# International Leadership of Texas



# Katy Elementary

# 2025-2026 Campus Improvement Plan

# Mission Statement

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

# Vision

With a focus on the ILTexas Mission, the vision of ILTexas Katy K-8 is to strive to create an environment of learning, respect and inclusion, and to support ethnic, racial, religious and socio-economic diversity among all the constituencies of the school.

# Value Statement

With a focus on the ILTexas Mission, the vision of ILTexas Katy K-8 is to strive to create an environment of respect and inclusion, and to support ethnic, racial, religious and socio-economic diversity among all the constituencies of the school.

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# Demographics

## Summary

ILTexas Katy K-8 proudly serves a diverse population of approximately 940 students in grades K–5. Our student body is composed of 54% female and 46% male students. We maintain a student-to-teacher ratio of approximately 1:20 in grades K–2 and 1:26 in grades 3–5. Our students come from a wide range of educational backgrounds, including private schools, home schools, surrounding independent school districts (ISDs), and other charter schools.

Our campus is enriched by cultural diversity, with the following demographic breakdown:

- Hispanic/Latino: 68%

- Black/African American: 18%

- White: 7%

- Asian: 4%

- Two or more races: 2%

Approximately 52% of our students are identified as Emergent Bilinguals (EBs), and 62% are classified as economically disadvantaged. We are committed to serving all special populations, including students in Special Education, Section 504, Gifted and Talented (GT), and those identified as Limited English Proficient (LEP).

ILTexas Katy Elementary School employs highly qualified educators, all of whom hold a bachelor's degree from an accredited university. Bilingual and Special Education teachers are fully certified through the Texas Education Agency (TEA). Our recruitment efforts emphasize diversity and global experience, with many of our teachers and staff coming from international backgrounds. Our Spanish and Chinese international educators are integral members of our instructional team, supporting both the Dual Language Instruction Program and language acquisition courses.

As our campus continues to grow, we remain steadfast in our mission to provide a high-quality education that meets the diverse needs of every student while attracting and retaining top-tier educators dedicated to student success.

## Strengths

ILTexas Katy Elementary School is proud of the many strengths that contribute to our vibrant and inclusive learning environment.

Our student population reflects a wide range of educational backgrounds and cultural experiences. Our diverse teaching staff closely mirrors the demographics of our student body, fostering strong connections and cultural understanding across the campus. Our Chinese and Spanish international teachers play a vital role in strengthening both our Dual Language Immersion (DLI) program and world language instruction.

With class sizes below the state average, students benefit from more individualized attention and support. We take pride in celebrating our diversity through meaningful cultural events throughout the year, including National Hispanic Heritage Month, Chinese Lunar New Year, Black History Month, and culminating with our annual International Festival.

# Problem Statements Identifying Demographics Needs

| | **Problem Statement** | **Root Cause** |
|---|---|---|
| **1** ★ | Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) | The root cause is a lack of targeted professional development, limited planning time, and inconsistent use of data to guide instruction. Combined with pacing pressures and limited understanding of diverse learner needs, these factors hinder teachers' ability to effectively differentiate for all students. |
| **2** ★ | Special Education students are performing poorly on standardized tests. | General education teachers need more training to support special needs students in the inclusive classroom |
| **3** ★ | Emerging Bilingual students are scoring lower than non-LEP students on State Assessments | Lack of targeting the EB student population and lack of teacher understanding of a differentiated classroom and supporting Emergent Bilingual Learners. |
| **4** ★ | Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. | Campus professional development has not focused enough on culturally responsive teaching or strategies for engaging students from diverse socioeconomic backgrounds. |
| **5** ★ | Students struggle learning due to social and emotional concerns/situations. | The campus lacks a comprehensive system for SEL (social-emotional learning) support, including staff training and consistent classroom routines to address student well-being. |

**6** ⭐

Some students have poor attendance resulting in broader gaps in learning

The campus needs more consistent communication and parent education around the academic impact of attendance and stronger systems for early intervention.

**7** ⭐

Special Education students are performing poorly on standardized tests

General education teachers need more training to support special needs students in the inclusive classroom

**8** ⭐

Emerging Bilingual students are scoring lower than non-EB students on State Assessments

Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners.

⭐ **= Priority**

# Student Learning

## Summary

As we wrap up the 2024-25  school year and begin to prepare for the 2025-26 school year, ILTexas Katy Elementary School showed growth in many areas based on the preliminary STAAR reports.  Areas to focus for the 2024-25 school year will be 4th grade math, special education students in all grades and all subjects, and our Emergent Bilingual students in all grades and subjects. In addition the campus will focus on 7th grade math.

The campus will continue to provide common formative assessments across all subjects and grades in addition to Unit exams, end of cycle assessments, MAP testing, ISIP testing, and other digital learning program assessments.

The campus will strive to partner with parents and be data driven in order to meet the individual needs of every student, regardless if they require intervention or challenge.

## Strengths

Student Academic Achievement Strengths

- The focus for ILTexas Katy Elementary School is to provide a rigourous curriculum to all students based on the TEKS.
- All students receive instruction in Spanish, Mandarin Chinese, and English
- Instruction and learning is supported through character education taught throughout the curriculum
- The campus provides PLC opportunities district and/or campus-wide daily and weekly
- Common Unit Assessments and ongoing formative assessments are utlized at regular intervals during the learning cycles to guage mastery learning
- Data Days are set aside for teachers to understand where students are and to purposefully plan for instruction, remediation, and extension
- A campus instructional coach is available to support teachers in academic planning and lesson demonstration
- ILTexas Katy Elementary School provided regular and ongoing communication with parents regarding student achievement.
- Students are provided extended day opportunities for academic support.

# Problem Statements Identifying Student Learning Needs

| | **Problem Statement** | **Root Cause** |
|---|---|---|
| **1** ★ | Special Education students are performing poorly on standardized tests | General education teachers need more training to support special needs students in the inclusive classroom |
| **2** ★ | Emerging Bilingual students are scoring lower than non-EB students on State Assessments | Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners. |
| **3** ★ | Behavior often impedes learning of students | Teachers and GLAs need structured, campus-led training and coaching on proactive and restorative behavior management practices. |
| **4** ★ | Teachers struggle using data to create differentiated lesson plans and implementation | Teachers do not understand how to disaggregate multiple forms of data. |
| **5** ★ | Some students struggle to keep up with the fast pace of the curriculum. | Teachers need to differentiate in classrooms. |

## 6 ★

Special Education students are performing poorly on standardized tests.

General education teachers need more training to support special needs students in the inclusive classroom

## 7 ★

Emerging Bilingual students are scoring lower than non-LEP students on State Assessments

Lack of targeting the EB student population and lack of teacher understanding of a differentiated classroom and supporting Emergent Bilingual Learners.

## 8 ★

Students struggle learning due to social and emotional concerns/situations.

The campus lacks a comprehensive system for SEL (social-emotional learning) support, including staff training and consistent classroom routines to address student well-being.

## 9 ★

Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners)

Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

## 10 ★

Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds.

Campus training has not consistently included culturally responsive pedagogy or strategies for engaging students from low-income and diverse backgrounds.

## 11 ★

Behavior often impedes learning of students

The campus has not provided consistent coaching and follow-up on behavior systems or restorative practices to build teacher capacity in classroom management

**12** ⭐

Teachers are often confused due to the broad curriculum expectations.

There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments

**13** ⭐

Often teachers struggle supporting students in planning a quality OBS project.

Lack of time and understanding of the OBS expectations and purpose.

**14** ⭐

Students struggle with language output in reading, speaking, and interpersonal communication. Current teacher PD lacks focus on these areas, resulting in insufficient teaching strategies.

PD sessions are too broad and do not provide specific techniques for enhancing students' language output and communication skills.

⭐ **= Priority**

# School Processes & Programs

## Summary

Curriculum and Instruction:

The district goal 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 via high quality, uniform and unified curriculum, instruction, professional development, and supportive operational and technological infrastructures. The curriculum for all content areas is the Texas Essential Knowledge and Skills (TEKS). Assessments are a combination of collaborative common campus level assessments, collaborative common assessments at the district level, and End of Course exams. In addition, students are all assessed in subjects required on the STAAR. Students language proficiency is tested based on ACTFL Proficiency Levels in Spanish and Chinese, Mandarin and Spanish Language Assessments (based on sequence and guided by ACRL) AAPL exams are administered for grades 5 and 8. The district also utilizes The Measure of Academic Progress (MAP) assessments to assess and project student learning. TELPAS (Texas English Language Proficiency Assessment System) assesses the progress of English Language Learners.

Daily, teachers are provided a planning period and Professional Learning Community period to ensure adequate time for lesson preparation and collaboration regarding student achievement. Lesson plans are designed to include a Content and language objective, warm up activities, a focused lesson including an introduction/purpose, I do - We Do - You do, ending with a reflection/ closing. To continue to support teachers throughout the year, the district provides data days and professional development days in the academic calendar.

Staff Recruitment and Retention:

Positions at ILTexas Katy are hired through a carefully selected interview committee composed of teachers, GLAs and administration. We provide multiple job fairs on and off campus, recruit from colleges around the state, attend Region Service Center job fairs, and post on job boards to attract highly qualified teachers.

Historically there has been significant turn over in staff mostly due to salary. To assist in staff retention, the ILTexas district leaders have recently updated the salary scale. In addition, the campus partners with the PTO to provide various types of incentives and encouragement to staff which creates a more positive and desirable working environment.

School Organization

The ILTexas Katy is supported financially through local, state and federal funding, In addition, the PTO provides supporting the areas of instructional supplies, supporting field trips, student and teacher events. The curriculum is based on the TEKS with the TEKS R Us resource system provided to support teachers in curriculum and instruction. Teachers are provided multiple opportunities for professional development and collaborative planning time. The campus is data driven and is provided with data processing days build into the academic calendar.

Technology

The devices utilized in classrooms include document cameras, interactive projectors and peripherals associated with the projector including smart pens. Windows devices are provided to the teachers as well as the computer carts. All students are given Chromebooks to utilize. The district provides multiple digital learning opportunities for all students. The campus houses a technology specialist who is available for tech support when needed.

District training has been provided for teachers in using the Google Application Suite as well as digital learning tools for students.

## Strengths

Curriculum and Instruction:

- Focus on leadership
- Focus on languages

- Focus on character
- Strong TEKS based curriculum guide and resources
- Numerous avenues for assessing students in languages and core curriculum.
- Multiple opportunities for teacher collaboration
- Professional Development offered throughout the year via PLC time

Staff Recruitment and Retention:

- The campus considers applicants from a wide variety of sources.
- The campus actively recruits highly qualified and international teachers.
- The district offers incentives for TEA certified teachers.
- The district offers stipends for DLI teachers and other special positions.
- Grade Level Administrators are hired to support teachers at individual grade levels.
- Extensive professional development opportunities

School Organization:

- Quality Curriculum and resources
- New teacher support
- Data days built into the academic calendar
- Planning and Professional Learning community time for teachers is provided
- Tiered Administrative support - GLA, AP, Principal - on campus

Technology:

- device to student ratio
- updated classroom equipment
- Campus Technologist
- District level technology support
- Digital Learning Programs for students

# Problem Statements Identifying School Processes & Programs Needs

|   | **Problem Statement** | **Root Cause** |
|---|---|---|
| **1** ★ | Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) | Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom. |
| **2** ★ | Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. | Campus training has not consistently included culturally responsive pedagogy or strategies for engaging students from low-income and diverse backgrounds. |
| **3** ★ | Behavior often impedes learning of students | The campus has not provided consistent coaching and follow-up on behavior systems or restorative practices to build teacher capacity in classroom management |
| **4** ★ | Teachers are often confused due to the broad curriculum expectations. | There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments |
| **5** ★ | Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. | The teacher salary scale is lower than surrounding Independent School Districts and the ILTexas school day is longer. |

**6** ★ Often teachers struggle supporting students in planning a quality OBS project.

Lack of time and understanding of the OBS expectations and purpose.

**7** ★ Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners)

The root cause is a lack of targeted professional development, limited planning time, and inconsistent use of data to guide instruction. Combined with pacing pressures and limited understanding of diverse learner needs, these factors hinder teachers' ability to effectively differentiate for all students.

**8** ★ Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds.

Campus professional development has not focused enough on culturally responsive teaching or strategies for engaging students from diverse socioeconomic backgrounds.

**9** ★ Parents are requesting aligned communication between teachers and campus; grade levels are using different communication avenues for parents which creates problems for parents with multiple students at the campus.

Teachers are using multiple avenues for communication

**10** ★ Some students struggle to keep up with the fast pace of the curriculum.

Teachers need to differentiate in classrooms.

**11** ★ Teachers struggle using data to create differentiated lesson plans and implementation

Teachers do not understand how to disaggregate multiple forms of data.

**12** ⭐

Defective tech devices impede students' ability to utilize their educational tools effectively.

Absence of a structured maintenance program leads to frequent breakdowns and overburdened IT staff can't keep up with maintenance needs

**13** ⭐

Behavior often impedes learning of students

Teachers and GLAs need structured, campus-led training and coaching on proactive and restorative behavior management practices.

**14** ⭐

Emerging Bilingual students are scoring lower than non-EB students on State Assessments

Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners.

⭐ **= Priority**

# Perceptions

## Summary

Family and Community Engagement:

Parents of ILTexas Katy students are provided multiple opportunities to be involved with the school. This year the campus hosted a literacy night, Math Night, All About STAAR night, and several Coffee With the Principal meetings, and other family engagement activities. In addition, the campus held many events to celebrate the international community. We have hosted Trilingual Bingo nights with a fantastic participation. The community also has opportunities to be a part of the PTO, be a volunteer parent, or Watch D.O.G.  Katy West-Park High School students often volunteer and support community events.  The campus utilizes multiple social media to maintain communication with stakeholders.

 School Culture and Climate

It is our goal at ILTexas Katy K-8 to create a safe and positive learning environment for all of our students. Teachers are well trained in security and safety protocol and the campus has a police officer on campus full time. Students and parents are provided multiple opportunities to participate in a variety of school activities. Activities include athletic teams, fine arts, clubs, leadership opportunities and school community activities. The local sheriff's department, fire department, and community and intercultural organizations often visit and participate in school activities. Our mission stresses servant leadership and putting others before self, and the culture promotes respect and sets high expectations for all students.

Family and community members have multiple opportunities to engage in meaningful school activities that support student learning throughout the year. The campus hosts curriculum nights (literacy, math, science, STAAR parent education nights), and provides opportunities for the parents and community members to volunteer at the school. Volunteer opportunities include, but are not limited to, PTO, Watch D.O.G. program, reading buddies, decorations, etc.

ILTexas Katy strives to have strong relationships with the families and communities we serve. Creating opportunities for parental input and maintaining open line of communication with the parents is a priority. Communication avenues include Skyward access to student progress, School Messenger, Website, Facebook, Newsletter, email, flyer distribution, parent conferences, Class Dojo, coffee with the principal, PTO meetings, and more.

## Strengths

Family and Community Engagement:

- Active PTO
- Active Watch D.O.G. program
- Parent Academic Nights
- Community events - Trilingual Bingo
- Career Day with community volunteers
- International Festival
- Lunar New Year Celebration
- Middle School Parent Group
- Social Media

# Problem Statements Identifying Perceptions Needs

| | Problem Statement | Root Cause |
|---|---|---|
| **1** ★ | Parents are requesting aligned communication between teachers and campus; grade levels are using different communication avenues for parents which creates problems for parents with multiple students at the campus. | Teachers are using multiple avenues for communication |
| **2** ★ | Some students have poor attendance resulting in broader gaps in learning | The campus needs more consistent communication and parent education around the academic impact of attendance and stronger systems for early intervention. |
| **3** ★ | Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. | The teacher salary scale is lower than surrounding Independent School Districts and the ILTexas school day is longer. |

★ = Priority

# Priority Problem Statements

| | **Problem Statement** | **Root Cause** |
|---|---|---|
| **1** ★ | Special Education students are performing poorly on standardized tests. | General education teachers need more training to support special needs students in the inclusive classroom |
| **2** ★ | Some students have poor attendance resulting in broader gaps in learning | The campus needs more consistent communication and parent education around the academic impact of attendance and stronger systems for early intervention. |
| **3** ★ | Students struggle learning due to social and emotional concerns/situations. | The campus lacks a comprehensive system for SEL (social-emotional learning) support, including staff training and consistent classroom routines to address student well-being. |
| **4** ★ | Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. | Campus professional development has not focused enough on culturally responsive teaching or strategies for engaging students from diverse socioeconomic backgrounds. |
| **5** ★ | Emerging Bilingual students are scoring lower than non-LEP students on State Assessments | Lack of targeting the EB student population and lack of teacher understanding of a differentiated classroom and supporting Emergent Bilingual Learners. |
| **6** ★ | Special Education students are performing poorly on standardized tests | General education teachers need more training to support special needs students in the inclusive classroom |

**7** ⭐ Emerging Bilingual students are scoring lower than non-EB students on State Assessments

Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners.

**8** ⭐ Parents are requesting aligned communication between teachers and campus; grade levels are using different communication avenues for parents which creates problems for parents with multiple students at the campus.

Teachers are using multiple avenues for communication

**9** ⭐ Behavior often impedes learning of students

Teachers and GLAs need structured, campus-led training and coaching on proactive and restorative behavior management practices.

**10** ⭐ Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators.

The teacher salary scale is lower than surrounding Independent School Districts and the ILTexas school day is longer.

**11** ⭐ Teachers are often confused due to the broad curriculum expectations.

There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments

**12** ⭐ Behavior often impedes learning of students

The campus has not provided consistent coaching and follow-up on behavior systems or restorative practices to build teacher capacity in classroom management

**13** ⭐ Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds.

Campus training has not consistently included culturally responsive pedagogy or strategies for engaging students from low-income and diverse backgrounds.

**14** ⭐ Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners)

Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

**15** ⭐ Teachers struggle using data to create differentiated lesson plans and implementation

Teachers do not understand how to disaggregate multiple forms of data.

**16** ⭐ Some students struggle to keep up with the fast pace of the curriculum.

Teachers need to differentiate in classrooms.

**17** ⭐ Often teachers struggle supporting students in planning a quality OBS project.

Lack of time and understanding of the OBS expectations and purpose.

**18** ⭐ Students struggle with language output in reading, speaking, and interpersonal communication. Current teacher PD lacks focus on these areas, resulting in insufficient teaching strategies.

PD sessions are too broad and do not provide specific techniques for enhancing students' language output and communication skills.

**19** ⭐ Defective tech devices impede students' ability to utilize their educational tools effectively.

Absence of a structured maintenance program leads to frequent breakdowns and overburdened IT staff can't keep up with maintenance needs

**20** ⭐ Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners)

The root cause is a lack of targeted professional development, limited planning time, and inconsistent use of data to guide instruction. Combined with pacing pressures and limited understanding of diverse learner needs, these factors hinder teachers' ability to effectively differentiate for all students.

⭐ **= 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)**

- ☑ **Planning and decision making committee(s) meeting data**

- ☑ **State and federal planning requirements**

## Accountability Data

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

- ☑ **Student Achievement Domain**

- ☑ **Student Progress Domain**

- ☑ **Closing the Gaps Domain**

- ☑ **Effective Schools Framework data**

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

- ☑ **Accountability Distinction Designations**

## 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**

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

- ☑ **Local diagnostic reading assessment data**

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

- ☑ **Running Records results**

- ☑ **Observation Survey results**

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

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

- ☑ **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**

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

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

- ☑ **Section 504 data**

- ☑ **Homeless data**

- ☑ **Gifted and talented data**

- ☑ **Dyslexia data**

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

## Student Data: Behavior and Other Indicators

- ☑ **Completion rates and/or graduation rates data**

- ☑ **Attendance data**

- ☑ **Discipline records**

- ☑ **Violence and/or violence prevention records**

- ☑ **Student surveys and/or other feedback**

- ☑ **Class size averages by grade and subject**

- ☑ **School safety data**

- ☑ **Enrollment trends**

## Employee Data

- ☑ **Professional learning communities (PLC) data**

- ☑ **Staff surveys and/or other feedback**

- ☑ **Teacher/Student Ratio**

- ☑ **State certified and high quality staff data**

- ☑ **Campus leadership data**

- ☑ **Campus department and/or faculty meeting discussions and data**

- ☑ **Professional development needs assessment data**

- ☑ **Evaluation(s) of professional development implementation and impact**

- ☑ **Equity data**

## 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**

- ☑ **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 the previous year.

### Performance Objective 1  ✅ High Priority  ✅ HB3 Goal

By the end of the 25-26 school year, 30% of all ILTexas Katy students will perform at the meets level of achievement on STAAR for all content areas and 25% of EB students will perform at the meets level of achievement on STAAR for all content areas.

**Evaluation Data Source:** STAAR 2024

### Strategy 1  ✅ Targeted Support Strategy

ILTexas Katy 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 Reading assessment.

**Strategy's Expected Result/Impact:** improved student academic progress.

**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

**Problem Statements:** Demographics 3, 8 -  Student Learning 2, 7 -  School Processes & Programs 14

**Funding Sources:** 420 - State, , Professional Development Resources 263 - Title III, $5,000

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

### Formative Reviews

| November | January | May | June |
|----------|---------|-----|------|

### Strategy 2

ILTexas Katy will purchase supplemental resources for students such as instructional materials (bilingual dictionaries, leveled readers, library books) and online platforms to increase access to language acquisition and differentiation. 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 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

**Problem Statements:**  Demographics 3, 8 -  Student Learning 2, 7 -  School Processes & Programs 14

**Funding Sources:** 263 - Title III, , 211 - Title 1-A, $30,000, Teachers for tutorials 420 - State, $30,000

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

**ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction

### Formative Reviews

| November | January | May | June |
|----------|---------|-----|------|

## Strategy 3

ILTexas Katy 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

**Problem Statements:**  Demographics 3 -  Student Learning 7

**Funding Sources:** 263 - Title III, , supplemental resources for parents in English and Spanish / Food for meetings 420 - State, $2,000

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

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

### Formative Reviews

| November | January | May | June |
|----------|---------|-----|------|

## Strategy 4

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

**Problem Statements:**  Demographics 3, 8 -  Student Learning 2, 7 -  School Processes & Programs 14

**Funding Sources:** 263 - Title III, , Professional Development - presenters 420 - State, $2,000

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

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Formative Reviews**

| November | January | May | June |
|----------|---------|-----|------|

## Strategy 5

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

**Problem Statements:**  Demographics 3, 8 -  Student Learning 2, 7 -  School Processes & Programs 14

**Funding Sources:** digital programs 461 - Campus Activity, $5,000, 263 - Title III, $2,000

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

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Formative Reviews**

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## Strategy 6

Provide 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

**Problem Statements:** Demographics 3, 8 - Student Learning 2, 7 - School Processes & Programs 14

**Funding Sources:** 263 - Title III, $2,000, 420 - State, $3,000

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

### Formative Reviews

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## Strategy 7

ILTexas Katy 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

**Problem Statements:** Demographics 3, 8 - Student Learning 2, 7 - School Processes & Programs 14

**Funding Sources:** 263 - Title III, $500, 420 - State, $500

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## Strategy 8

ILTexas Katy will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments.

**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

**Problem Statements:** Demographics 3, 8 - Student Learning 2, 7 - School Processes & Programs 14

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

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

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Formative Reviews**

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## Strategy 9

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.

**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

**Problem Statements:** Demographics 3, 8 - Student Learning 2, 7 - School Processes & Programs 14

**Funding Sources:** 420 - State, $10,000, 263 - Title III, $10,000

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

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

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## 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

**Problem Statements:** Demographics 3, 8 - Student Learning 2, 7 - School Processes & Programs 14

**Funding Sources:** 263 - Title III, $500, 420 - State, $500

**Formative Reviews**

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## Performance Objective 1 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| **3** | Emerging Bilingual students are scoring lower than non-LEP students on State Assessments | Lack of targeting the EB student population and lack of teacher understanding of a differentiated classroom and supporting Emergent Bilingual Learners. |
| **8** | Emerging Bilingual students are scoring lower than non-EB students on State Assessments | Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners. |

## Performance Objective 1 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| **2** | Emerging Bilingual students are scoring lower than non-EB students on State Assessments | Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners. |
| **7** | Emerging Bilingual students are scoring lower than non-LEP students on State Assessments | Lack of targeting the EB student population and lack of teacher understanding of a differentiated classroom and supporting Emergent Bilingual Learners. |

## Performance Objective 1 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| **14** | Emerging Bilingual students are scoring lower than non-EB students on State Assessments | Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners. |

# Performance Objective 2  ☑ High Priority  ☑ HB3 Goal

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.

**Evaluation Data Source:** STAAR

## 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

**Problem Statements:** Student Learning 3 - School Processes & Programs 5, 13 - Perceptions 3

**Funding Sources:** 263 - Title III,

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

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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## 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.

**Problem Statements:** Student Learning 3 - School Processes & Programs 13

**Funding Sources:** 263 - Title III, $1,000

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

**ESF Levers:** Lever 1: Strong School Leadership and Planning

### Formative Reviews

## 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.

**Problem Statements:**  Student Learning 3 -  School Processes & Programs 13

**Funding Sources:** 255 - Title II, $1,000, 211 - Title 1-A, $1,000

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

### Formative Reviews

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## 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

**Problem Statements:**  Demographics 1, 4 -  School Processes & Programs 7, 8

**Funding Sources:** 263 - Title III, $500

### Formative Reviews

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## 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

**Problem Statements:** School Processes & Programs 5 - Perceptions 3

**Funding Sources:** 263 - Title III, $1,000

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning

**Formative Reviews**

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# Strategy 6

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

**Problem Statements:** Demographics 3, 8 - Student Learning 2, 7 - School Processes & Programs 14

**Funding Sources:** 224 - IDEA B, $1,000, 263 - Title III, $1,000, 420 - State, $1,000

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

**ESF Levers:** Lever 1: Strong School Leadership and Planning

**Formative Reviews**

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## Strategy 7

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

**Problem Statements:** Demographics 3, 8 - Student Learning 2, 7 - School Processes & Programs 14

**Funding Sources:** 420 - State, $5,000, 263 - Title III, $5,000

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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## Strategy 8

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

**Problem Statements:** Demographics 3, 8 - Student Learning 2, 7 - School Processes & Programs 14

**Funding Sources:** 420 - State, $1,000, 263 - Title III, $1,000

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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# Strategy 9

ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments.

**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

**Problem Statements:** Demographics 8 - Student Learning 2, 5 - School Processes & Programs 10, 14

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

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

## Formative Reviews

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# Strategy 10

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

**Problem Statements:** Demographics 3 - Student Learning 7

**Funding Sources:** 420 - State, $1,000, 263 - Title III, $1,000

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## Performance Objective 2 Problem Statements Identifying Demographics

| Problem Statement | Root Cause |
|-------------------|------------|
| Teachers struggle with differentiation in | The root cause is a lack of targeted |

| 1 | the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) | professional development, limited planning time, and inconsistent use of data to guide instruction. Combined with pacing pressures and limited understanding of diverse learner needs, these factors hinder teachers' ability to effectively differentiate for all students. |
|---|---|---|
| 3 | Emerging Bilingual students are scoring lower than non-LEP students on State Assessments | Lack of targeting the EB student population and lack of teacher understanding of a differentiated classroom and supporting Emergent Bilingual Learners. |
| 4 | Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. | Campus professional development has not focused enough on culturally responsive teaching or strategies for engaging students from diverse socioeconomic backgrounds. |
| 8 | Emerging Bilingual students are scoring lower than non-EB students on State Assessments | Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners. |

**Performance Objective 2 Problem Statements Identifying Student Learning**

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Emerging Bilingual students are scoring lower than non-EB students on State Assessments | Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners. |
| 3 | Behavior often impedes learning of students | Teachers and GLAs need structured, campus-led training and coaching on proactive and restorative behavior management practices. |
| 5 | Some students struggle to keep up with the fast pace of the curriculum. | Teachers need to differentiate in classrooms. |
| 7 | Emerging Bilingual students are scoring lower than non-LEP students on State Assessments | Lack of targeting the EB student population and lack of teacher understanding of a differentiated classroom and supporting Emergent |

Bilingual Learners.

## Performance Objective 2 Problem Statements Identifying School Processes & Programs

| | | Problem Statement | Root Cause |
|---|---|---|---|
| **5** | | Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. | The teacher salary scale is lower than surrounding Independent School Districts and the ILTexas school day is longer. |
| **7** | | Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) | The root cause is a lack of targeted professional development, limited planning time, and inconsistent use of data to guide instruction. Combined with pacing pressures and limited understanding of diverse learner needs, these factors hinder teachers' ability to effectively differentiate for all students. |
| **8** | | Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. | Campus professional development has not focused enough on culturally responsive teaching or strategies for engaging students from diverse socioeconomic backgrounds. |
| **10** | | Some students struggle to keep up with the fast pace of the curriculum. | Teachers need to differentiate in classrooms. |
| **13** | | Behavior often impedes learning of students | Teachers and GLAs need structured, campus-led training and coaching on proactive and restorative behavior management practices. |
| **14** | | Emerging Bilingual students are scoring lower than non-EB students on State Assessments | Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners. |

## Performance Objective 2 Problem Statements Identifying Perceptions

| | | Problem Statement | Root Cause |
|---|---|---|---|
| **3** | | Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. | The teacher salary scale is lower than surrounding Independent School Districts and the ILTexas school day is longer. |

## Performance Objective 3  ☑ **High Priority**  ☑ **HB3 Goal**

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.

**Evaluation Data Source:** STAAR

### Strategy 1

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:** improved student academic progress.

**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

**Problem Statements:** Demographics 3, 8 -  Student Learning 2, 7 -  School Processes & Programs 14

**Funding Sources:** 289 - Title IV, , 263 - Title III, , Professional Development Resources 420 - State, $5,000

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

### Formative Reviews

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### Strategy 2

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:** Improved student performance

**Staff Responsible for Monitoring:** administrator, Dean, DLI Coach

**Problem Statements:** Demographics 3 -  Student Learning 7

**Funding Sources:** Consultants to provide training 263 - Title III, $2,500

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

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Formative Reviews**

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## Strategy 3

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:** Improved student performance

**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

**Problem Statements:** Demographics 3, 8 - Student Learning 2, 7 - School Processes & Programs 14

**Funding Sources:** 420 - State, $5,000, 263 - Title III,

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## Strategy 4

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:** Improved student performance

**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

**Problem Statements:** Demographics 4 - Student Learning 11 - School Processes & Programs 3, 8

**Funding Sources:** 420 - State, $500, 263 - Title III,

## Performance Objective 3 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| **3** | Emerging Bilingual students are scoring lower than non-LEP students on State Assessments | Lack of targeting the EB student population and lack of teacher understanding of a differentiated classroom and supporting Emergent Bilingual Learners. |
| **4** | Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. | Campus professional development has not focused enough on culturally responsive teaching or strategies for engaging students from diverse socioeconomic backgrounds. |
| **8** | Emerging Bilingual students are scoring lower than non-EB students on State Assessments | Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners. |

## Performance Objective 3 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| **2** | Emerging Bilingual students are scoring lower than non-EB students on State Assessments | Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners. |
| **7** | Emerging Bilingual students are scoring lower than non-LEP students on State Assessments | Lack of targeting the EB student population and lack of teacher understanding of a differentiated classroom and supporting Emergent Bilingual Learners. |
| | Behavior often impedes learning of students | The campus has not provided consistent coaching and follow-up on behavior |

systems or restorative practices to build teacher capacity in classroom management

## Performance Objective 3 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| **3** | Behavior often impedes learning of students | The campus has not provided consistent coaching and follow-up on behavior systems or restorative practices to build teacher capacity in classroom management |
| **8** | Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. | Campus professional development has not focused enough on culturally responsive teaching or strategies for engaging students from diverse socioeconomic backgrounds. |
| **14** | Emerging Bilingual students are scoring lower than non-EB students on State Assessments | Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners. |

## Performance Objective 4

By the end of the 24-25 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher during the previous school year. ILTexas students enrolled in the Special Education program will maintain a Meets achievement standard at a 9% rate for Math and a 10% rate for English Language Arts and Reading state assessments.

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

### Strategy 1

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.

**Problem Statements:** Demographics 3, 4 - Student Learning 7 - School Processes & Programs 8

**Funding Sources:** 224 - IDEA B, $3,000

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## Performance Objective 4 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| **3** | Emerging Bilingual students are scoring lower than non-LEP students on State Assessments | Lack of targeting the EB student population and lack of teacher understanding of a differentiated classroom and supporting Emergent Bilingual Learners. |
| **4** | Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. | Campus professional development has not focused enough on culturally responsive teaching or strategies for engaging students from diverse socioeconomic backgrounds. |

## Performance Objective 4 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| **7** | Emerging Bilingual students are scoring lower than non-LEP students on State Assessments | Lack of targeting the EB student population and lack of teacher understanding of a differentiated classroom and supporting Emergent Bilingual Learners. |

## Performance Objective 4 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| **8** | Along with differentiation for academics, teachers continue to struggle in supporting students of poverty and diverse cultures and backgrounds. | Campus professional development has not focused enough on culturally responsive teaching or strategies for engaging students from diverse socioeconomic backgrounds. |

## Performance Objective 5   ☑ **High Priority**   ☑ **HB3 Goal**

By the end of the 24-25 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating. Students' learning readiness indicator as measured by Rhithm, will increase 10% with the help of subject matter experts and specialized programs/resources aimed at improving the social emotional health of our students with a focus on safety.

## Strategy 1

Bring in subject matter experts (such as but not limited to Youth Equipped to Succeed) and purchase resources (such as but not limit to SEL and mental health curriculum for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students) to improve students' readiness to learn.

**Strategy's Expected Result/Impact:** Increase students' learning readiness as measured by Rhithm

**Staff Responsible for Monitoring:** HQ Counseling Staff, Principal, APs, Counselors

**Problem Statements:** Demographics 1 - School Processes & Programs 7

**Funding Sources:** 224 - IDEA B, $2,000

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## Strategy 2

Crisis Counselors will serve students, families, and campuses in an effort to overcome barriers that interfere with learning through the use of assessment, counseling, consultation, and coordination of school and community resources. These supplemental, school-based mental health services providers will utilize knowledge of human behavior, social, emotional, and community systems to guide service delivery and interventions.

**Strategy's Expected Result/Impact:** Increase students' learning readiness as measured by Rhithm

**Staff Responsible for Monitoring:** HQ Counseling Staff, Principal, APs, Counselors

**Problem Statements:** Student Learning 3, 9 - School Processes & Programs 1, 13

**Funding Sources:** 289 - Title IV, $2,000

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## Strategy 3

Stipends will be provided to lead counselors who directly deliver supplemental school-based counseling services support, resources, and professional development to Counselors serving student behavior, social, and emotional needs.

**Strategy's Expected Result/Impact:** Increase students' learning readiness as measured by Rhithm

**Staff Responsible for Monitoring:** HQ Counseling Staff, Principal, APs, Counselors

**Problem Statements:** Demographics 5 - Student Learning 8, 9 - School Processes & Programs 1

**Funding Sources:** 289 - Title IV,

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## Performance Objective 5 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| **1** | Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) | The root cause is a lack of targeted professional development, limited planning time, and inconsistent use of data to guide instruction. Combined with pacing pressures and limited understanding of diverse learner needs, these factors hinder teachers' ability to effectively differentiate for all students. |
| **5** | Students struggle learning due to social and emotional concerns/situations. | The campus lacks a comprehensive system for SEL (social-emotional learning) support, including staff training and consistent classroom routines to address student well-being. |

## Performance Objective 5 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| **3** | Behavior often impedes learning of students | Teachers and GLAs need structured, campus-led training and coaching on proactive and restorative behavior management practices. |
| **8** | Students struggle learning due to social and emotional concerns/situations. | The campus lacks a comprehensive system for SEL (social-emotional learning) support, including staff training and consistent classroom routines to address student well-being. |
| | Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners | Difficulty in retaining experienced teachers and the need for focused professional development in the |

(economically disadvantaged students, gifted and talented students, and our English Language Learners)

differentiated classroom.

## Performance Objective 5 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| **1** | Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) | Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom. |
| **7** | Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) | The root cause is a lack of targeted professional development, limited planning time, and inconsistent use of data to guide instruction. Combined with pacing pressures and limited understanding of diverse learner needs, these factors hinder teachers' ability to effectively differentiate for all students. |
| **13** | Behavior often impedes learning of students | Teachers and GLAs need structured, campus-led training and coaching on proactive and restorative behavior management practices. |

## Performance Objective 6

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

### Strategy 1

Distribute Chromebooks to all students the first week of the 24-25 school year. Distribute Chromebooks to all new students during 24-25 school year. 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.

**Problem Statements:** School Processes & Programs 12

**Funding Sources:** 263 - Title III, $2,000

**TEA Priorities:** Improve low-performing schools

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

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## Strategy 2

Distribute laptops to all staff the first week of the 23-24 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.

**Problem Statements:** School Processes & Programs 12

**Funding Sources:** 211 - Title 1-A, , 263 - Title III, $10,000

**TEA Priorities:** Improve low-performing schools

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

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## 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.

**Problem Statements:** School Processes & Programs 12

**Funding Sources:** 420 - State, $10,000

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## Performance Objective 6 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| **12** | Defective tech devices impede students' ability to utilize their educational tools effectively. | Absence of a structured maintenance program leads to frequent breakdowns and overburdened IT staff can't keep up with maintenance needs |

# Performance Objective 7   ☑ **High Priority**

ILTexas Katy 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

**Problem Statements:** Demographics 1, 7 -  Student Learning 1, 3, 11 -  School Processes & Programs 3, 7, 13

**Funding Sources:** 211 - Title 1-A, $2,000

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## Performance Objective 7 Problem Statements Identifying Demographics

| Problem Statement | Root Cause |
|---|---|
| Teachers struggle with differentiation in | The root cause is a lack of targeted |

| 1 | the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) | professional development, limited planning time, and inconsistent use of data to guide instruction. Combined with pacing pressures and limited understanding of diverse learner needs, these factors hinder teachers' ability to effectively differentiate for all students. |
|---|---|---|
| 7 | Special Education students are performing poorly on standardized tests | General education teachers need more training to support special needs students in the inclusive classroom |

## Performance Objective 7 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Special Education students are performing poorly on standardized tests | General education teachers need more training to support special needs students in the inclusive classroom |
| 3 | Behavior often impedes learning of students | Teachers and GLAs need structured, campus-led training and coaching on proactive and restorative behavior management practices. |
| 11 | Behavior often impedes learning of students | The campus has not provided consistent coaching and follow-up on behavior systems or restorative practices to build teacher capacity in classroom management |

## Performance Objective 7 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 3 | Behavior often impedes learning of students | The campus has not provided consistent coaching and follow-up on behavior systems or restorative practices to build teacher capacity in classroom management |
| 7 | Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) | The root cause is a lack of targeted professional development, limited planning time, and inconsistent use of data to guide instruction. Combined with pacing pressures and limited understanding of diverse learner needs, these factors hinder teachers' ability to effectively differentiate for all students. |

## 13 Behavior often impedes learning of students

Teachers and GLAs need structured, campus-led training and coaching on proactive and restorative behavior management practices.

## Performance Objective 8

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 as measured by Rhithm.

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

## Strategy 1

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.

**Problem Statements:** Demographics 5 - Student Learning 8

**Funding Sources:** 263 - Title III, $1,000

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## Strategy 2

K-8 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.

**Problem Statements:** Demographics 5 - Student Learning 8

**Funding Sources:** 289 - CSP, $500, 461 - Campus Activity, $500

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## 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

**Problem Statements:**  Demographics 5 -  Student Learning 8

**Funding Sources:** 211 - Title 1-A, $500

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## Performance Objective 8 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
| --- | --- | --- |
| **5** | Students struggle learning due to social and emotional concerns/situations. | The campus lacks a comprehensive system for SEL (social-emotional learning) support, including staff training and consistent classroom routines to address student well-being. |

## Performance Objective 8 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
| --- | --- | --- |
| **8** | Students struggle learning due to social and emotional concerns/situations. | The campus lacks a comprehensive system for SEL (social-emotional learning) support, including staff training and consistent classroom routines to address student well-being. |

# Goal 2

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

## Performance Objective 1

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

**Evaluation Data Source:** APPL

### 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:** Dir. of FIne Arts, campus Dean's for K-8

**Problem Statements:** Demographics 1 -  Student Learning 9 -  School Processes & Programs 1, 7

**Funding Sources:** 224 - IDEA B, $500

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## Performance Objective 1 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| **1** | Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) | The root cause is a lack of targeted professional development, limited planning time, and inconsistent use of data to guide instruction. Combined with pacing pressures and limited understanding of diverse learner needs, these factors hinder teachers' ability to effectively differentiate for all students. |

## Performance Objective 1 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| **9** | Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) | Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom. |

## Performance Objective 1 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| **1** | Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) | Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom. |
| **7** | Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) | The root cause is a lack of targeted professional development, limited planning time, and inconsistent use of data to guide instruction. Combined with pacing pressures and limited understanding of diverse learner needs, these factors hinder teachers' ability to effectively differentiate for all students. |

## Performance Objective 2   ☑ High Priority

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:** 8th grade students' AAPPL scores on the presentaional and interpersonal modes will improve.

**Staff Responsible for Monitoring:** Director of Chinese,  Director of DLI and LOTE Spanish.

**Problem Statements:**  Demographics 8 -  Student Learning 2 -  School Processes & Programs 14

**Funding Sources:** 211 - Title 1-A, $500, 289 - CSP,

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## Performance Objective 2 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| **8** | Emerging Bilingual students are scoring lower than non-EB students on State Assessments | Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners. |

## Performance Objective 2 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| **2** | Emerging Bilingual students are scoring lower than non-EB students on State Assessments | Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners. |

## Performance Objective 2 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| **14** | Emerging Bilingual students are scoring lower than non-EB students on State Assessments | Lack of targeting the Emerging Bilingual student population and lack of teacher understanding of a differentiated classroom and supporting English Language Learners. |

## 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:** Director of Chinese, Director of DLI and LOTE Spanish.

**Problem Statements:** Demographics 1 -  Student Learning 9 -  School Processes & Programs 1, 7

**Funding Sources:** 263 - Title III, $200, 461 - Campus Activity,

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

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## Performance Objective 3 Problem Statements Identifying Demographics

| Problem Statement | Root Cause |
|---|---|
| **1** Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) | The root cause is a lack of targeted professional development, limited planning time, and inconsistent use of data to guide instruction. Combined with pacing pressures and limited understanding of diverse learner needs, these factors hinder teachers' ability to effectively differentiate for all students. |

## Performance Objective 3 Problem Statements Identifying Student Learning

| Problem Statement | Root Cause |
|---|---|
| **9** Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) | Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom. |

## Performance Objective 3 Problem Statements Identifying School Processes & Programs

| Problem Statement | Root Cause |
|---|---|
| **1** Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) | Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom. |
| **7** Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) | The root cause is a lack of targeted professional development, limited planning time, and inconsistent use of data to guide instruction. Combined with pacing pressures and limited understanding of diverse learner needs, these factors hinder teachers' ability to effectively differentiate for all students. |

## 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:** Director of Chinese, Director of DLI and LOTE Spanish.

**Problem Statements:** Student Learning 14 - Student Achievement 1

**Funding Sources:** 211 - Title 1-A, $500

**TEA Priorities:** Improve low-performing schools

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

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## Performance Objective 4 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| **14** | Students struggle with language output in reading, speaking, and interpersonal communication. Current teacher PD lacks focus on these areas, resulting in insufficient teaching strategies. | PD sessions are too broad and do not provide specific techniques for enhancing students' language output and communication skills. |

## Performance Objective 4 Problem Statements Identifying Student Achievement

| | Problem Statement | Root Cause |
|---|---|---|
| **1** | Students struggle with language output in reading, speaking, and interpersonal communication. Current teacher PD lacks focus on these areas, resulting in insufficient teaching strategies. | PD sessions are too broad and do not provide specific techniques for enhancing students' language output and communication skills. |

# 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,
Director of Chinese
Director of DLI and LOTE Spanish.

**Problem Statements:** Student Learning 14 - Student Achievement 1

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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## Performance Objective 5 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| **14** | Students struggle with language output in reading, speaking, and interpersonal communication. Current teacher PD lacks focus on these areas, resulting in insufficient teaching strategies. | PD sessions are too broad and do not provide specific techniques for enhancing students' language output and communication skills. |

## Performance Objective 5 Problem Statements Identifying Student Achievement

| | Problem Statement | Root Cause |
|---|---|---|
| **1** | Students struggle with language output in reading, speaking, and interpersonal communication. Current teacher PD lacks focus on these areas, resulting in insufficient teaching strategies. | PD sessions are too broad and do not provide specific techniques for enhancing students' language output and communication skills. |

## Performance Objective 6  ☑ High Priority

By the end of 25-26 school year, at least 36% (federal target ) of EL/EB students will have made one proficiency level progress in English language acquisition.

**Evaluation Data Source:** TELPAS

## Strategy 1

ILTexas Katy 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

**Problem Statements:** Demographics 3 - Student Learning 7

**Funding Sources:** 263 - Title III, , 211 - Title 1-A, $500

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

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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## Performance Objective 6 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| **3** | Emerging Bilingual students are scoring lower than non-LEP students on State Assessments | Lack of targeting the EB student population and lack of teacher understanding of a differentiated classroom and supporting Emergent Bilingual Learners. |

## Performance Objective 6 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| **7** | Emerging Bilingual students are scoring lower than non-LEP students on State Assessments | Lack of targeting the EB student population and lack of teacher understanding of a differentiated classroom and supporting Emergent Bilingual Learners. |

# Goal 3

By the end of the 25-26 school year ILTexas will retain 76% of teachers, an increase from 73.88% achieved in the school year 22-23 (will update in August).

## Performance Objective 1

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

**Evaluation Data Source:** Inhouse data based on teacher retention percentage.

### Strategy 1

Publicly recognize accomplishments of all staff.

**Strategy's Expected Result/Impact:** Higher teacher retention

**Staff Responsible for Monitoring:** Administration

**Problem Statements:** School Processes & Programs 5 - Perceptions 3

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

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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### Strategy 2

100% of new to ILTexas and New to the profession teachers will be assigned a mentor teacher.

**Strategy's Expected Result/Impact:** confident teachers

**Staff Responsible for Monitoring:** Administration

**Problem Statements:** School Processes & Programs 5 - Perceptions 3

**Funding Sources:** mentor teachers 211 - Title 1-A, $8,000

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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## Strategy 3 ✅ Targeted Support Strategy

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:** Greater retention of teachers

**Staff Responsible for Monitoring:** Administration

**Problem Statements:** Demographics 1 - School Processes & Programs 7

**Funding Sources:** Professionals to support teachers in specific areas 420 - State, $3,000

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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## Strategy 4

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

**Strategy's Expected Result/Impact:** Supported teachers will want to remain at Katy K-8

**Staff Responsible for Monitoring:** Administration

**Problem Statements:** Demographics 1 - School Processes & Programs 7

**Funding Sources:** Presenters/PD 211 - Title 1-A, $2,000

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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# Strategy 5

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:** Teachers will learn from their peers resulting in improved instruction

**Staff Responsible for Monitoring:** Administrators

**Problem Statements:** Demographics 2 - Student Learning 6

**Funding Sources:** substitutes 420 - State, $4,000

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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# Strategy 6

Include teachers in Instructional Rounds to help in supporting the over all campus problem of practice.

**Strategy's Expected Result/Impact:** Teachers will have the opportunity to view peers and apply learning in their classrooms.

**Staff Responsible for Monitoring:** Administration

**Problem Statements:** Demographics 2, 7 - Student Learning 1, 6, 12 - School Processes & Programs 4

**Funding Sources:** substitutes 420 - State, $2,000

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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**Performance Objective 1 Problem Statements Identifying Demographics**

| | Problem Statement | Root Cause |
|---|---|---|
| **1** | Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) | The root cause is a lack of targeted professional development, limited planning time, and inconsistent use of data to guide instruction. Combined with pacing pressures and limited understanding of diverse learner needs, these factors hinder teachers' ability to effectively differentiate for all students. |
| **2** | Special Education students are performing poorly on standardized tests. | General education teachers need more training to support special needs students in the inclusive classroom |
| **7** | Special Education students are performing poorly on standardized tests | General education teachers need more training to support special needs students in the inclusive classroom |

## Performance Objective 1 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| **1** | Special Education students are performing poorly on standardized tests | General education teachers need more training to support special needs students in the inclusive classroom |
| **6** | Special Education students are performing poorly on standardized tests. | General education teachers need more training to support special needs students in the inclusive classroom |
| **12** | Teachers are often confused due to the broad curriculum expectations. | There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments |

## Performance Objective 1 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| **4** | Teachers are often confused due to the broad curriculum expectations. | There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments |

| **5** | Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. | The teacher salary scale is lower than surrounding Independent School Districts and the ILTexas school day is longer. |
|---|---|---|
| **7** | Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) | The root cause is a lack of targeted professional development, limited planning time, and inconsistent use of data to guide instruction. Combined with pacing pressures and limited understanding of diverse learner needs, these factors hinder teachers' ability to effectively differentiate for all students. |

### Performance Objective 1 Problem Statements Identifying Perceptions

| | Problem Statement | Root Cause |
|---|---|---|
| **3** | Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. | The teacher salary scale is lower than surrounding Independent School Districts and the ILTexas school day is longer. |

## Performance Objective 2

We will increase the percent retention of our special education, math and reading teachers by 1% 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

**Problem Statements:** School Processes & Programs 5 - Perceptions 3

**Funding Sources:** 211 - Title 1-A, $20,000, 263 - Title III, $20,000

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### 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

**Problem Statements:** Demographics 1 - School Processes & Programs 7

**Funding Sources:** 211 - Title 1-A, $2,000

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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# 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

**Problem Statements:** Student Learning 5, 12 - School Processes & Programs 4, 10

**Funding Sources:** 224 - IDEA B, $1,000

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

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## Performance Objective 2 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| **1** | Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) | The root cause is a lack of targeted professional development, limited planning time, and inconsistent use of data to guide instruction. Combined with pacing pressures and limited understanding of diverse learner needs, these factors hinder teachers' ability to |

effectively differentiate for all students.

## Performance Objective 2 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| **5** | Some students struggle to keep up with the fast pace of the curriculum. | Teachers need to differentiate in classrooms. |
| **12** | Teachers are often confused due to the broad curriculum expectations. | There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments |

## Performance Objective 2 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| **4** | Teachers are often confused due to the broad curriculum expectations. | There is a lack of understanding in unpacking the TEKS, the difference between readiness standards and supporting standards, and struggle with lesson alignment with assessments |
| **5** | Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to the profession educators. | The teacher salary scale is lower than surrounding Independent School Districts and the ILTexas school day is longer. |
| **7** | Teachers struggle with differentiation in the classroom hindering the ability to meet the needs diverse learners (economically disadvantaged students, gifted and talented students, and our English Language Learners) | The root cause is a lack of targeted professional development, limited planning time, and inconsistent use of data to guide instruction. Combined with pacing pressures and limited understanding of diverse learner needs, these factors hinder teachers' ability to effectively differentiate for all students. |
| **10** | Some students struggle to keep up with the fast pace of the curriculum. | Teachers need to differentiate in classrooms. |

## Performance Objective 2 Problem Statements Identifying Perceptions

| | Problem Statement | Root Cause |
|---|---|---|
| **3** | Teacher retention has been a challenge which creates difficulty in maintaining experienced teachers to support new to | The teacher salary scale is lower than surrounding Independent School Districts and the ILTexas school day is |

the profession educators.

longer.
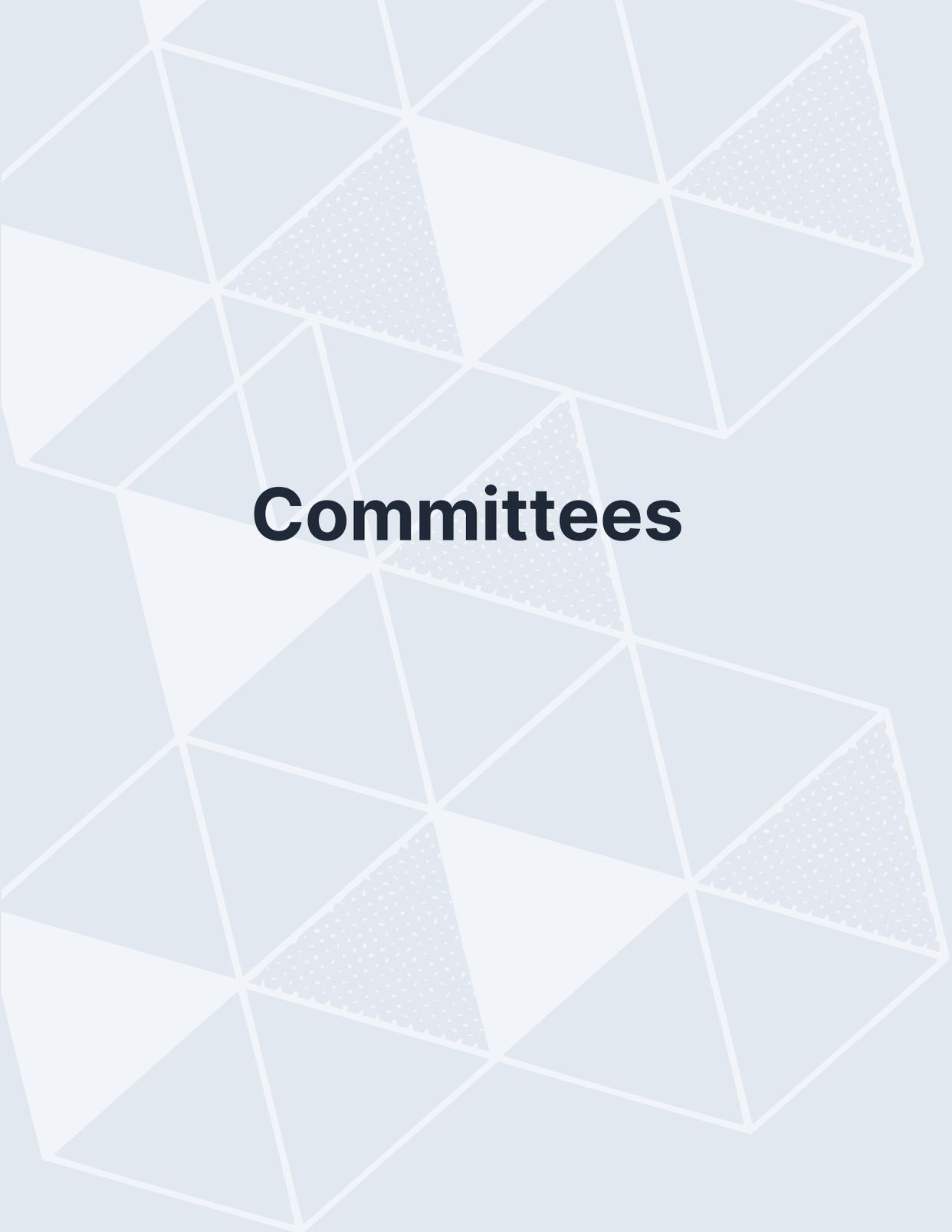
# Committees

# Committees

## Site Based Decision Making Committee

## Meeting Logs

| Date | Location | Sign In Sheet | Notes |
|------|----------|---------------|-------|
| May 29, 2025 @ 2:00 PM | ILTexas Katy | 06052025_003.pdf | SBDM 2025-26 katy.pdf |

## Members

| First Name | Last Name | Position | Committee Role |
|------------|-----------|----------|----------------|
| Tara | Ganaway | Teacher | Teacher |
| Tinika | Larry | Sped Coordinator | Teacher |
| Kelly | Orta | Paraprofessional | Paraprofessional |
| Erika | Pena | Paraprofessional | Paraprofessional |
| Sergio | Camarillo | Principal | Admin |
| India | Smith | Associate Principal | Admin |
| Narisha | Pears | Assistant Principal | Admin |
| Bertie | Acevedo | Assistant Principal | Admin |
| Carlos | Cardenas | Parent | Parent |
| Roberto | Morage | Parent | Parent |
| Andrea | Nez | Business Rep | Business Rep |