

International Leadership of Texas



ILTEXAS

**COLLEGE
STATION K-8**

College Station Elementary

2025-2026 Campus Improvement Plan

Mission Statement

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

Vision

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

Value Statement

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

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Comprehensive Needs Assessment

Demographics

Summary

CSK8 ILTexas Elementary serves students from various academic backgrounds that includes 37 surrounding counties. Our students participate in the Gifted and Talented program starting in Kindergarten. Our First through Fifth grade students participate in advance Chinese Language course during the year. In fifth grade our students can participate in sixth grade Math.

Campus : ILTexas College Station EL

Year

2021 2022

2021 Lakeside Blvd
Richardson, TX 75082
(979) 704-6027 Phone
(979) 704-5332 Fax

Administration

Administrator names are based on role ID reporting on the Fall 30090 staff records

Principal

Zachary Bolzan

School Population

	Count	Percent
Student Total	799	100%
Pre-Kindergarten Grade	21	2.63%
Kindergarten Grade	109	13.64%
1st Grade	140	17.52%
2nd Grade	139	17.40%
3rd Grade	136	17.02%
4th Grade	120	15.02%
5th Grade	134	16.77%

Student Demographics

	Count	Percent
Gender		
Female	414	51.81%
Male	385	48.19%
Ethnicity		

Hispanic-Latino	318	39.80%
Race		
American Indian - Alaskan Native	6	0.75%
Asian	43	5.38%
Black - African American	84	10.51%
Native Hawaiian - Pacific Islander	2	0.25%
White	286	35.79%
Two-or-More	60	7.51%

Student Programs	Count	Percent
Dyslexia	59	7.38%
Gifted and Talented	83	10.39%
Regional Day School Program for the Deaf	0	0.00%
Section 504	39	4.88%
Special Education (SPED)	134	16.77%
Bilingual/ESL		
Emergent Bilingual (EB)	132	16.52%
Bilingual	21	2.63%
English as a Second Language (ESL)	0	0.00%
Alternative Methods for Bilingual Education	499	62.45%
Alternative Methods for ESL	0	0.00%
Title I Part A		
Schoolwide Program	799	100.00%
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	375	46.93%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	0	0.00%
Intervention Indicator	221	27.66%
Migrant	0	0.00%
Military Connected	90	11.26%
Transfer In Students	0	0%
Unschooling Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	338	42.30%
Free Meals	76	9.51%
Reduced-Price Meals	71	8.89%
Other Economic Disadvantage	191	23.90%
Homeless and Unaccompanied Youth		
Homeless Status Total	0	0.00%
Shelter	0	0.00%
Doubled Up	0	0.00%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	0	0.00%
Is Unaccompanied Youth	0	0.00%

Special Education Services

Count

Percent

Primary Disabilities

	Count	Percent
No Disability	0	0.00%
Orthopedic impairment	1	0.75%
Other health impairment	11	8.21%
Auditory impairment	0	0.00%
Visual impairment	1	0.75%
Deaf-Blind	0	0.00%
Intellectual disability	4	2.99%
Emotional disturbance	3	2.24%
Learning disability	58	43.28%
Speech impairment	38	28.36%
Autism	18	13.43%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%

Instructional Settings

	Count	Percent
Speech Therapy	38	28.36%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	5	3.73%
Resource Room	86	64.18%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	5	3.73%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

College and Career Readiness School Models

Count

Percent

	Count	Percent
Associate Degree <i>Does not include leavers</i>	0	0.00%
Early College High School (ECHS)	0	0.00%
New Tech	0	0.00%
P-Tech	0	0.00%
T-Stem	0	0.00%

Staff Information

Count

Percent

	Count	Percent
Administrative Support	9	10.23%
Teacher	65	73.86%
Educational Aide	14	15.91%
Auxiliary	0	0.00%

Strengths

ILTexas LEP students are progressing and exiting the program at a quicker rate. Our Gifted and Talented students progress and into high school courses once they get into Middle School. All students participate in Others Before Self projects that support the community around us. With our diverse population of Hispanic and Whites students are able to learn the languages from their peers.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

Grouping students by test scores affected academic and behavior outcomes on the campus.

Placing all struggling students together did not provide them an opportunity to work or learn from their higher academically minded peers.

 = Priority

Student Learning

Summary

Our students in 2nd grade showed an increase in Spanish acquisition creating a need for additional Spanish classes.

Third grade shows an increase of students scoring at Benchmark or above for 88 students out of 127. Math shows an increase of student understanding which is contributed to teachers being departmentalized.

In Fourth grade 70/120 students are projected to pass the Math STAAR; and 60/120 are projected to pass the ELAR STAAR.

Fifth grade 64/113 students are projected to pass the Math STAAR; and 81/113 are projected to pass the ELAR STAAR.

Strengths

Students in grades 2-5 are showing growth in ELAR which supports all other content areas.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Grouping students by test scores affected academic and behavior outcomes on the campus.	Placing all struggling students together did not provide them an opportunity to work or learn from their higher academically minded peers.
2	Inconsistency with Subject Matter Expert (SME) departments providing feedback and content guidance with pacing calendars.	Lack of organization and timely communication of content departments.
3	Inconsistent implementation of HQIM curriculum aligned to TEKS using best instructional practices aligned to TTESS.	Timeline expectations in the pacing guide have led to challenges for teachers to schedule reteach time for students.
4	Inconsistent implementing PBIS across grade levels and campus areas.	Lack of staff knowledge on implementation systems.

 = Priority

School Processes & Programs

Summary

International leadership of Texas College Station ES employs highly qualified staff in all areas. Teachers hold a bachelor's degree from an accredited university, furthermore bilingual and special education teachers are required to be fully certified by TEA. We aim to recruit teachers with diverse backgrounds and experiences to incorporate into the classroom. Teachers and staff are recruited throughout the US, Spain, China, and other countries. ILTexas recruitment efforts extend to multiple countries offering teachers J1 international visas. Our international educators provide students multicultural world experiences through teaching and learning. The recruitment incentives include stipends in the areas of math, science, bilingual, and special education. In addition, our goal is to attract and retain certified experienced educators to build a strong foundation at our lower grade levels. Our experienced educators have an opportunity to lead within their grade level and participate in our aspiring administrators academy. We strive to develop our educators and encourage them to transition into leadership roles. Staff retention is our highest priority and employees participate in extensive professional development sessions that provide ongoing guidance and support. The retention rate for teachers has steadily increased throughout the years. See addendum for additional data.

ILTexas curriculum is TEKS based and is required to follow a scope and sequence rooted in state standards. Teachers are required to use these resources to guide their planning, instruction and assessment. Planning, instruction and assessment will be aligned both horizontally and vertically. Curriculum, instruction and assessment will be at the heart of all PLC meetings. Planning and instruction will be driven by and responsive to student data.

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

Strengths

As of 23/24: 41.7% of teachers have 1-5 years of teaching experience, 100% of teachers have a bachelor's degree or higher, and our teachers have an average of about 5 years of experience.

Prk-5 students will utilize technology daily for their instruction and learning. Further, we will be using the Dean and a staff of instructional coaches to focus on instructional and foundational learning gaps.

- Horizontal (grade level) PLC built into workday
- Teacher support structure - Grade Level Administration- AP- Principal

SMART DISPLAY in all classrooms

Chromebook ratio 1:1 in 3rd to 5th Grade

Laptops for all teachers

Teachers utilize technology daily in their instruction.

- Regular updates and newsletters to parents and faculty/staff
- District calendar includes Data Days

Curriculum is a strong component of how we will align what will be taught across elementary grade levels. The curriculum is also consistent from years past, which helps teachers to build meaningful lessons for students to learn the TEKS. Teachers in Math and ELAR will meet with district leaders and subject matter experts regularly to review and adjust lesson plans so we are teaching what is most important for students to learn the TEKS and excel on assessments.

College Station Elementary Campus #030

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Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Inconsistency with Subject Matter Expert (SME) departments providing feedback and content guidance with pacing calendars.	Lack of organization and timely communication of content departments.
2 Inconsistent implementation of HQIM curriculum aligned to TEKS using best instructional practices aligned to TTESS.	Timeline expectations in the pacing guide have led to challenges for teachers to schedule reteach time for students.

 = Priority

Perceptions

Summary

ILTexas College Station ES prides itself in a positive learning and working environment for students and staff. The culture of our campus is rooted in "what is best for students" as it relates to student academic achievement and safety. All decisions are based on what is best for the students and teachers, exhibiting our motto of Other's Before Self. Our goal as a campus is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body, and character. We continue to put relationships first, with our 51/49 motto, as instruction can only occur effectively when you have a connecting with students, parents, teachers, and administrator.

ILTexas CSES encourages parents via our extensive PTO, WATCH DOGS dads, and several volunteer initiatives that are marketed through these vehicles. We have dozens of community partners ranging from restaurants to local stores and businesses in our local community.

Parent surveys are sent out by school and PTO twice a year to collect feedback at the end of each semester. We utilize QR codes to offer Q&A opportunities for parents to use when they enter the front office or are out on campus also included as a link in Principals monthly newsletter. Principal monthly meetings to gather parent feedback.

Strengths

Parents and community members are getting involved with the PTO and are learning about our mission and vision. More and more positive feedback is coming into our school through our Others Before Self projects and other volunteer opportunities to serve others. Our students are learning Mandarin and Spanish which has created a positive view of our school around the community as it is offered at no extra cost to parents. The diversity of our teachers is also a strength as they are able to authentically teach about different cultures. Our activities and festivals have been featured on the local news.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Public perceives ILTexas is a school that requires tuition to attend.	General public misconception of Charter schools and the uniforms for students to wear daily.
2	Community does not understand we service all student demographics equally and sufficiently.	Social media posts from former families that are negative and false statements made regarding the school.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Our sub-populations of SPED and EB learners are not growing

Our high quality instructional materials are not being used with fidelity in the classroom.

2
★

Difficulty finding certified teachers for our campus, especially in the area of Special Education positions.

Late pool postings for the following school year.
Slow response time from HR.

3
★

14.5% of our students are coded Gifted and Talented, and are not receiving effective differentiated instruction consistently. Creation of built in supports and strategies for our students who are finishing work quickly during first instruction is not consistently present.

Lack of training for differentiated instruction, and PD/teacher training for GT.

4
★

Select parents, teachers, staff, and students focus negative energy outside of the mission/vision of ILTexas

Social Media, local news outlets, and digital communication creates rumor mill of negativity within our community. Focusing on problems, rather than solutions. Lack of understanding of the facts, systems and processes at the campus level.

5
★

Teachers are frustrated with implementation and requirements of lesson planning and instructional delivery demands.

Changing curriculum or lack of dual language materials and alignment in Spanish. Pacing of lessons is difficult with assessments rolled out from the charter.

6
★

School-wide we don't have consistent implementation of instructional strategies across grade levels.

There are too many choices/strategies for teachers to utilize in the classroom causing confusion.

7
★

About 50% of our hispanic students are not growing academically in RLA English school-wide.

Students are not exposed to reading, speaking, listening, and writing English in their home and teachers need to increase usage of pictorial representations for high frequency vocabulary.

8
★

There is a need for improved communication and positive collaboration between PTO and campus.

Struggle with regular, recurring meetings with Leadership Team and PTO aligning the vision.

9
★

There is miscommunication between departments (HQ, area, and campus).

Clear roles and responsibilities are not fully defined, understood or maintained at every level of the campus.

10
★

Students finding ways around the firewall and other inappropriate use of technology, causing an influx in referrals/investigations.

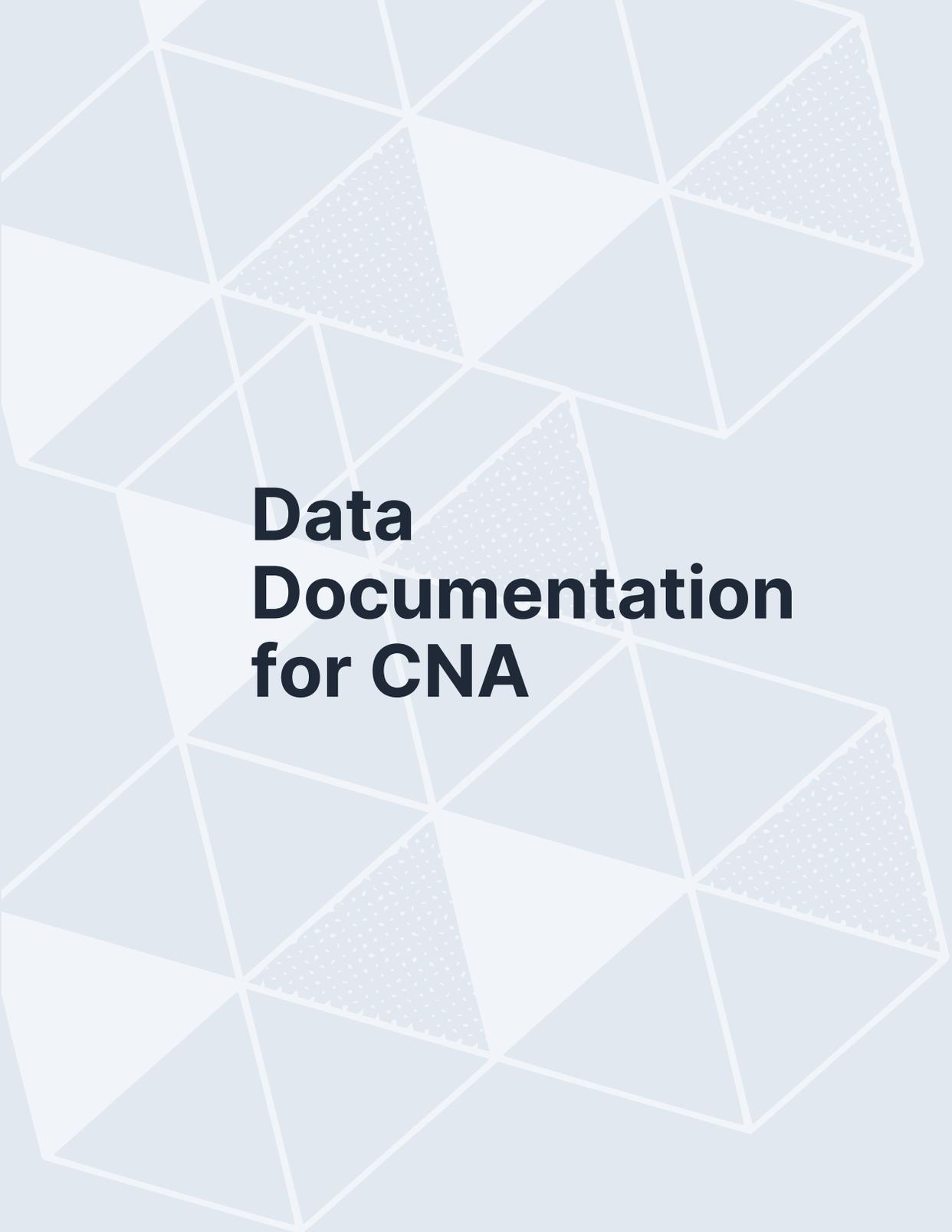
Lack of student knowledge related to consequences and safety of the internet.

11
★

Teachers are leaving the profession nationwide due to a variety of factors.

Teacher pay rate, lack of community respect and support and long hours

★ = 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)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

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
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback



Goals

Goal 1

By the end of the 25-26 school year, ILTexas CSES will receive an overall rating of B or higher for statewide accountability rating, an increase from a C in the 24/25 SY.

Performance Objective 1 High Priority

Students in 3rd - 5th grade will increase the number of correct responses by a minimum of 5 additional correct answers.

Evaluation Data Source: Interim Assessments in the fall and spring.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Examine current assessment practices to effectively compare students year-to-year. Making sure all students are evaluated at BOY to document current skills. Evaluating Benchmark assessments in Amira and TEKS ready.

Strategy's Expected Result/Impact: An increase in student achievement/growth.

Staff Responsible for Monitoring: Classroom Teacher

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

January

May

June

Strategy 2

Ongoing Coaching & Implementation utilizing BRES to provide a combination of on-site and virtual coaching days with the leadership team in the Teacher Coaching. Observation & Feedback, Classroom co-observations & calibration. Planning feedback and delivering feedback (and subsequent PD). Observation & Feedback Rubric aligned to ILTexas - Great 8.

Strategy's Expected Result/Impact: Improved Student Achievement.

Staff Responsible for Monitoring: Administrators, Instructional Coaches

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

May

June

Performance Objective 2

The percentage of students to include all Special Populations (to include SPED, Emergent Bilingual, CTE and ESL students) in grades 3-5 scoring Approaches on all core content STAAR will increase 5% on STAAR

Evaluation Data Source: Evaluation Data Sources State STAAR Report. Monitored by Interim Assessments in the fall and spring.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 Targeted Support Strategy

Provide instructional materials for students with particular attention to ELLs in Reading/ELA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, library books to support literacy, as well as STAAR aligned resources to aid in preparation of State Assessments (Measuring UP and Zearn).

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

Staff Responsible for Monitoring: Principals, Subject Matter Experts, campus instructional coaches, teachers.

Funding Sources: 263 - Title III, \$5,000, 211 - Title 1-A, \$30,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Some Progress

November

Some Progress

January

May

June

Goal 2

By the end of the 25-26 school year, at least 70% of students will be on target to promote to Middle School meeting their academic and state standards.

Performance Objective 1

By the end of the 2025-2026 school year, 70% or more of students will demonstrate readiness for middle school promotion by meeting or exceeding grade-level academic expectations and state assessment standards.

Evaluation Data Source: As measured by district benchmarks, state assessments, and end-of-year academic data.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Teachers will implement the Multiple Responses Strategies to increase student engagement and discourse in all subject areas.

Strategy's Expected Result/Impact: 80% passing rate on weekly exit tickets.

Staff Responsible for Monitoring: Teachers and Admin.

Funding Sources: Instructional Coach 211 - Title 1-A, Title 1 school improvement,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

November

Moderate Progress

January

May

June

Strategy 2

Charter and Campus will provide training as needed, based off of walkthroughs, during teacher's PLC time on MRS/Great 8.

Strategy's Expected Result/Impact: Increased Student Achievement

Staff Responsible for Monitoring: Admin.

Funding Sources: 255 - Title II,

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

November

Moderate Progress

January

May

June

Goal 3

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

Performance Objective 1 High Priority

Campus leaders will implement and monitor targeted teacher retention strategies, including new-teacher mentoring, regular coaching and feedback cycles, stay interviews, workload and duty reviews, recognition of effective teaching, leadership opportunities and targeted professional development.

Evaluation Data Source: Teacher survey, intent to return, and teacher attendance.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Calendar out monthly teacher appreciation days/events in conjunction with PTO and NJHS, intentionally using time during PD days to build campus morale. Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide online access to CNA/CIP.

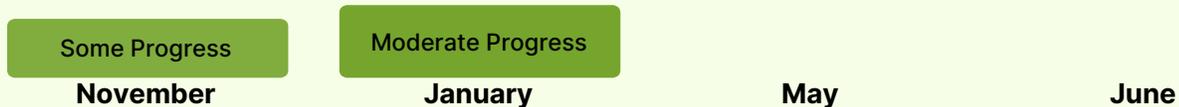
Strategy's Expected Result/Impact: Teacher 80% retention

Staff Responsible for Monitoring: Leadership

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Creating community partnerships with local food vendors to raise positive morale with staff at CSK8

Strategy's Expected Result/Impact: Enhance positive climate and teacher attendance

Staff Responsible for Monitoring: Leadership

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

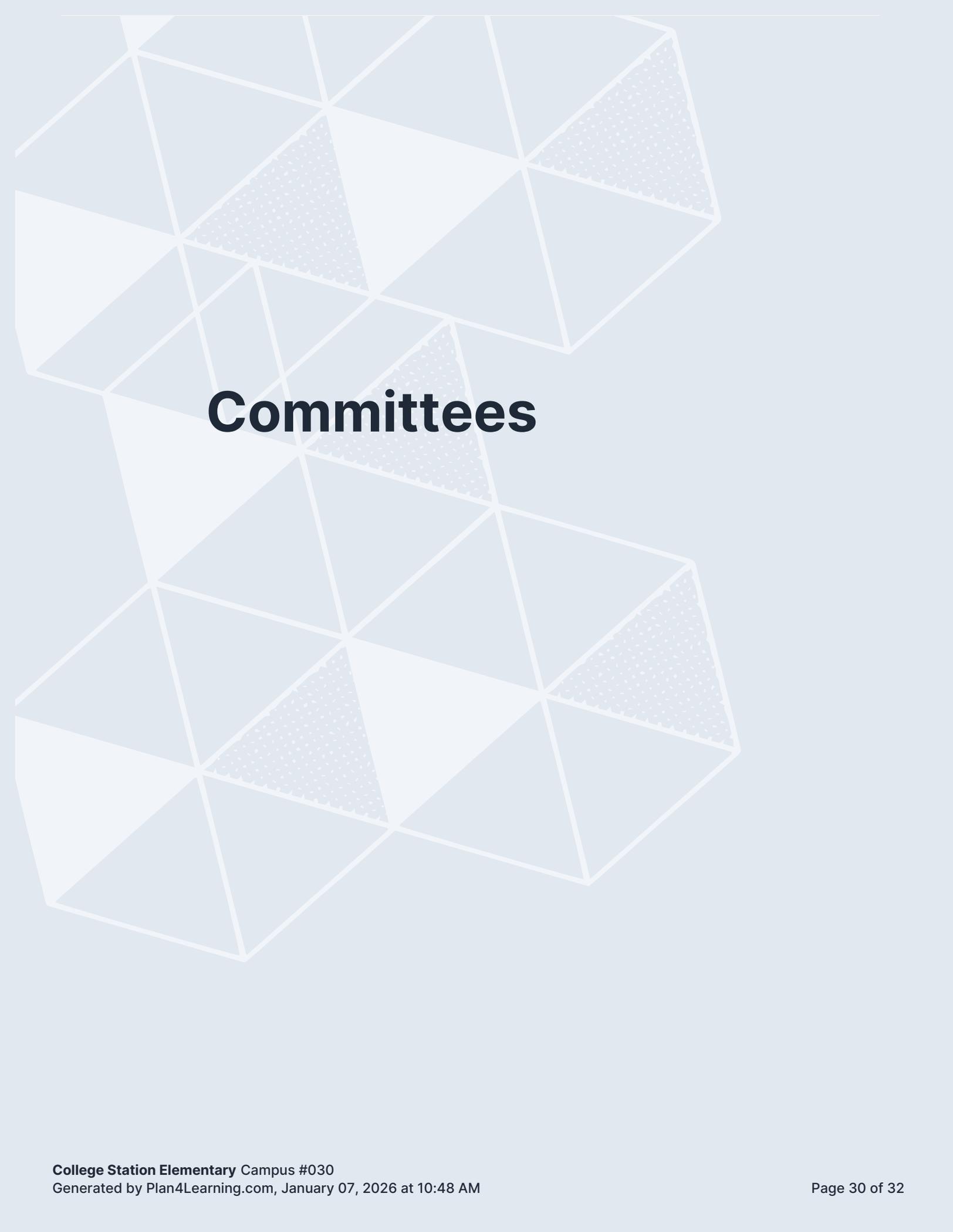
November

Some Progress

January

May

June



Committees

Committees

Campus Improvement Team 2024-2025

Members

First Name	Last Name	Position	Committee Role
Thomas	Whittlesey	Business Rep	Business Representative
Evony	Searles	AP Grade K-2	Administrator
Amanda	Krueger	AP Grade 3-5	Administrator
Emily	McKay	SPED Coordinator	Non-classroom Professional
Stacy	Paulson	PTO Professional Community Partner	Non-classroom Professional
Rob	Labossiere	Community Member	Community Representative
Tracey	Calanog	Parent	Parent
Zachary	Bolzan	Principal	Administrator



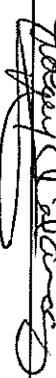
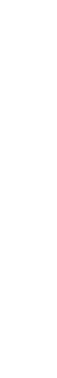
Addendums

Campus Improvement Team 2024-2025

Meeting Date: June 6, 2024

9:00 A.M.

Conference Room

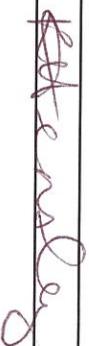
Committee Role	Name	Position	Signature
Administrator	Zachary Bolzan	Principal	
Parent	Tracey Calanog	Parent	
Community Representative	Rob Labossiere	Community Member	
Non-classroom Professional	Stacy Paulson	PTO Professional Community Partner	
Non-classroom Professional	Emily McKay	SPED Coordinator	
Administrator	Amanda Krueger	AP Grade 3-5	
Administrator	Evony Seales	AP Grade K-2	
Business Representative	Thomas Whitesey	Business Rep	
Classroom Teacher	Kenya Hensley	Teacher	

2024-2025 Needs Assessment Team

Meeting Date: June 6, 2024

9:00 A.M.

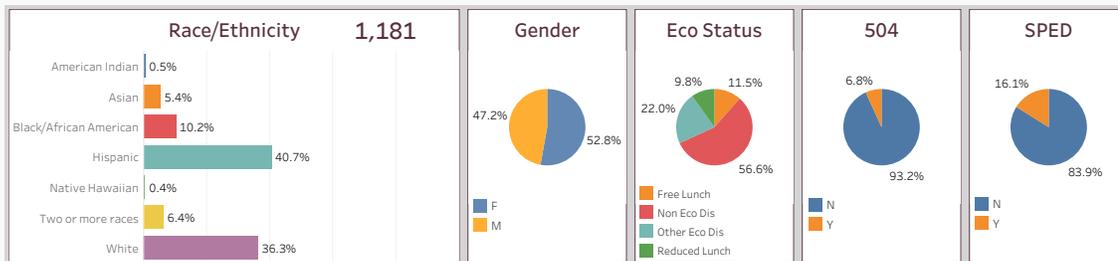
Conference Room

Committee Role	Name	Position	Signature
Administrator	Zachary Bolzan	Principal	
Administrator	Evony Searles	Associate Principal	
Administrator	Amanda Krueger	Assistant Principal	
Administrator	Michelle Kelley	Assistant Principal	
Non-classroom Professional	Kendra Viggers	Admin Assistant	
Classroom Teacher	Kendell Berger	SPED Teacher	
Business Representative	Rob Labossiere	Business Owner - Juice it Up	
Classroom Teacher	Kenya Hensley	Teacher	
Non-classroom Professional	Suzanne Wymann	Counselor	
Community Representative	Thomas Whitlesey	Community Member	



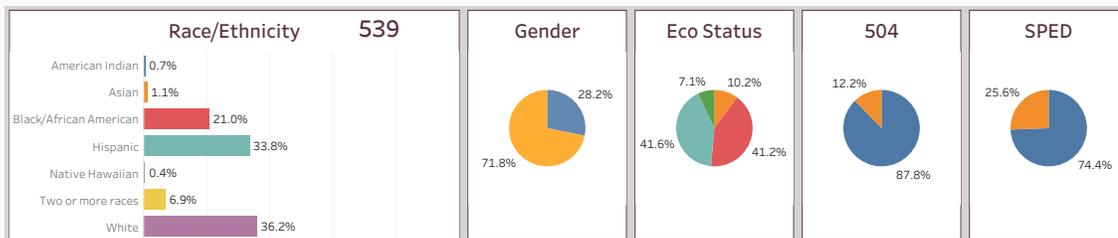
Area Houston	Campus All	Entity All	Grade All	Eth/Race All	Gender All	Economic Status All	SPEDActive All
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Enrollment by:

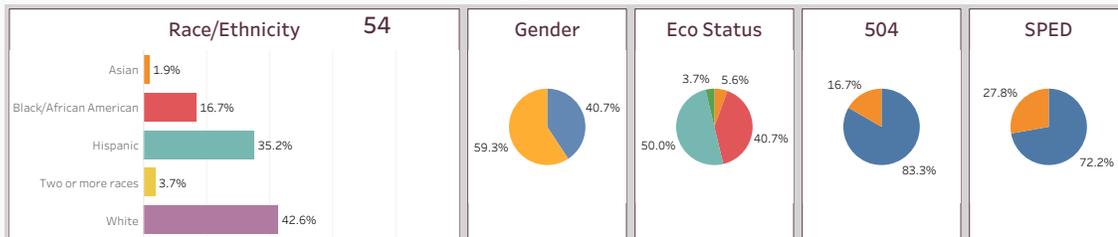


Disc School Year 2025	Referral Officer Eth/Race Two or more races	Referral Officer Gender All	Action Officer Eth/Race All	Action Officer Gender All
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Discipline Incidents by:



Suspensions by:



Expulsions by:

