International Leadership of Texas

2025-2026 District Improvement Plan
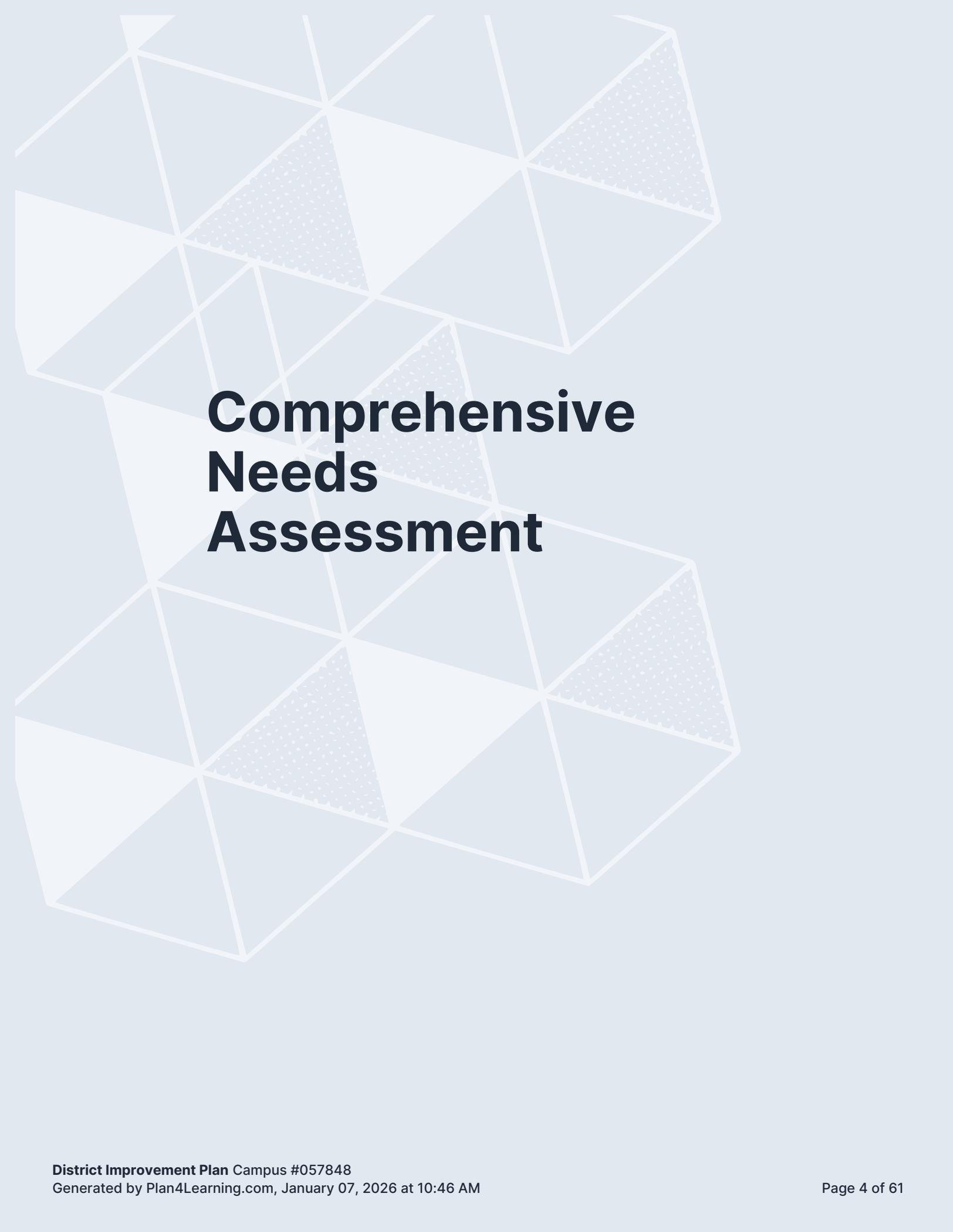
Mission Statement

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

ILTexas will fulfill the promises of the ILTexas mission, as increasingly evidenced by each graduating class.

Table of Contents

Comprehensive Needs Assessment

Demographics

Summary

International Leadership of Texas (ILTexas) is a fast-growing charter school organization with changing student and staff demographics. We serve communities across Texas, including Dallas, Tarrant, Harris, Brazos, and Cleveland counties. Our student population comes from a variety of academic backgrounds, including public school districts, charter schools, private schools, and homeschooling.

As a result of our expansion, which includes three additional campuses—Pearland K-8, Richmond K-8, and Mansfield Heritage—ILTexas' enrollment has increased to 25,497, representing an additional 2,717 students from the prior year.

Our student body is diverse in terms of race and ethnicity, with the top three groups being Hispanic/Latino (59.62%), Black/African American (24.86%), and White (6.95%). Additionally, we serve a significant number of English Language Learners, with 10,545 students—approximately 41.30% of our total student population.

Student Demographics	Gender	24-25 Count	24-25 Percent
	Female	13,309	52.15%
	Male	12,213	47.85%
	Hispanic-Latino	15216	59.62%
	Race		
	American Indian - Alaskan Native	97	0.38%
	Asian	1249	4.89%
	Black - African American	6344	24.86%
	Native Hawaiian - Pacific Islander	26	0.10%
	White	1775	6.95%
	Two-or-More	815	3.19%

Student Programs		Count	Percent
Dyslexia		1085	4.26%
Gifted and Talented		1796	7.04%
Regional Day School Program for the Deaf		0	0.00%
Section 504		908	3.56%
Special Education (SPED)		2766	10.84%
Bilingual/ESL			
Emergent Bilingual (EB)		10545	41.32%

	Count	Percent
Bilingual	3394	13.30%
English as a Second Language (ESL)	941	3.69%
Alternative Bilingual Language Program	9682	37.93%
Alternative ESL Language Program	3496	13.70%
Title I Part A		
Schoolwide Program	25,520	99.99%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%
Student Indicators	**Count**	**Percent**
At-Risk	18,905	74.03%
Foster Care	2	0.09%
IEP Continuer	0	0.00%
Immigrant	83	0.33%
Intervention Indicator	8819	34.55%
Migrant	6	0.02%
Military Connected	1524	5.97%
Transfer In Students	0	0%
Unschooled Asylee/Refugee	1	0.00%
Economic Disadvantage		
Economic Disadvantage Total	18527	72.59%
Free Meals	3588	14.06%
Reduced-Price Meals	1777	6.96%
Other Economic Disadvantage	13162	51.57%
Homeless and Unaccompanied Youth		
Homeless Status Total	108	0.42%

Shelter	20	0.08%
Doubled Up	58	0.23%
Unsheltered	6	0.02%
Hotel/Motel	24	0.09%
Not Unaccompanied Youth	100	0.39%
Is Unaccompanied Youth	8	0.03%

Staff

International leadership of Texas employs a highly diverse population throughout multiple roles within the organization. The top four ethnicity's represented at ILTexas are Hispanic/Latino(834), Black or African American(660), White (538) and Asian(166). The majority of our teaching staff, 50.8%, have between 1-5 years of experience, followed by beginning teachers, zero years of experiance, with 19.6%. Our beginning teachers are recent college graduates or professionals electing a change in profession in the later part of their career.

Staff Ethnicity Race Category

- A - Asian
- B - Black or African American
- H - Hispanic/Latino
- I - American Indian or Alaska Native
- P - Native Hawaiian or Other Pacific Islander
- T - Two or More Races
- W - White
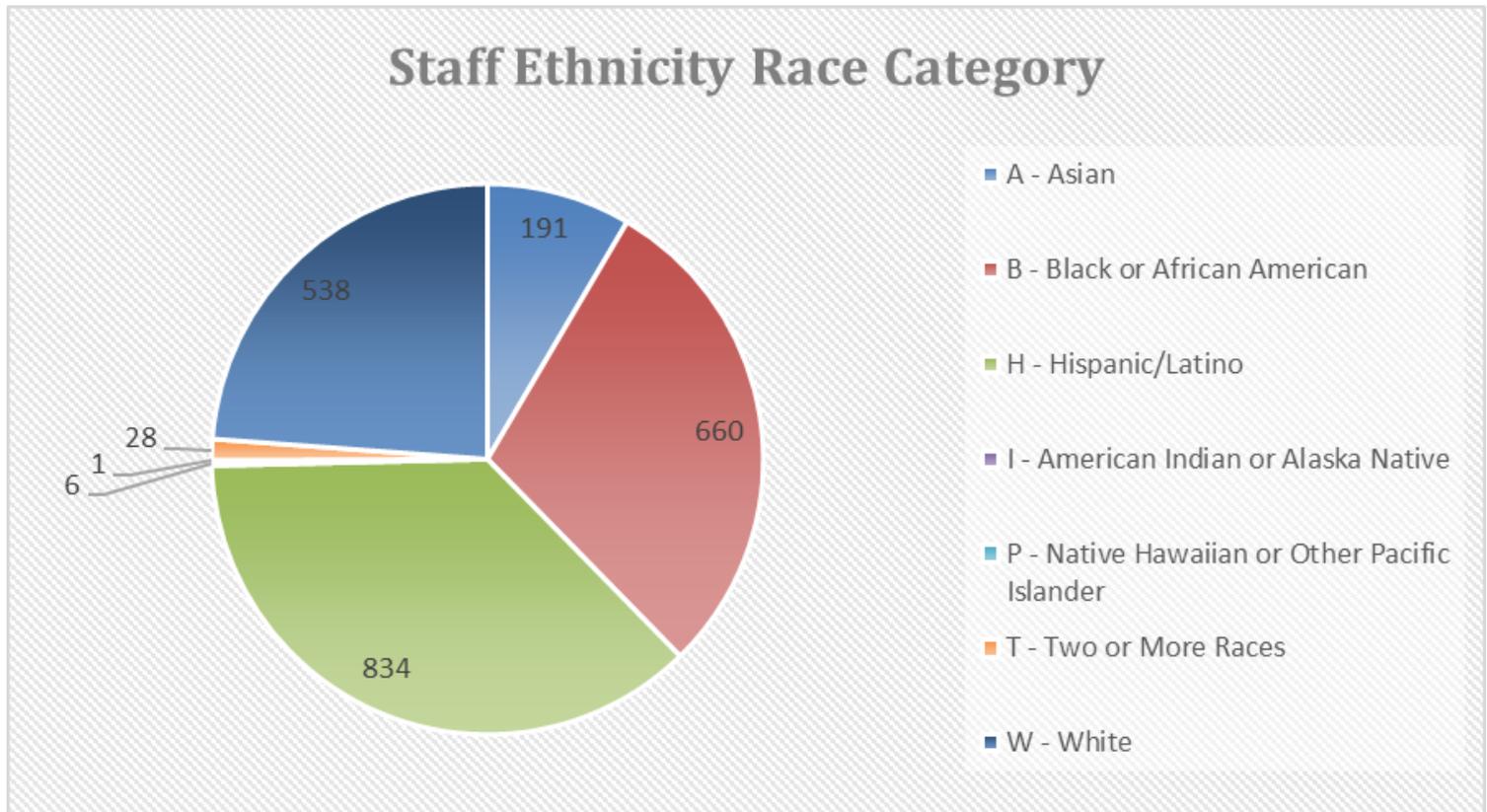
Teacher Years of Experience by Percentage

2.50%	
11.0%	
16.10%	
19.6%	
50.80%	

- Beginning Teachers
- 1 - 5 Years Experience
- 6 - 10 Years Experience
- 11 - 20 Years Experience
- Over 20 Years Experience
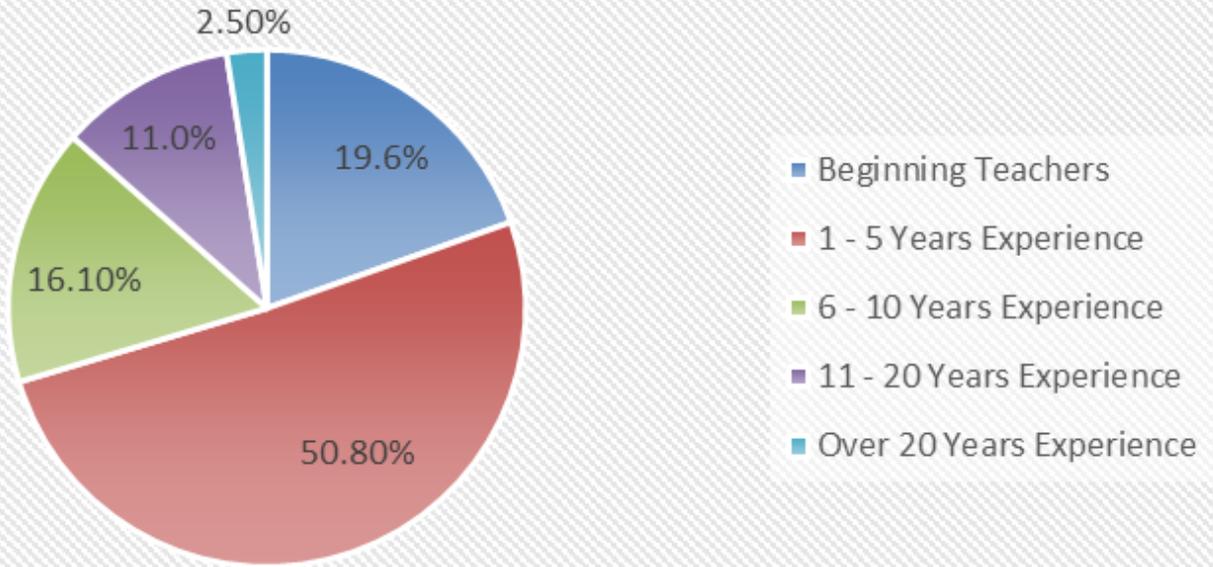
Strengths

* Student enrollment represents a wide range of educational backgrounds and cultures

* In 2024-2025 we predict serving over 56 different home languages and cultures represented among our 44 campuses

* With our partnership at our ILTexas Private School, our GHS students have an opportunity to take classes alongside international students from China, Vietnam, Rwanda and Taiwan. Over 100 international students share classrooms with our public school students.

* 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 projected in our classrooms for the 2024-2025 school year.

Problem Statements Identifying Demographics Needs

	Problem Statement	**Root Cause**
1 ★	There is a need to increase student attendance and absence reporting.	Campus staff are unable to track and keep up with truancy prevention and truancy officer requirements.
2 ★	There is a need to attract and retain skilled teachers.	
3 ★	Some students do not have access to high quality instruction because 70.3% of ILTexas teachers have less than 6 years of experience teaching.	
4 ★	On the STAAR Math test, 0 out of 13 targets were met for percentage of students performing at the Meets grade level standard and only 1 out of 12 targets were met for academic growth in math.	
5 ★	ILTexas does not meet the federal requirement of 36% on TELPAS. ILTexas EL/EB students scored 35% on TELPAS.	

6 ★	Per RDA, 26% of EL/EB students scored at Beginner/Intermediate levels after multiple years in U.S. schools.	Lack of ESL certified teachers and insufficient implementation of sheltered instruction strategies.
7 ★	Special Education students in STAAR tested grade levels, for Math and ELAR/Reading, performed between 10% and 23% lower than their general education peers at the Meets level.	Due to mid-year staff turnover, post-pandemic, instructional use of research-based pedagogy drastically decreased.
8 ★	We are in the need of increased opportunities for parental input, involvement and engagement.	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.
9 ★	We need to ensure that the translation system for non-English speaking parents attending campus meetings/performances is always accessible and functional.	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.

★ **= Priority**

Student Learning

Summary

Student Achievement scores for SY 2023-2024

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	14,030	12,658	5,083	2,648	34,419	
Approaches GL or Above	9,530	7,327	3,093	1,707	21,657	63%
Meets GL or Above	5,973	3,417	1,570	963	11,923	35%
Masters GL	1,956	1,131	455	430	3,972	12%
Total Percentage Points						110%
Component Score						37 =

School Progress: Academic Growth RLA and Math			
	Points Earned		Calculated
Annual Growth Points Earned	12,012.5	x1	12,012.50
Accelerated Learning Points Earned	2,196	x0.25	549.00
Sum of Annual Growth plus Accelerated Learning Points			12,561.50
Total Tests Evaluated			21,225
Academic Growth Score			59
Annual Growth RLA and Math			
	Count	Point	Calculated
Tests Earning 0 Points	7,842	0	0
Tests Earning 0.5 Points	2,741	0.5	1,370.5
Tests Earning 1 Point	10,642	1	10,642
Annual Growth Points Earned			12,012.5
Total Tests Evaluated			21,225
Annual Growth Score			57
Accelerated Learning RLA and Math			
	Count	Point	Calculated
Tests Earning 0 Points	5,319	0	0
Tests Earning 1 Point	2,196	1	2,196
Accelerated Learning Points Earned			2,196
Total Tests Evaluated			7,515
Accelerated Learning Score			29

Progress in Achieving English Language Proficiency (EB/EL Current)	
2024 TELPAS Progress Rate	51%
2024 TELPAS Progress	4,184
2024 TELPAS Total	8,166

	Annual Graduates	
	Count Credit	Component Score

Total		
Total graduates	696	
Total credit for CCMR criteria	640	92%

Graduation Rate	All Students
Class of 2023, 4-year	98.9
Class of 2022, 5-year	98.8
Class of 2021, 6-year	99.6
Annual Dropout*	
Component Score	99.6

2025 SAT, Grade 11

	Evidence-Based Reading and Writing Section Score	Math Section Score
DNM	24%	44%
Approaches	25%	30%
Meets	47%	24%
Masters	4%	3%

2024 AP - all tests - 39% of all tests scored 3 or higher

Score 1	Score 2	Score 3	Score 4	Score 5
37%	24%	19%	13%	7%

2024 AAPPL - all tests (grades 3-12) - Interpersonal Listening and Speaking Assessment

	Novice	Intermediate	Advanced	Not Rated
Spanish Language	52%	34%	11%	3%
Chinese Language	98%	1%	0%	2%

Strengths

On the STAAR Reading test, 8 out of 13 targets were met for percentage of students performing at the Meets grade level standard and 12 out of 12 targets were met for academic growth in Reading.

For CCMR, 77% of graduates met CCMR - and 10 out of 10 targets were met for all sub-populations.

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

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

Data Days are set aside for teachers to understand where students are and to purposefully plan for instruction, accelerated learning,

and extensions

Problem Statements Identifying Student Learning Needs

	Problem Statement	**Root Cause**
1 ★	On the STAAR Math test, 0 out of 13 targets were met for percentage of students performing at the Meets grade level standard and only 1 out of 12 targets were met for academic growth in math.	
2 ★	ILTexas does not meet the federal requirement of 36% on TELPAS. ILTexas EL/EB students scored 35% on TELPAS.	
3 ★	Per RDA, 26% of EL/EB students scored at Beginner/Intermediate levels after multiple years in U.S. schools.	Lack of ESL certified teachers and insufficient implementation of sheltered instruction strategies.
4 ★	Special Education students in STAAR tested grade levels, for Math and ELAR/Reading, performed between 10% and 23% lower than their general education peers at the Meets level.	Due to mid-year staff turnover, post-pandemic, instructional use of research-based pedagogy drastically decreased.
5 ★	There is a need to increase student attendance and absence reporting.	Campus staff are unable to track and keep up with truancy prevention and truancy officer requirements.

6 ★ There is a need to attract and retain skilled teachers.

7 ★ Some students do not have access to high quality instruction because 70.3% of ILTexas teachers have less than 6 years of experience teaching.

8 ★ We are in the need of increased opportunities for parental input, involvement and engagement.

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.

9 ★ We need to ensure that the translation system for non-English speaking parents attending campus meetings/performances is always accessible and functional.

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.

★ = Priority

District Processes & Programs

Summary

*We teach the state required curriculum (TEKS) & ILTexas adopted High Quality Instructional Materials (HQIM)
*Charterwide, ILTexas follows the same scope and sequence (YAG: Year at a Glance & daily pacing tools) for our 8 coure departments (Math, RLA, Science, Social Studies, Chinese, Spanish, Fitness & Leadership)
*ILTexas High School Personal Graduation Plans (PGP) Guidelines.
*Adjustments and focus areas will be data driven and based off of Leadership Report Card/Lead4ward Priority Clusters (Priority TEKS Clusters) & MAP data (for relevant courses).
*Emphasis will be placed on data highlighting the most crical COVID gaps and priority TEKS (not only highly weighted, but also those foundational for vertically aligned next course) while also addressing socio-cultural competence.
*Teacher course specific support and resources are available on the teacher C&I Landing Page (which has a deeper dive into each department).
Program Model:
*All K-5 Campuses will follow our research based K-5 Two-Way DLI Program Model to teach content through language and language through content.
Note: While we begin teaching the curriculum day 1, an emphasis and priority will be placed on building relationships and setting norms the first days of school (you can't Bloom without Maslow)
ILTexas Trilingual Trajectory 21-22
ILTexas Trilingual Labels K-12

Special Education Curriculum Guide

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

STAFF RECRUITMENT & RETENTION

- Instructional stipends in high needs areas (Bilingual, Math, Science, Special Education)

- Differentiated compensation for certified teachers

- Mentor support to first year teachers

- District, campus, and grade level support provided to all new staff

- Professional development & leadership opportunities

- Recruit certified experienced teachers to build a strong foundation at the lower grade levels
- Continuous compensation assessment
- Assess recruitment strategies to improve the quality of candidates
- Establish partnerships with universities and ACP's

SCHOOL ORGANIZATION

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

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. In addition, the campus Library Media Specialists are to meet with teachers and students in regular intervals to facilitate in the integration of technology.

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.

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, teachershave access to 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 that will allow for students to listen and follow along in both languages along with students being able to use Chromebooks to practice their writing. IStation is available for most of the grade levels to provide assistance in growth in this content area as well. IStation provides online assessments to determine reading level and provides lessons for developing fluency.

Imagine Math and Imagine Math Facts 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.

TexQuest is a cross-curricular website that provdies, videos, databases, and articles for students to access information. This resource provides core content subjects, along with other contents such as debate, music, and art, to also use this technology for research, videos, and pictures. The need for eportfolios and platforms to track language proficiency is urgent. For this, Seesaw is our vendor of choice, after our needs assessment/product review.

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 District Processes & Programs Needs

		Problem Statement	**Root Cause**
1 ★		There is a need to attract and retain skilled teachers.	
2 ★		Some students do not have access to high quality instruction because 70.3% of ILTexas teachers have less than 6 years of experience teaching.	
3 ★		On the STAAR Math test, 0 out of 13 targets were met for percentage of students performing at the Meets grade level standard and only 1 out of 12 targets were met for academic growth in math.	
4 ★		Per RDA, 26% of EL/EB students scored at Beginner/Intermediate levels after multiple years in U.S. schools.	Lack of ESL certified teachers and insufficient implementation of sheltered instruction strategies.

★ = Priority

Perceptions

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:

- Open Houses, Meet the Teacher Nights, 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, Mulitcultural Festival, Chinese Festival, Others Before Self Showcase

Families and community members are involved in school decisions by:

- Serving on PTO Boards, or being a PTO Member
- Serving as a Watch D.O.G.
- Contributing feedback on ILTexas Parent Surveys
- Sharing ideas at Principal Coffees
- Serving on Principal interview panels
- Serving on Campus Improvement Committees

Faculty feedback indicatates that they strongly believe in the core values of ILTexas.

Strengths

 ILTexas strives to have strong ties with the families and communities it serves. 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
- ILTexas Website
- ILTexa Facebook page and Twitter
- Convenient email access to all ILTexas staff members
- Peachjar flyer distribution
- Parent Conferences
- PTO General Meetings

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, band, choir, etc.

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.

Faculty Feedback indicates that staff members are happy and enjoy working with their teams.

Problem Statements Identifying Perceptions Needs

	Problem Statement	**Root Cause**
1 ★	We are in the need of increased opportunities for parental input, involvement and engagement.	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.
2 ★	We need to ensure that the translation system for non-English speaking parents attending campus meetings/performances is always accessible and functional.	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.

★ **= Priority**

Priority Problem Statements

	Problem Statement	**Root Cause**
1 ★	There is a need to increase student attendance and absence reporting.	Campus staff are unable to track and keep up with truancy prevention and truancy officer requirements.
2 ★	There is a need to attract and retain skilled teachers.	
3 ★	Some students do not have access to high quality instruction because 70.3% of ILTexas teachers have less than 6 years of experience teaching.	
4 ★	On the STAAR Math test, 0 out of 13 targets were met for percentage of students performing at the Meets grade level standard and only 1 out of 12 targets were met for academic growth in math.	
5 ★	ILTexas does not meet the federal requirement of 36% on TELPAS. ILTexas EL/EB students scored 35% on TELPAS.	
6 ★	Per RDA, 26% of EL/EB students scored at Beginner/Intermediate levels after multiple years in U.S. schools.	Lack of ESL certified teachers and insufficient implementation of sheltered instruction strategies.

7 ★ Special Education students in STAAR tested grade levels, for Math and ELAR/Reading, performed between 10% and 23% lower than their general education peers at the Meets level.

Due to mid-year staff turnover, post-pandemic, instructional use of research-based pedagogy drastically decreased.

8 ★ We are in the need of increased opportunities for parental input, involvement and engagement.

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.

9 ★ We need to ensure that the translation system for non-English speaking parents attending campus meetings/performances is always accessible and functional.

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.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

☑ **District goals**

☑ **Campus goals**

☑ **Performance Objectives with summative review (prior year)**

☑ **Campus/District improvement plans (current and prior years)**

Accountability Data

☑ **Texas Academic Performance Report (TAPR) data**

☑ **Student Achievement Domain**

☑ **Student Progress Domain**

☑ **Closing the Gaps Domain**

☑ **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**

Student Data: Assessments

☑ **State and federally required assessment information**

☑ **STAAR current and longitudinal results, including all versions**

☑ **STAAR End-of-Course current and longitudinal results, including all versions**

☑ **STAAR released test questions**

☑ **STAAR Emergent Bilingual (EB) progress measure data**

☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

☑ **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**

☑ **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**

☑ **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**

☑ **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**

- ☑ **SAT and/or ACT assessment data**

- ☑ **PSAT**

- ☑ **Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)**

- ☑ **Student failure and/or retention rates**

- ☑ **Local diagnostic reading assessment data**

- ☑ **Local benchmark or common assessments data**

- ☑ **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**

- ☑ **Texas approved PreK - 2nd grade assessment data**

- ☑ **State-developed online interim assessments**

Student Data: Student Groups

- ☑ **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**

- ☑ **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**

- ☑ **Economically disadvantaged / Non-economically disadvantaged performance and participation data**

- ☑ **Male / Female performance, progress, and participation data**

- ☑ **Special education/non-special education population including discipline, progress and participation data**

- ☑ **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**

- ☑ **Section 504 data**

- ☑ **Homeless data**

- ☑ **Gifted and talented data**

- ☑ **Dyslexia data**

- ☑ **Response to Intervention (RtI) student achievement data**

- ☑ **Dual-credit and/or college prep course completion data**

- ☑ **STEM and/or STEAM data**

Student Data: Behavior and Other Indicators

- ☑ Completion rates and/or graduation rates data
- ☑ Annual dropout rate data
- ☑ Attendance data
- ☑ Discipline records
- ☑ Violence and/or violence prevention records
- ☑ Class size averages by grade and subject
- ☑ School safety data
- ☑ Enrollment trends

Employee Data

- ☑ Professional learning communities (PLC) data
- ☑ Teacher/Student Ratio
- ☑ State certified and high quality staff data
- ☑ Professional development needs assessment data
- ☑ Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- ☑ Organizational structure data
- ☑ Processes and procedures for teaching and learning, including program implementation
- ☑ Budgets/entitlements and expenditures data

Goals

Goal 1

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

Performance Objective 1

By the end of the 25-26 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.

Strategy 1 ☑ Results Driven Accountability ☑ Equity Plan

ILTexas will bring in subject matter experts and consultants and purchase supporting supplies to help teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Reading assessment.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches

Funding Sources: Consultants 263 - Title III, $30,000, Contracted Services 429 Strong Foundations IF, $100,000, ESF- BRES 211 - Title I School Improvement, $300,000, Professional Development 255 - Title II, $40,000, CMO 1 FY23,

Formative Reviews

November	January	May	June

Strategy 2

ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, BEAM Symposium etc.) and will bring in providers to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students. Ongoing Coaching & Implementation utilizing contracted services to provide a combination of on-site and virtual coaching days with the leadership team in the Teacher Coaching. The coaching days will include Prioritization & Implementation Calendaring & selection. Shadowing support, Observation & Feedback, Classroom co-observations & calibration. Planning feedback and delivering feedback (and subsequent PD). Observation & Feedback Rubric aligned to ILTexas - GBF Scope & Sequence.

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

Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches

Funding Sources: 263 - Title III, , 211 - Title I School Improvement, , 224 - IDEA B, , DODEA, $7,000, Professional Development 255 - Title II, $40,000, 244 - Carl Perkins, , Contracted services/PD 429 Strong Foundations IF, $200,000, 420 - State,

Formative Reviews

November	January	May	June

Strategy 3 ☑ Results Driven Accountability ☑ Equity Plan

ILTexas will purchase supplemental resources for students such as instructional materials (bilingual dictionaries, leveled readers, library books, STAAR prep materials, etc.) and online platforms to increase access to language acquisition and differentiation. Supplemental instructional software (SeeSaw, SchoolMint, etc.) will be purchased to aid in increasing student academic achievement, track language proficiency, and increase the effective usage of technology within the educational environment.

Strategy's Expected Result/Impact: Increased EB student achievement.

Staff Responsible for Monitoring: Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches

Funding Sources: 263 - Title III, $85,000, 420 - State, , 211 - Title 1-A, $400,000

Formative Reviews

November	January	May	June

Strategy 4 ☑ Results Driven Accountability ☑ Equity Plan

ILTexas will purchase professional books for staff to increase their knowledge of DLI/ESL programs.

Strategy's Expected Result/Impact: Increased Student Achievement

Staff Responsible for Monitoring: Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches

Funding Sources: 263 - Title III, , 420 - State,

Formative Reviews

November	January	May	June

Strategy 5 ☑ Results Driven Accountability ☑ Equity Plan

The DLI and EL Instructional Coaches will support implementation of Content Based Language Instruction (CBLI) strategies by following the instructional coaching cycle and by providing professional learning opportunities to staff as it pertains to Emergent Bilingual students.

Strategy's Expected Result/Impact: Increased EB student achievement.

Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches

Funding Sources: 420 - State, , 263 - Title III, $609,000

Formative Reviews

November	January	May	June

Strategy 6 ☑ Results Driven Accountability ☑ Equity Plan

ILTexas will develop curriculum resources and lesson plans to meet the needs of Emergent Bilingual students.

Strategy's Expected Result/Impact: Increased newcomer EB student achievement.

Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches

Funding Sources: 420 - State, , 263 - Title III,

Formative Reviews

November	January	May	June

Strategy 7 ☑ Results Driven Accountability ☑ Equity Plan

Campuses that have newcomer students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extended learning time for students, and parental engagement. Parents of students experiencing homelessness are

engaged in assessments that identify and support student needs that act as barriers to fair and equal access to educational opportunities.

Strategy's Expected Result/Impact: Increased newcomer EB student achievement.

Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches

Funding Sources: 263 - Title III, , 420 - State,

Formative Reviews

November	January	May	June

Strategy 8 ☑ Results Driven Accountability ☑ Equity Plan

ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days.

Strategy's Expected Result/Impact: Increased EB student performance on TELPAS.

Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches

Funding Sources: 263 - Title III, , 420 - State,

Formative Reviews

November	January	May	June

Strategy 9 ☑ Results Driven Accountability ☑ Equity Plan

ILTexas will provide enrichment summer school to Emergent Bilingual students to develop and strengthen their knowledge base as well as their English language proficiency in all four domains.

Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches

Funding Sources: 420 - State, , 263 - Title III, $45,000

Formative Reviews

November	January	May	June

Strategy 10

ILTexas will provide parents of Emergent Bilingual students learning opportunities to support their children at home, understand the importance of state assessments, and receive college and career information.

Strategy's Expected Result/Impact: Increased parent participation and EB student achievement.

Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches

Funding Sources: 263 - Title III, , 420 - State,

Formative Reviews

November	January	May	June

Strategy 11

Kindergarten, 1st and 2nd grade teachers will work on letter names, letter sounds and phonemic aware daily for rapid automaticity of letters and sounds

Strategy's Expected Result/Impact: Increase student success on Mclass screener in phonemic awareness from 25% to 50% in grades K,1,&2.

Staff Responsible for Monitoring: Principals, K-2 Assist. Principal, Dean of Instruction and Instructional Coaches

Formative Reviews

November	January	May	June

Performance Objective 2

By the end of the 25-26 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.

Strategy 1

The math department will develop a plan for data analysis that includes MAP data, Eureka and Carnegie assessments, and Interim assessments and will include regular data talks in the PLC

scope and sequence as well as data day agendas.

Strategy's Expected Result/Impact: Increased Student Success

Staff Responsible for Monitoring: Principals, K-2 Assist. Principal, Dean of Instruction and Instructional Coaches

Formative Reviews

November	January	May	June

Strategy 2

Restructure the PLC experience to increase teacher participation and attendance.

Strategy's Expected Result/Impact: Increased teacher attendance and participation in PLCs will increase their capacity to instruct on grade level.

Staff Responsible for Monitoring: Campus Deans and Area Math Coaches.

Formative Reviews

November	January	May	June

Strategy 3

Provide professional development sessions, classroom modeling, and coaching to support teachers as they implement HQIM. Team providing professional development will also receive capacity building sessions on providing the most effective and high leverage PD.

Strategy's Expected Result/Impact: Teachers will more fully comprehend the structure, intent, and delivery strategies within the HQIM used in the math classrooms.

Staff Responsible for Monitoring: ED of ACademics, PD Coordinator, Math Director and Math Area Coaches.

Funding Sources: Contracted Services 429 Strong Foundations IF, $100,000, 288 - ESF, $60,000, Contracted Services 211 - Title 1-A, , Contracted Services 255 - Title II,

Formative Reviews

November	January	May	June

Strategy 4

Monitor the implementation of HQIM and communicate collected data to campus administrators and instructional leaders.

Strategy's Expected Result/Impact: Increasing sight lines to the classroom use of the HQIM through the communication of data will create a sense of urgency for teachers to use the adopted curriculum.

Staff Responsible for Monitoring: Executive Director of Academics and Math Director

Formative Reviews

November	January	May	June

Strategy 5

Create and implement an asynchronous onboarding plan to support teachers who join ILTexas after initial August training.

Strategy's Expected Result/Impact: Systematically onboarding teachers will create a culture of support where teachers feel that they can ask questions and will have their needs met.

Staff Responsible for Monitoring: Math Director and Area Math Coaches

Formative Reviews

November	January	May	June

Strategy 6   ☑ **Results Driven Accountability**   ☑ **Equity Plan**

Bring in subject matter experts and consultants to help ILTexas teachers, administrators, and charter support staff strengthen their ability to coach teachers to increase student achievement, to include supporting our special populations such as our special education and Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Math assessment. Supplemental instructional software (SeeSaw) will be purchased to aid in increasing student academic achievement, track language proficiency, and increase the effective usage of technology within the educational environment.

Strategy's Expected Result/Impact: Efficacy of our instructional leaders (to include instructional coaches and Deans) to impact instruction and educational outcomes of students.

Training for teachers in specific EB strategies will equip them to close the learning gap that exists between EB students and all students.

Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches

Funding Sources: 420 - State, , 289 - Title IV, , 211 - Title 1-A, , 263 - Title III, , 224 - IDEA B,

Formative Reviews

November	January	May	June

Strategy 7 ✅ Results Driven Accountability ✅ Equity Plan

ILTexas will send campus, area, and headquarter staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students.

Strategy's Expected Result/Impact: Training for teachers in specific EB strategies will equip them to close the learning gap that exists between EB students and all students.

Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches

Funding Sources: 420 - State, , 263 - Title III,

Formative Reviews

November	January	May	June

Strategy 8 ✅ Results Driven Accountability ✅ Equity Plan

The DLI and EL Instructional Coaches will support implementation of Content Based Language Instruction (CBLI) strategies by following the instructional coaching cycle and by providing professional learning opportunities to staff as it pertains to Emergent Bilingual students.

Strategy's Expected Result/Impact: Increase in EB student achievement

Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches

Funding Sources: 263 - Title III, , 420 - State,

Formative Reviews

November	January	May	June

Strategy 9 ✅ Results Driven Accountability ✅ Equity Plan

ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and

will monitor student progress on data days.

Strategy's Expected Result/Impact: Increased academic achievement and progress in English language acquisition (as measured by TELPAS).

Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Campus Principals, Deans of Instruction, Instructional Coaches

Funding Sources: 263 - Title III, , 420 - State,

Formative Reviews

November	January	May	June

Strategy 10

ILTexas has added a new position: Math What I Need (WIN) teachers. These highly qualified math teachers will work with students who failed the math STAAR exam twice a week and provide accelerated instruction during the school day.

Strategy's Expected Result/Impact: We will see an increase in student outcomes as evidenced in interim assessments, end of module assessments and math STAAR.

Staff Responsible for Monitoring: Director of Accelerated Learning, Director of Math and Executive Director of Academics

Funding Sources: Math WIN Teachers (one per K-8; thus, 18) 211 - Title 1-A, $1,260,000

Formative Reviews

November	January	May	June

Performance Objective 3   ✅ High Priority

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

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

Strategy 1

Provide Career & Technical Education resources including but not limited to teacher professional development, hardware, software, peripherals, online resources , databases for career research, and industry based tools to support the new and established Programs of Study at each middle and high school.

Strategy's Expected Result/Impact: Increased Academic Achievement

Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of CTE, Campus Principals, Deans of Instruction, Instructional Coaches

Funding Sources: Supplemental Resources and Professional Development 244 - Carl Perkins,

Formative Reviews

November	January	May	June

Strategy 2

Increase the number of Industry Based Certification exams offered to students and increase participation from 0% to 5% of eligible students.

Strategy's Expected Result/Impact: Increased Academic Achievement

Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Campus Principals, Deans of Instruction, Instructional Coaches

Formative Reviews

November	January	May	June

Strategy 3

All high school students (all grades) will receive SAT Prep.

Strategy's Expected Result/Impact: Individual Campus and Charter performance will increase.

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

Funding Sources: 211 - Title 1-A,

Formative Reviews

November	January	May	June

Strategy 4

English learner will receive additional SAT prep.

Strategy's Expected Result/Impact: Higher scores on the SAT

Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Director of Advanced Academics, Campus Principals, Counselors, Dir. of EL K-12

Funding Sources: 263 - Title III,

Formative Reviews

November	January	May	June

Strategy 5

All Juniors will be administered SAT in April.

Strategy's Expected Result/Impact: Student's will receive CCMR point through SAT indicator.

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

Funding Sources: 211 - Title 1-A,

Formative Reviews

November	January	May	June

Strategy 6

Seniors not earning a CCMR point will be enrolled in Texas College Bridge Courseware.

Strategy's Expected Result/Impact: Students will receive CCMR point.

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

Formative Reviews

November	January	May	June

Strategy 7

Monitoring of Advanced Placement Enrollment and Exams.

Strategy's Expected Result/Impact: Enrollment and Registration will increase providing students more opportunities to earn CCMR point.

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

Formative Reviews

November	January	May	June

Strategy 8

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

Strategy's Expected Result/Impact: Students will have opportunity to receive CCMR point and earn college course credit.

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

Funding Sources: 211 - Title I School Improvement,

Formative Reviews

November	January	May	June

Strategy 9

Monitoring of Dual Credit Enrollment and credits earned.

Strategy's Expected Result/Impact:
Students will receive CCMR point and opportunity to earn Dual-Credit CCMR point.

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

Formative Reviews

November	January	May	June

Performance Objective 4

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, 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.

Strategy 1 ☑ Results Driven Accountability ☑ Equity Plan

ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Social Studies assessment.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches

Funding Sources: 263 - Title III, , 420 - State,

Formative Reviews

November	January	May	June

Strategy 2 ☑ Results Driven Accountability ☑ Equity Plan

ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches

Funding Sources: 420 - State, , 263 - Title III,

Formative Reviews

November	January	May	June

Strategy 3 ☑ Results Driven Accountability ☑ Equity Plan

ILTexas will bring in subject matter experts and consultants to help teachers strengthen their Social Studies instructional strategies that will focus on increasing the Meets Target goal on the STAAR Social Studies assessments. Supplemental instructional software (SeeSaw) will be purchased to aid in increasing student academic achievement, track language proficiency, and increase the effective usage of technology within the educational environment.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches

Funding Sources: 420 - State, , 263 - Title III, , 289 - Title IV, , 211 - Title I School Improvement,

Formative Reviews

November	January	May	June

Strategy 4 ☑ Results Driven Accountability ☑ Equity Plan

The DLI and EL Instructional Coaches will support implementation of Content Based Language Instruction (CBLI) strategies by following the instructional coaching cycle and by providing professional learning opportunities to staff as it pertains to Emergent Bilingual students.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches

Funding Sources: 420 - State, , 263 - Title III,

Formative Reviews

November	January	May	June

Performance Objective 5

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 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 ☑ Results Driven Accountability

ILTexas will provide on-going support and training to campus administrators, teachers, and paraprofessionals as it relates to the Math and English Language Arts and Reading intervention programs.

Strategy's Expected Result/Impact: Utilization of the Math 180, Read 180, System 44, Do The Math, and Unique Learning System instructional programs with fidelity.

Staff Responsible for Monitoring: Campus Special Education Coordinators, Special Education Instructional Coaches, Special Education Directors.

Funding Sources: Renewed subscriptions for Math 180, Read 180, System 44, Do The Math, and Unique Learning System (ULS). New curriculum resource allocations for first year campuses. 224 - IDEA B,

Formative Reviews

November	January	May	June

Performance Objective 6

During the 25-26 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

Distribute Chromebooks to all students the first week of the 25-26 school year. Distribute Chromebooks to all new students. Maintain functional Chromebook inventory of 30 "spares" at each campus location. At each campus location, provide immediate device replacement for damaged Chromebooks while engaging external vendor for Chromebook repair process.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: CIO, Executive Director of Technology, Technology Manager, Technology Asset Specialist.

Formative Reviews

November	January	May	June

Strategy 2

Distribute laptops to all staff the first week of the 25-26 school year. Distribute laptops to all new staff during 23-24school year. Maintain functional laptop inventory of 5 "spares" at each campus location. At each campus location, provide immediate device replacement for damaged laptops while engaging internal or external laptop repair process. During laptop distribution, the IT technician will ensure the correct networked multi-function printer devices are installed and available for the end user.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: CIO, Executive Director of Technology, Technology Manager, Technology Asset Specialist.

Formative Reviews

November	January	May	June

Strategy 3

Maintain current fiber internet access for each campus location, to include a blend of MPLS and VPN. Maintain current 100% WiFi coverage throughout each campus location by engaging campus staff and external vendor for continuous evaluation and action.

Strategy's Expected Result/Impact: 100% of all ILTexas campus locations will have a stable internet connection and 100% WiFi coverage throughout each campus location.

Staff Responsible for Monitoring: CIO, Executive Director of Technology, Technology Manager, Technology Asset Specialist.

Formative Reviews

November	January	May	June

Performance Objective 7

By the end of the 25-26 school year, ILTexas will acquire 8-12 total school buses to support transportation needs for the Liberty County Schools.

Performance Objective 8

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.

Strategy 1

BRES Support for 5.1 PD: coaching/obs/feedback, 5.2 teacher capacity obs/feedback, 5.3 DDI

Formative Reviews

November	January	May	June

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

K-12 school counselors will provide research-based classroom guidance students, designed to reduce bullying incidents, during first semester and again second semester.

Strategy's Expected Result/Impact: Increase students' readiness to learn as measured by Rhithm, and decrease number of bullying incidents as documented in Docuware.

Staff Responsible for Monitoring: HQ counseling staff, school counselors, principal, and APs.

Formative Reviews

November	January	May	June

Strategy 2

Each campus will establish a committee, which will include parents and secondary level students and may be incorporated into an existing committee that meets the requirements of these minimum standards, to address bullying by focusing on prevention efforts and health and wellness initiatives.

Strategy's Expected Result/Impact: Increase students' readiness to learn as measured by Rhithm and reduce the number of bullying incidents as reported in Docuware.

Staff Responsible for Monitoring: Principal and APs

Formative Reviews

November	January	May	June

Strategy 3

ILTexas HQ counseling staff will provide resources/training to school counselors and crisis counselors and they will provide research-based interventions for the students who engage in bullying behaviors and the students who were targeted.

Strategy's Expected Result/Impact: Increase students' readiness to learn as measured by Rhithm.

Staff Responsible for Monitoring: HQ counseling staff, principal, APs, and school counselors

Formative Reviews

November	January	May	June

Performance Objective 10 ✅ High Priority

By the end of the 25-26 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 previous year.

Strategy 1 ✅ Equity Plan

ILTexas will ensure that all special education classrooms serving students with IEP's have supplies and materials necessary to support students meeting academic, behavioral, social and personal living skills goals

Funding Sources: 224 - IDEA B,

Formative Reviews

November	January	May	June

Strategy 2

Teachers and other staff serving students with an Individualized Education Plan will participate in professional and staff development focused on evidence-based instructional strategies to support students receiving Special Education Services and ILTexas will purchase supplemental resources for students such as instructional materials, online platforms, and supplemental instructional software to support students with an Individualized Education Plan and receiving Special Education Services to support student progress toward meeting IEP goals

Funding Sources: 224 - IDEA B,

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 Individual Wellness Assessment 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.

Strategy 1

Develop professional development for teachers to educate on Year at a Glance and Vertical Alignments for fine art courses.

Strategy's Expected Result/Impact: 90% result

Staff Responsible for Monitoring: Kerri Keller, Dir. of FIne Arts, campus Dean's for K-8 and AP's 9-12 grade.

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.

Strategy 1

Provide more PD for teachers to support language output and to build presentational skills in reading and speaking, and interpersonal speaking.

Strategy's Expected Result/Impact: 12th grade students' AAPPL scores on the presentaional and interpersonal modes will improve.

Staff Responsible for Monitoring: Xiaoyan Wang, Director of Chinese
Adriana Fletes, Director of DLI and LOTE Spanish.

Formative Reviews

November	January	May	June

Performance Objective 3

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

Provide more PD for teachers to support language output and to build presentational skills in reading and speaking, and interpersonal speaking.

Strategy's Expected Result/Impact: 5th grade students AAPPL scores will improve.

Staff Responsible for Monitoring: Xiaoyan Wang, Director of Chinese
Adriana Fletes, Director of DLI and LOTE Spanish.

Formative Reviews

November	January	May	June

Performance Objective 4

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.

Strategy 1

Provide more PD for teachers to support language output and to build presentational skills in reading and speaking, and interpersonal speaking.

Strategy's Expected Result/Impact: 8th grade students AAPPL scores will improve.

Staff Responsible for Monitoring: Xiaoyan Wang, Director of Chinese
Adriana Fletes, Director of DLI and LOTE 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

Campus Testing Coordinators will need to follow district assessment calendar and attend AAPPL trainings.

Strategy's Expected Result/Impact: The completion rate of AAPPL Chinese and Spanish testing will increase.

Staff Responsible for Monitoring: Campus Testing Coordinators,
Xiaoyan Wang, Director of Chinese
Adriana Fletes, Director of DLI and LOTE Spanish.

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

Strategy 1 ☑ Results Driven Accountability ☑ Equity Plan

Campuses will meet with EL/EB students to set TELPAS goals and monitor student progress.

Strategy's Expected Result/Impact: Increase in TELPAS scores

Staff Responsible for Monitoring: Principals, LPAC APs, EL Coordinators, Exec. Dir. of EB Support

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.

Evaluation Data Source: ACTFL's OPIC (Oral Proficiency Interview on Computer)

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

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

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

Strategy 1

Our college advisors will offer preparation for and awareness of postsecondary education and workforce opportunities supporting the transition of students from high school.

Staff Responsible for Monitoring: DSSL & DSA/SS

Funding Sources: Contracted Services 211 - Title 1-A, $900,000

Formative Reviews

| November | January | May | June |

Goal 3

By the end of the 25-26 school year ILTexas will retain 76% of teachers, an increase from 73.88% achieved the previous school year (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.

Strategy 1

Before new teachers enter a classroom, new teacher onboarding and training will be provided by the curriculum departments who support the content the teacher will teach.

Strategy's Expected Result/Impact: Increase Teacher Retention

Staff Responsible for Monitoring: Campus Administration

Formative Reviews

November	January	May	June

Strategy 2

Create and implement an asynchronous onboarding plan to support teachers who join ILTexas after initial August training.

Strategy's Expected Result/Impact: Increase Teacher Retention

Staff Responsible for Monitoring: Campus Administration

Formative Reviews

November	January	May	June

Strategy 3

Each curriculum and instruction department will provide continuous training in the TEKS and instructional strategies through content PLC meetings, data day analysis, professional learning days, and other professional learning opportunities.

Strategy's Expected Result/Impact: Increase Teacher Retention

Staff Responsible for Monitoring: Curriculum and Instruction Departments

Funding Sources: 224 - IDEA B,

Formative Reviews

November	January	May	June

Strategy 4

Supplemental supplies, materials, and contracted services to enhance safety and security of all campuses within the organization.

Strategy's Expected Result/Impact: Increase Teacher Retention

Staff Responsible for Monitoring: Operations

Funding Sources: Supplies SAFE Cycle 1, , Supplies SAFE Cycle 2, , Supplies School Safety Standards,

Formative Reviews

November	January	May	June

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

Provide a pay increase and/or a stipend for our special education, math and reading teachers.

Strategy's Expected Result/Impact: Increase Teacher Retention

Staff Responsible for Monitoring: Curriculum and Special Education

Formative Reviews

November	January	May	June

Strategy 2

Clearly define and train campus staff on the support structure of the Math department.

Strategy's Expected Result/Impact: Campus instructional leaders will understand and be able to execute their role in supporting math teachers with the ILTexas curriculum.

Staff Responsible for Monitoring: Math Director, Math Area Coaches

Formative Reviews

November	January	May	June

Strategy 3

Provide vendor training and coaching support for math teachers implementing new curriculum.

Strategy's Expected Result/Impact: Teachers will feel successful in the classroom because they are able to use the adopted curriculum effectively and their students are successful on assessments.

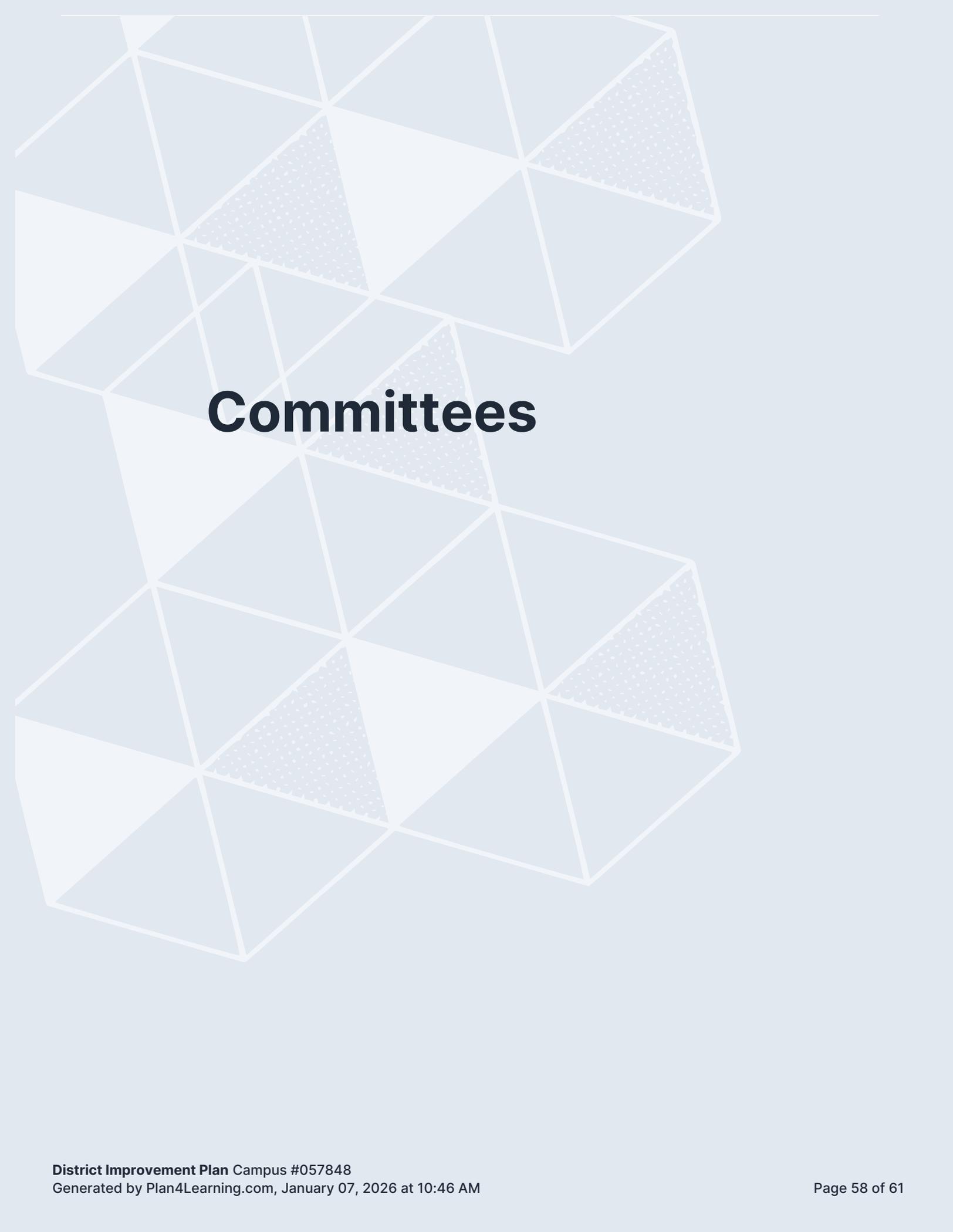**Staff Responsible for Monitoring:** Math Director

Formative Reviews

November	January	May	June

Committees

Committees

Campus Improvement Planning Committee

Members

First Name	Last Name	Position	Committee Role
Blanca	Granados	Parent	Parent
Blanca	Morales	Parent	Parent

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].

2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].

3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].

4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].

5. Collaborate with State or local child welfare agency to—

   - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;

   - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)

6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].

7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].

8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].

9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].

10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan   Signature of Assurance