructional coaches and campus leaders will monitor progress through regular PLCs, data reviews, and walkthroughs to ensure fidelity. These strategies will equip teachers to close achievement gaps, increase Meets-level performance in Social Studies, and help 85% of campuses reach a C rating or higher.

Formative Reviews

November

January

May

June

Performance Objective 5 High Priority

By the end of the 24-25 school year, 85% of ILTexas campuses will receive an overall rating of C or

higher for their statewide accountability rating, an increase from 75% achieving a C or higher during the previous school year. ILTexas students enrolled in the Special Education program will maintain a Meets achievement standard at a 9% rate for Math and a 10% rate for Reading Language Arts state assessments.

Evaluation Data Source: MAP, Interim assessments, STAAR

Strategy 1

To support this goal, ILTexas teachers will implement targeted, data-driven instruction aligned to TEKS and the ILTexas curriculum framework, with a focus on differentiation for Special Education students. Campus instructional coaches and SPED leads will provide weekly planning and intervention support to ensure rigorous, standards-based lessons. Teachers will use MAP and Interim data to adjust instruction and track progress. Through PLCs, ongoing professional development, and fidelity to ILTexas' trilingual, leadership, and character model, teachers will close learning gaps, improve academic outcomes, and help 85% of campuses earn a C or higher, while increasing SPED achievement in both Math and RLA.

Formative Reviews

November

January

May

June

Performance Objective 6

During the 24-25 school year, 100% of all ILTexas students will have an assigned Chromebook, direct access to "loaner" devices and direct access for device repair\replacement at each campus location. 100% of all ILTexas staff will have an assigned laptop, direct access to "loaner" devices, direct access for device repair\replacement and access to multiple networked multi-function printer devices at each campus location. 100% of all ILTexas campus locations will have a stable internet connection and 100% WiFi coverage throughout each campus location.

Strategy 1

To achieve full technology access and infrastructure goals, ILTexas will implement TEKS-aligned, state-supported strategies that prioritize equitable digital access for all students and staff. Campus tech coordinators will manage device distribution, repairs, and loaner systems. Teachers will integrate ILTexas curriculum through digital platforms, using Chromebooks and stable WiFi to enhance instruction and global competency. Ongoing staff training will ensure effective device use and instructional integration, while IT teams maintain strong network connectivity and printer access. These strategies support the "who" (students/staff), the "what" (device access and support), the "why" (instructional equity), and the "how" (training, systems, and infrastructure maintenance).

Formative Reviews

Performance Objective 7

By the end of the 24-25 school year, ILTexas will acquire 8-12 total school buses to support transportation needs for the Liberty County Schools.

Performance Objective 8 High Priority

ILTexas will improve outcomes for students by aligning our efforts around the Effective Schools Framework (ESF) and district deliverables supporting the specifics of each ESF campus.

Evaluation Data Source: ESF Audit and Data findings

Strategy 1

To help teachers achieve this goal, ILTexas will implement targeted, data-driven instructional practices aligned to the Texas Essential Knowledge and Skills (TEKS) and the ILTexas tri-lingual, character, and leadership curriculum. Campus leaders and instructional coaches will provide ongoing professional development, PLC support, and coaching aligned to the Effective Schools Framework. Teachers will analyze assessment data, adjust instruction, and implement evidence-based strategies to meet the needs of all scholars. This approach ensures alignment with district deliverables and ESF priorities, supporting academic growth, cultural responsiveness, and global leadership development across all content areas.

Formative Reviews

Performance Objective 9

ILTexas will provide resources that includes training and each campus will address the psychological, social, and behavioral needs of students to reduce the number of bullying incidents (including cyberbullying) and increase the students' readiness to learn.

Evaluation Data Source: Docuware bullying reports, Skyward discipline data, and Rhithm reports.

Strategy 1

ILTexas will equip teachers with training and resources aligned to our curriculum that support classroom management, social-emotional learning (SEL), and trauma-informed practices. Campus counselors and behavior teams will collaborate with teachers to address students' psychological, social, and behavioral needs. By fostering safe, inclusive environments and early intervention strategies, we aim to reduce bullying incidents, including cyberbullying, and improve students' emotional readiness to learn. Through regular professional development and cross-team collaboration, staff will be empowered to recognize warning signs, implement

proactive supports, and promote a culture of respect and accountability across all grade levels.

Formative Reviews

November

January

May

June

Performance Objective 10 High Priority

By the end of the 24-25 school year, 15% of all ILTexas students served under special education will perform at the meets level of achievement on STAAR an increase of 3 percentage points from the 23-24 school year.

Evaluation Data Source: MAP, Interim assessments, STAAR

Strategy 1

To achieve a 15% Meets Level performance on STAAR for ILTexas students served under special education, campus administrators will provide targeted professional development aligned to ILTexas curriculum, focusing on data-driven instruction, differentiated strategies, and progress monitoring. Special education and general education teachers will collaborate through PLCs to implement IEP-driven accommodations, spiraled review, and scaffolded lessons. Regular coaching, co-teaching models, and use of MAP/STAAR data will ensure instruction is aligned, rigorous, and responsive to student needs. This approach ensures teachers are equipped to close gaps, improve outcomes, and meet the unique academic needs of all SPED scholars by the end of the 25-26 school year.

Formative Reviews

November

January

May

June

Goal 2

By the end of the 25-26 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

Performance Objective 1

By the end of 25-26 school year, 90% of K-12 fine art students will be successful in completing the specific TEKS required for all fine art courses.

Evaluation Data Source: Fine arts assessments

Strategy 1

To achieve this goal, campus leadership will provide targeted professional development aligned to ILTexas curriculum, focusing on bilingual proficiency, service learning integration, and IHT data tracking. Teachers will use ILTexas language objectives, embed service learning into core instruction, and monitor IHT goals through regular data reviews. PLCs will collaborate to align instruction and interventions with student progress. By strengthening instructional planning, accountability, and culturally responsive teaching practices, teachers will ensure students meet language benchmarks, complete service hours, and improve health literacy. Ongoing support from campus coaches and district content leads will ensure fidelity, equity, and measurable student outcomes by 2025-2026.

Formative Reviews

November

January

May

June

Performance Objective 2

By the end of 25-26 school year, the percentage of seniors receiving trilingual cord will increase from 40% to 45%.

Evaluation Data Source: AAPPL Chinese & Spanish.

Performance Objective 3 High Priority

By the end of 25-26 school year, at least 50% of 5th grade students who have been with ILTexas for more than 5 years will reach a Novice Mid proficiency in Chinese and Novice High in Spanish.

Evaluation Data Source: AAPPL and ACTFL rating.

Strategy 1

To support this goal, ILTexas will provide targeted professional development for language teachers on ACTFL proficiency benchmarks, effective immersion strategies, and differentiated instruction. Teachers will implement ILTexas-aligned curriculum using authentic materials, daily language routines, and formative assessments. Campus leadership will monitor progress through data reviews and instructional coaching to ensure alignment and growth. These strategies will empower teachers to consistently build student language proficiency over time and help scholars reach Novice Mid in Chinese and Novice High in Spanish by the end of the 2025-2026 school year. This approach supports our mission to develop multilingual leaders for the global community.

Formative Reviews

November

January

May

June

Performance Objective 4 High Priority

By the end of 25-26 school year, at least 50% of 8th grade students who have been with ILTexas for more than 7 years will reach at least an Intermediate Low proficiency level in Chinese and Spanish.

Evaluation Data Source: AAPPL Chinese & Spanish.

Strategy 1

To achieve this goal, ILTexas will implement TEKS-aligned, proficiency-based language instruction delivered by certified LOTE teachers using the ILTexas trilingual curriculum. Teachers will receive targeted professional development in ACTFL language proficiency standards, differentiated instruction, and language immersion strategies. Ongoing formative assessments and data tracking will monitor progress. Campus leadership will support implementation through coaching, curriculum planning, and cultural enrichment activities to increase language exposure and engagement. These strategies ensure that students receive consistent, high-quality instruction that supports long-term language acquisition and enables at least 50% of 8th grade scholars with 7+ years at ILTexas to reach Intermediate Low proficiency in Chinese and Spanish.

Formative Reviews

November

January

May

June

Performance Objective 5

By the end of 25-26 school year, 100% of students in 3rd -12th grade students will be tested by AAPPL in both Chinese and Spanish and receive score reports.

Strategy 1

To support this goal, ILTexas will provide ongoing professional development for language teachers focused on AAPPL assessment alignment, instructional best practices, and effective integration of Chinese and Spanish across content areas. Campus leaders will ensure all 3rd-12th grade students receive regular practice through curriculum-embedded language tasks. Teachers will use AAPPL data to monitor progress and tailor instruction, ensuring language proficiency growth. By building teacher capacity and aligning instruction to AAPPL standards, all students will be tested and receive score reports by the end of the 2025-2026 school year, supporting ILTexas's mission of global leadership through multilingual education.

Formative Reviews

November

January

May

June

Performance Objective 6 High Priority

By the end of the 25-26 school year, all EB students will have made progress in English language acquisition and campuses will have met the long term target.

Evaluation Data Source: TELPAS 2023-2024

Strategy 1

To achieve progress in English language acquisition for all EB students by the end of the 2025-2026 school year, ILTexas teachers will implement TEKS-aligned, sheltered instruction strategies using the ELlevation platform and campus-provided resources. Teachers will receive ongoing professional development in language scaffolding, small group instruction, and academic vocabulary integration. Data from TELPAS, MAP, and classroom assessments will guide differentiated instruction and interventions. Collaboration with EL coaches and weekly PLCs will ensure fidelity to ILTexas' trilingual model. These strategies support language growth, accelerate learning, and ensure campuses meet the state's long-term English proficiency targets for emergent bilinguals.

Formative Reviews

November

January

May

June

Performance Objective 7 High Priority

By the end of 25-26 school year, 80% of students who participated in the Ole Miss Summer Chinese Language Institute will demonstrate at least one sub-level's growth in Chinese proficiency, measured by ACTFL's OPIC. The funding source of this project is DoDEA FY 22 Grant.

Performance Objective 8 High Priority

By the end of 25-26 school year, 5th and 8th grade students who received additional Chinese Literacy Instruction will demonstrate growth in Chinese reading and writing skills, measured by AAPPL and iChineseReader Data. This project is supported and funded by DoDEA FY 23 Grant.

Evaluation Data Source: AAPPL & iChineseReader

Strategy 1

To support this goal, ILTexas will implement targeted Chinese Literacy Instruction for 5th and 8th grade students through guided reading, writing workshops, and differentiated small group instruction aligned with our charter's trilingual model. Teachers will use AAPPL and iChineseReader data to monitor progress. ILTexas curriculum specialists will provide ongoing professional development in Chinese literacy best practices. Instructional coaches will support classroom implementation and data analysis. This strategy ensures all learners receive culturally relevant, data-driven instruction that strengthens biliteracy and prepares students for global leadership. This initiative is supported by the DoDEA FY23 Grant and aligned with Texas multilingual program standards.

Formative Reviews

November

January

May

June

Performance Objective 9 High Priority

By the end of 25-26 school year, the curriculum for Chinese Advanced A in Fine Arts and Martial Arts content will be created, and the key personnel will be hired. This project is funded by DoDEA FY24 Grant.

Evaluation Data Source: Grant Project Annual Evaluation Report

Strategy 1

To achieve the goal of developing the Chinese Advanced A curriculum in Fine Arts and Martial Arts by the end of the 2025-2026 school year, ILTexas will leverage TEKS-aligned strategies that support curriculum innovation and multilingual instruction. Curriculum specialists and certified bilingual instructors will collaborate to design content that integrates Texas standards with ILTexas's international focus. Key personnel, including certified Chinese language educators with Fine Arts and Martial Arts experience, will be recruited to ensure instructional quality and cultural relevance. Ongoing professional development and DoDEA grant funding will support implementation, ensuring a rigorous and globally aligned educational experience for all students.

Formative Reviews

November

January

May

June

Performance Objective 10 High Priority HB3 Goal

By June of 2025, all graduating seniors will graduate with an acceptance into a four year college or university.

Evaluation Data Source: College Acceptances, National Clearinghouse Data

Goal 3

By the end of the 25-26 school year ILTexas will retain 76% of teachers, an increase from 73.88% achieved in the school year 24-25 (will update in August).

Performance Objective 1 High Priority

ILTexas will provide onboarding training for all new teachers in the classroom throughout the 25-26 School Year.

Performance Objective 2

We will increase the percent retention of our special education, math and reading teachers by 3% by the end of the 25-26 School year.

Strategy 1

To increase the retention of our Special Education, Math, and Reading teachers by 3% by the end of the 2025-2026 school year, ILTexas will implement targeted support strategies aligned to TEKS and ILTexas curriculum. Campus leaders will provide ongoing coaching, PLC collaboration, and job-embedded professional development focused on data-driven instruction and culturally responsive practices. New teachers will be paired with experienced mentors to build confidence and capacity. These strategies will improve instructional quality, reduce burnout, and foster a supportive professional community, ultimately increasing teacher satisfaction and retention across core content areas.

Formative Reviews

November

January

May

June