

# International Leadership of Texas



## Garland High

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

# Value Statement

Others Before Self

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# Comprehensive Needs Assessment

# Demographics

## Summary

International Leadership of Texas Garland High school is an open-enrollment public charter high school. We have a capacity for a total of 800 students and 196 international students. Domestic students are enrolled via the district lottery procedures (Board documents). Our college prep high school focuses on servant leadership and tri-literacy. In 2025-26 our school projection will serve approximately 760 students, with over 110 of those students being our international students. This overall student population comes from various backgrounds including public, private, charter from Texas and various other states, and countries. Our diverse student population is comprised of 65% Hispanic, 8.44% White, 14.24% Black, 9.44% Asian, 2.81% Two or More, 0.33% Native Hawaiian, 0.17% American Indian. Also it is important to note that 219 students, 36% of students are Emergent Bilinguals. 470 students are identified "AT-RISK". We also serve 30 students that are military connected.

Overall staff is numbered at 72, with 49 classroom teachers. 33% Hispanic/Latino, 36% White, 6% Black, 24% Asian makes up the teaching staff population.

## Strengths

ILTexas is a school of choice, which means that families make a determination to be part of the campus.

Strengthens bonds between school and family. Students are here with a purpose and mission focus .

Diversity of Learners - connect well with our mission of "international" leaders.

International students from China, Korea, and Vietnam give all students a unique learning experience from most US High Schools.

Domestic students come from a wide range of counties surrounding and within our campus location - provides for a diverse economic and social background.

The diversity support our core mission to prepare students for exceptional leadership roles in the international community.

# Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	37% of English 1 students, 28% of English 2, and 46% of Algebra 1 students did not meet 'approaches' or higher on STAAR EOC exams	Teacher and student transitions/changes to course
2 ★	ILTexas GHS connected to Rotary, Garland Youth Council, however need to increase additional community connections so more stakeholders are aware of who we are - including media outlets coming for special events	Underutilization of digital platforms and storytelling to promote campus achievements: Social media, school newsletters, and the website are not consistently leveraged to highlight student success, campus events, or partnership opportunities, which contributes to limited public awareness and media interest

★ = Priority

# Student Learning

## Summary

Student all EOC tests - High School - projection is a 77 with a C. 50% D1 Score.

Projections Only 05/28/25

English 1 - 39% D1 Score - 67

English 2 - 47% D1 Score - 75

Biology - 54% D1 Score - 82

US History - 69% D1 Score - 92

Algebra 1 - 33% D1 Score - 52

## Strengths

- Silver Award Recognition from College Board and AP
- Continuity of students from ILTexas K-8 attending HS - continuity of mission
- Best school rating in US News and World Report Best School
- 99% 4-year graduation rate
- \$55 Million + in scholarships awarded
- Increased number of AP courses and AP participation

# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	37% of English 1 students, 28% of English 2, and 46% of Algebra 1 students did not meet 'approaches' or higher on STAAR EOC exams	Teacher and student transitions/changes to course
2 ★	Student attendance average 96.29% 2023-2024 - 94.8% 24-25 SY (slight decline in attendance 24-25 SY)	Transportation, health, or socio-emotional barriers contributing to absenteeism: External factors such as unreliable transportation, health issues (including mental health), or lack of engagement and belonging may be contributing to students' inconsistent attendance and reduced motivation to attend daily.
3 ★	3 Teachers of English 2 over a 1 year period - frequent turnover in critical area	Disruption of consistency of instruction
4 ★	ILTexas GHS connected to Rotary, Garland Youth Council, however need to increase additional community connections so more stakeholders are aware of who we are - including media outlets coming for special events	Underutilization of digital platforms and storytelling to promote campus achievements: Social media, school newsletters, and the website are not consistently leveraged to highlight student success, campus events, or partnership opportunities, which contributes to limited public awareness and media interest
5	There remains a salary gap between ILTexas and surrounding school districts	Funding inequity between ISD's and Charter Schools

6

Minimal Teacher Experience with AP Courses - to include parent knowledge of AP course demands, benefits, processes etc.

Lack of informative meetings and information about AP

★ = Priority

# School Processes & Programs

## Summary

Our curriculum includes Spanish, Mandarin, fitness, and a grade-level community service project which is student initiated and implemented. Our international focus includes an agreement with a private school to educate students from China, Korea, Vietnam with the goal of high school graduation, college admission and college graduation. On target to be above average as marked by Cognia accreditation. We create global citizens by focusing on educating body, mind and character.

Teachers are issued laptop computers and every student is issued a Chromebook. Teachers have access to a variety of instructional software and websites including Google Classroom, Skyward, MAP, Mathia, TEKS Resource Service and Edgenuity. Updates to come with addition of Smart instructional TV screens, anticipated for 25-26 school year.

The Master Schedule supports teacher collaboration and input into decision making process by grouping grade level and content area teachers into specific professional learning communities. All teachers participate in a grade level and content PLC every other day. Each PLC is headed by a GLA (Grade Level) or Lead (Content Area) that promotes problem solving and decision making. Questions and concerns are captured weekly for every staff member via a "Red-Yellow-Green" form that is individualized per teacher, but accessible by all members of campus leadership team. GLA's ensure that this information is collected so leadership team may help support teachers with what they need for learning, teaching, good order/discipline and safety.

Cabinet leaders meet every Monday at 8:15 to ensure proper direction, communication, and awareness of campus events, needs, and supports needed. FYI, FYA, FYC. (format of communication from respective departments)

Students are educated using the Fitness curriculum which encourages students to be leaders, solving problems and implementing solutions, using the positive Core Leadership Traits. Students are also able to take on a "Fitness Credit" by taking MCJROTC, and now Chinese Kung Fu. Approximately 35% of the student body participates with MCJROTC. Students are enrolled in eight mandatory classes; English, Science, Mathematics, Social Studies, Mandarin Chinese, Spanish, Fitness, and Leadership. Students have two elective classes, to be chosen from a variety of options, including JROTC, Fine Arts (Dance, Theatre, Guitar, Band, Choir, Art), and Academic Electives (Computer Science, Foreign Service and Diplomacy, Engineering, Digital Media, AV Tech). The schedule is a 90-minute block schedule, 5 classes meeting on A-days and 5 classes meeting on B-days. Support intervention classes for Math, Biology, and English are provided for students who have failed STAAR EOC in subject area.

Students have the opportunity to enroll in advanced academic coursework in 17 Advanced Placement classes and Dual Credit courses through a partnership with Richland College. A dedicated college counselor assists students and families in applying for college and financial aid.

Students participate in Student Government, and take a planning role in campus based assemblies and the Others Before Self Service project. Multicultural and Guidance assemblies are frequent on campus. Every student is required to complete 15 hours of community service per year, and actively participate in the grade level service project.

Adding mandatory Student Advisory Committee and Student Council.

## Strengths

- Principal Advisory Committee (made up of student leaders communicates monthly directly to Principal)
- Increased number of safety audits and checks to ensure maximizing safety
- School calendar system and meeting from Leadership - sets up successful communication loop for all stakeholders
- School has its own technology assistant.
- One to one chromebooks for students.
- Over 35% of campus in MCJROTC - leadership culture
- Teachers have laptop and access to interactive white board in every room.
- Over 25 clubs and organizations - including many that are student created
- Grade Level and Content Area PLC provides support for all teachers - planning and student information
- Professional development through Region X, College Board, in addition to campus and district based PD - Compliance training required to be completed by 100% of staff

- School has two guidance counselors and one college ASP counselor
- School has RN

# Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Student attendance average 96.29% 2023-2024 - 94.8% 24-25 SY (slight decline in attendance 24-25 SY)	Transportation, health, or socio-emotional barriers contributing to absenteeism: External factors such as unreliable transportation, health issues (including mental health), or lack of engagement and belonging may be contributing to students' inconsistent attendance and reduced motivation to attend daily.
2 ★	ILTexas GHS connected to Rotary, Garland Youth Council, however need to increase additional community connections so more stakeholders are aware of who we are - including media outlets coming for special events	Underutilization of digital platforms and storytelling to promote campus achievements: Social media, school newsletters, and the website are not consistently leveraged to highlight student success, campus events, or partnership opportunities, which contributes to limited public awareness and media interest
3 ★	3 Teachers of English 2 over a 1 year period - frequent turnover in critical area	Disruption of consistency of instruction
4	3 out of 4 Grade Level Administrators state that parents are not utilized enough in collaboration, and communication regarding our students. 5-10% of teachers frequently using parents as an asset through communication.	Parents not seen as assets enough

★ = Priority

# Perceptions

## Summary

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

At IL Texas our student's social and emotional health and safety is important to our service. Counselors and Leadership teachers use Rhithm as a check-in for SEL.

Students state the ILTexas pledge every morning during announcements, and can recite the ILTexas mission.

IL Texas Garland started the year with an active PTO. Parent survey to be scheduled to go out this summer of 2025. All grade levels are required to complete a service project that incorporate athlos characteristics to serve the greater community. All students are required to complete 60 hours of community service in order to graduate. Garland Volunteer Department views ILTexas GHS as a natural and great space to connect with students that are service oriented - continued collaboration with Garland City leaders and volunteergarland.org.

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

Sunday Evening Message is sent home to parents every week to notify them of upcoming events. Communication is reinforced through FB, campus website and informal "Coffee with the Principal" meetings and Open Houses. FB posts stay centered on student experience and on brand with our unique mission. At Open House and Coffee with the Principal - families have the opportunity to ask questions and interface face to face with members of staff. Parents are informed of absences, special messages and Eagle Academy via School Messenger - in Spanish and English, and Remind101. We use WeChat to communicate with parents in China , Vietnam, and Korea. Parents can use Skyward Family Access to track grades and absences.

TX Safety Audits connected with campus April 2025, and part of concluding feedback was that ILTexas campuses are deemed as "one of the best and safest" charters that they have ever seen/conducted audit upon.

## Strengths

Based upon the survey of students, staff, and community, our strengths include - strong sense of equality, strong sense of safety and very strong sense of a challenging and motivating curriculum. There is a community feeling to the school and a lack of 'cliques'.

Students planned and led the International Festival, and multiple cultural events throughout the year.

Student participation in extra-curriculars increased.

Service Expo feedback very positive from multiple stakeholders

# Problem Statements Identifying Perceptions Needs

## Problem Statement

## Root Cause

1



ILTexas GHS connected to Rotary, Garland Youth Council, however need to increase additional community connections so more stakeholders are aware of who we are - including media outlets coming for special events

Underutilization of digital platforms and storytelling to promote campus achievements: Social media, school newsletters, and the website are not consistently leveraged to highlight student success, campus events, or partnership opportunities, which contributes to limited public awareness and media interest

 = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

37% of English 1 students, 28% of English 2, and 46% of Algebra 1 students did not meet 'approaches' or higher on STAAR EOC exams

Teacher and student transitions/changes to course

2  
★

Student attendance average 96.29% 2023-2024 - 94.8% 24-25 SY (slight decline in attendance 24-25 SY)

Transportation, health, or socio-emotional barriers contributing to absenteeism: External factors such as unreliable transportation, health issues (including mental health), or lack of engagement and belonging may be contributing to students' inconsistent attendance and reduced motivation to attend daily.

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ILTexas GHS connected to Rotary, Garland Youth Council, however need to increase additional community connections so more stakeholders are aware of who we are - including media outlets coming for special events

Underutilization of digital platforms and storytelling to promote campus achievements: Social media, school newsletters, and the website are not consistently leveraged to highlight student success, campus events, or partnership opportunities, which contributes to limited public awareness and media interest

4  
★

3 Teachers of English 2 over a 1 year period - frequent turnover in critical area

Disruption of consistency of instruction

★ = 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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) 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
- 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
- Student failure and/or retention rates
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dual-credit and/or college prep course completion data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- School safety data
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Evaluation(s) of professional development implementation and impact

## Parent/Community Data

- Parent surveys and/or other feedback

## Support Systems and Other Data

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

## Performance Objective 1 High Priority

By the end of the 25-26 school year, 45% of all ILTexas students will perform at the meets level of achievement on STAAR for all content areas and all content areas and 40% of EB students will perform at the meets level of achievement on STAAR all content areas

**Evaluation Data Source:** STAAR EOC RESULTS

### Strategy 1

Utilization of Peer to Peer tutoring (NHS and Mentor to Mentors), and Mandatory Tutoring as needed

**Strategy's Expected Result/Impact:** Increased level of mastery from students and decreased failure rates

**Staff Responsible for Monitoring:** Associate Principal, Lead SPED teacher, Counselors

**Funding Sources:** Tutorial Staff Pay 211 - Title 1-A, \$1,000

#### Formative Reviews

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### Strategy 2

Utilize supplemental instructional materials, computer/web based programs - ProjectEd, Rhithm, IXL, Measuring Up, MAP, Edgenuity, Mathia, , leveled readers, READ 180, and MATH 180. Learning walks internal to campus teachers to help support with teacher growth in their skillsets. Planning feedback and delivering feedback (and subsequent PD). Observation & Feedback Rubric aligned to ILTexas - GBF Scope & Sequence.

**Strategy's Expected Result/Impact:** Increased level of mastery from students and decreased failure rates

**Staff Responsible for Monitoring:** AP

**Funding Sources:** Supplemental Resource or Tutorial Staff Pay 211 - Title 1-A, \$12,000, 211 - Title 1-A, \$20,000

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### Strategy 3

Use Saturday School and after-school tutoring and extended year services such as Summer School in order to provide additional instruction for students in Math, English, Science and Social Studies based on data analysis of student needs - additionally strategic scheduling for intervention classes during the general school day

**Strategy's Expected Result/Impact:** Increase in student scores on state exams

**Staff Responsible for Monitoring:** Associate Principal, GLAs

**Funding Sources:** Tutorial Staff Pay 211 - Title 1-A, \$3,000

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### Strategy 4

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. Provide students with instructional materials. 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:** Increased student performance, increased parent engagement

**Staff Responsible for Monitoring:** AP

**Funding Sources:** Tutorial Staff Pay 263 - Title III, \$1,500, 263 - Title III, \$3,500

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### Strategy 5

By the end of the academic year, students will demonstrate measurable growth in reading proficiency by participating in regular library visits and selecting library books that match their reading levels and interests.

**Strategy's Expected Result/Impact:** Increased student performance,

**Staff Responsible for Monitoring:** Administration/Librarian

**Funding Sources:** Books 211 - Title 1-A, \$10,000

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## Strategy 6 Targeted Support Strategy Additional Targeted Support Strategy

Provide instructional materials for students in Reading/ILA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessments and National Assessments (including Kamico, STAAR Master, Measuring UP, MAP, etc.)

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

**Staff Responsible for Monitoring:** CAO, Academic Directors, Instructional Technologists, Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists, teachers

**Funding Sources:** 211 - Title 1-A, \$50,000

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

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## Performance Objective 2 High Priority

By the end of the 25-26 school year, 40% of all ILTexas students will perform at the meets level of achievement on STAAR Math and 40% of EB students will perform at the meets level of achievement on STAAR Math.

**Evaluation Data Source:** STAAR EOC RESULTS

## Strategy 1

Utilization of Peer to Peer tutoring (NHS and Mentor to Mentors), and Mandatory Tutoring as needed

**Strategy's Expected Result/Impact:** Increased level of mastery from students and decreased failure rates

**Staff Responsible for Monitoring:** Associate Principal, Lead SPED teacher, Counselors

**Funding Sources:** School Climate 461 - Campus Activity, \$1,000

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### Strategy 2

Utilize supplemental instructional materials, computer/web based programs - ProjectEd, Rhithm, Study Island, Flocabulary, Edpuzzle, Measuring Up, MAP, Plato, Mathia, READ 180, and MATH 180 and All in Learning to track progress.

**Strategy's Expected Result/Impact:** Increased level of mastery from students and decreased failure rates

**Staff Responsible for Monitoring:** AP

**Funding Sources:** Supplemental Tools - Tutorial Staff Pay for implementation 211 - Title 1-A, \$12,000

### Formative Reviews

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### Strategy 3

Use Saturday School and after-school tutoring to provide additional instruction for students in Math, English, Science and Social Studies

**Strategy's Expected Result/Impact:** Increase in student scores on state exams

**Staff Responsible for Monitoring:** Associate Principal, GLAs

**Funding Sources:** Tutorial Staff Pay 211 - Title 1-A, \$3,000

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### Performance Objective 3 High Priority HB3 Goal

The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase to over 95% by June 2026.

### Strategy 1

Schedule 100% seniors who have not CCMR by July 15, 2026 into a math or English class with College Bridge program.

**Strategy's Expected Result/Impact:** 100% of seniors will complete CCMR readiness in both English and Math

**Staff Responsible for Monitoring:** Associate

**Funding Sources:** Tutorial Staff Pay to ensure also complete in Tutoring as well 211 - Title I School Improvement, \$1,000

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### Strategy 2

Campus will use Title funds to facilitate student registration of AP Exams.

**Strategy's Expected Result/Impact:** Increased enrollment in AP exams

**Staff Responsible for Monitoring:** Associate Principal

**Funding Sources:** AP Exam cost support 211 - Title I School Improvement, \$15,000

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### Strategy 3

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

**Funding Sources:** 244 - Carl Perkins, , AV TECH class resources 211 - Title 1-A, \$5,000

**TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college

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## Performance Objective 4

By the end of the 25-26 school year, 40% of all ILTexas students will perform at the meets level of achievement on STAAR Social Studies and 40% of EB students will perform at the meets level of achievement on STAAR Social Studies.

**Evaluation Data Source:** STAAR EOC RESULTS

### Strategy 1

Utilization of Peer to Peer tutoring (NHS and Mentor to Mentors), and Mandatory Tutoring as needed

**Strategy's Expected Result/Impact:** Increased level of mastery from students and decreased failure rates

**Staff Responsible for Monitoring:** Associate Principal, Lead SPED teacher, Counselors

**Funding Sources:** SChool Climate 461 - Campus Activity, \$500

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### Strategy 2

Utilize supplemental instructional materials, computer/web based programs - ProjectEd, Rhithm, Study Island, Flocabulary, MAP, Interim Assessment, Google Classroom, Kahoot, Lead4ward

**Strategy's Expected Result/Impact:** Increased level of mastery from students and decreased failure rates

**Staff Responsible for Monitoring:** AP

**Funding Sources:** Additional REsources and Tutorial Staff Pay for implentation 211 - Title 1-A, \$12,000

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### Strategy 3

Use Saturday School and after-school tutoring to provide additional instruction for students in Math, English, Science and Social Studies

**Strategy's Expected Result/Impact:** Increase in student scores on state exams

**Staff Responsible for Monitoring:** Associate Principal, GLAs

**Funding Sources:** Tutorial Staff Pay 211 - Title 1-A, \$10,000

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### Strategy 4

Utilize supplemental instructional materials, computer/web based programs - ProjectEd, Rhithm, Study Island, Edgenuity, Google Classroom, Quill, IXL,

**Strategy's Expected Result/Impact:** Increased level of mastery from students and decreased failure rates

**Staff Responsible for Monitoring:** AP

**Funding Sources:** Supplemental and Tutorial Staff Pay 211 - Title 1-A, \$12,000

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### Strategy 5

Use Saturday School and after-school tutoring to provide additional instruction for students in Math, English, Science and Social Studies

**Strategy's Expected Result/Impact:** Increase in student scores on state exams

**Staff Responsible for Monitoring:** Associate Principal, GLAs

**Funding Sources:** Tutorial Staff Pay 211 - Title 1-A, \$3,000

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## **Performance Objective 5**

By the end of the 25-26 school year, ILTexas students enrolled in the Special Education program will maintain a Meets achievement standard at a 15% rate for Math and a 25% rate for English Language Arts and Reading state assessments.

**Evaluation Data Source:** MAP, Interim assessments, STAAR

### **Strategy 1**

Utilization of Peer to Peer tutoring (NHS and Mentor to Mentors), and Mandatory Tutoring as needed

**Strategy's Expected Result/Impact:** Increased level of mastery from students and decreased failure rates

**Staff Responsible for Monitoring:** Associate Principal, Lead SPED teacher, Counselors

**Funding Sources:** School Climate 461 - Campus Activity, \$500

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### **Strategy 2**

Utilize supplemental instructional materials, computer/web based programs - ProjectEd, Rhithm, Mathia, Edgenuity, Google Classroom, Kahoot

**Strategy's Expected Result/Impact:** Increased level of mastery from students and decreased failure rates

**Staff Responsible for Monitoring:** AP

**Funding Sources:** Supplemental and Tutorial Staff Pay for implementation 211 - Title 1-A, \$12,000

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### Strategy 3

Use Saturday School and after-school tutoring to provide additional instruction for students in Math, English, Science and Social Studies

**Strategy's Expected Result/Impact:** Increase in student scores on state exams

**Staff Responsible for Monitoring:** Associate Principal, GLAs

**Funding Sources:** Tutorial Staff Pay 211 - Title 1-A, \$3,000

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### Performance Objective 6

92% of students will receive credit for 100% of their courses at the end of the 25-26 school year.

**Evaluation Data Source:** Skyward Failure Report

### Strategy 1

1 to 1 Chromebook to Student ratio - while also utilizing supplemental instructional materials, computer/web based programs including: Mathia, Read 180, Math 180, Google Classroom, Edgenuity, Kahoot - share tech uses as provided in HS PD as provided by Evi Rodriguez.

**Strategy's Expected Result/Impact:** Increased level of mastery from students and decreased failure rates

**Staff Responsible for Monitoring:** Associate Principal and GLAs

**Funding Sources:** Tutorial Staff Pay for support and implementation of resources 211 - Title 1-A, \$5,000

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

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# 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 least at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

## Performance Objective 1

By the end of 25-26 school year, the percentage of seniors receiving trilingual cord will increase to 65%

**Evaluation Data Source:** AAPPL Chinese & Spanish.

### Strategy 1

100% of LOTE teachers will receive content specific professional development.

**Strategy's Expected Result/Impact:** Increased Teacher Efficacy

**Staff Responsible for Monitoring:** AP, Director of Spanish, Director of Chinese, IC

**Funding Sources:** Tutoring 211 - Title 1-A, \$5,000

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## Performance Objective 2

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

### Strategy 1

Campus Testing Coordinator will need to follow district assessment calendar and attend AAPPL trainings. LOTE teachers will prepare students for AAPPL testing.

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

**Staff Responsible for Monitoring:** CTC

**Funding Sources:** Tutoring 211 - Title I School Improvement, \$1,000

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# 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

ILTexas will provide onboarding training for all new teachers in the classroom in the 2025-26 school year.

### Strategy 1

Before new teachers enter a classroom, new teacher onboarding and training will be provided by the HQ curriculum departments who support the content the teacher will teach, but will include campus based activities to support new teachers.

**Strategy's Expected Result/Impact:** Increased teacher efficacy and retention

**Staff Responsible for Monitoring:** HR, Principal, IC

**Funding Sources:** 461 - Campus Activity, \$1,000

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### Strategy 2

ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff in order to strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Reading assessment - WITH continued extension and PD with more in depth learning in content PLC's, and during learning walks on campus.

**Strategy's Expected Result/Impact:** Increased staff efficacy and retention

**Staff Responsible for Monitoring:** IC, AP, GLA, District Curriculum

**Funding Sources:** Subject Matter Experts 263 - Title III, \$2,000

#### Formative Reviews

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June

## Performance Objective 2

By the end of 25-26 we will increase the percent retention of our special education, math and reading teachers by 85%

### Strategy 1

Create incentive program for staff attendance - reward for 95% up attendance rate for teacher.

**Strategy's Expected Result/Impact:** Increased attendance for staff

**Staff Responsible for Monitoring:** Campus Admin

**Funding Sources:** School Climate 211 - Title I School Improvement, \$1,000

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

### Formative Reviews

November

January

May

June



# Committees

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## 2025-2026 Needs Assessment Team

### Members

First Name	Last Name	Position	Committee Role
Tandoori	Flame	Business Owner	Business Rep
Josue	Diaz	Garland City Volunteer Coordinator	Community Rep
Carlos	Carrasco	Student	Student
Evi	Rodriguez	Teacher	Classroom Teacher
Joshua	Siemens	teacher	Classroom Teacher
Helena	Espinoza	Administrative Assistant	Paraprofessional
Kaitlyn	Pigott	librarian	Non-classroom Professional
Gregory	Brown	counselor	Counselor
Stephen	Sanders	teacher	Classroom Teacher
Mason	Adams	SPED teacher	Sped Teacher
Patsy	Berger	Parent of HS Student	Parent
Marco	De Leon	Principal	Administrator
Donna	Lin	AP	Administrator