

International Leadership of Texas



Keller Elementary

2025-2026 Campus Improvement Plan

Mission Statement

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

Vision

Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess trilingual competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community by putting others before self.

Our Educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are supportive community of lifelong learners.

Our Families and Community are actively engaged partners that are integral to the success of our students and school.

Value Statement

We believe in Honor to be the best you can be, Courage to take risks, and Commitment to never give up!

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	11
School Processes & Programs	14
Perceptions	18
Priority Problem Statements	21
Data Documentation for CNA	26
Improvement Planning Data	27
Accountability Data	27
Student Data: Assessments	27
Student Data: Student Groups	28
Student Data: Behavior and Other Indicators	28
Employee Data	28
Parent/Community Data	29
Support Systems and Other Data	29
Goals	30
Goal 1 : By the end of the 25-26 school year, 85% of ILTexas campuses will receive an o...	31
Goal 2 : By the end of the 25-26 school year, at least 75% of students graduate meeting...	44
Goal 3 : By the end of the 25-26 school year ILTexas will retain 76% of teachers, an incr...	51
Committees	59
2025-2026 Campus Advisory Council	60
Meeting Logs	60
Members	60



Comprehensive Needs Assessment

Demographics

Summary

Demographics Summary

As an international school we have attracted families from a wide range of ethnic backgrounds and socio-economic statuses. We also pride ourselves in surrounding our students with educators with a wide range of ethnic backgrounds and experiences. The campus is currently identified as a Title I school with low socioeconomic status.

Students Demographics Summary

Student Demographics	Count	Percent
Gender		
Female	491	52.51%
Male	444	47.49%
Ethnicity		
Hispanic-Latino	335	35.83%
Race		
American Indian - Alaskan Native	4	0.43%
Asian	221	23.64%
Black - African American	190	20.32%
Native Hawaiian - Pacific Islander	1	0.11%
White	135	14.44%
Two-or-More	49	5.24%

Student Programs	Count	Percent
Dyslexia	42	4.49%
Gifted and Talented	60	6.42%
Regional Day School Program for the Deaf	0	0.00%
Section 504	28	2.99%
Special Education (SPED)	95	10.16%
Bilingual/ESL		
Emergent Bilingual (EB)	315	33.69%
Bilingual	0	0.00%
English as a Second Language (ESL)	0	0.00%
Alternative Methods for Bilingual Education	759	81.18%
Alternative Methods for ESL	0	0.00%
Title I Part A		
Schoolwide Program	935	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student

Indicators

Count	Percent
At-Risk 568	60.75%
Foster Care 0	0.00%
IEP Continuer 0	0.00%
Immigrant 0	0.00%
Intervention Indicator 253	27.06%
Migrant 0	0.00%
Military Connected 105	11.23%
Transfer In 0	0%
Students Unschooled 0	0%
Asylee/Refugee	0%
Economic Disadvantage	
Economic Disadvantage Total 300	42.67%
Free Meals 114	12.19%
Reduced-Priced Meals 92	9.84%
Other Economic Disadvantage 106	20.64%
Homeless and Unaccompanied Youth	
Homeless Status Total 3	0.32%
Sheltered 0	0.00%
Doubled Up 3	0.32%
Unsheltered 0	0.00%
Hotel/Motel 0	0.00%
Not Unaccompanied Youth 3	0.32%
	0.00%

Special Education Services

	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	6	6.32%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	1	1.05%
Emotional disturbance	1	1.05%
Learning disability	54	56.84%
Speech impairment	25	26.32%

Is
Unac
Youth

Autism	8	8.42%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	22	23.16%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	4	4.21%
Resource Room	66	69.47%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	3	3.16%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

College and Career Readiness School Models

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

Staff Information

	Count	Percent
Administrative Support	13	14.94%
Teacher	61	70.11%
Educational Aide	13	14.94%
Auxiliary	0	0.00%

Staff Summary

We use various sources to recruit high-caliber staff, including our campus website, the Teacher Job Network (TJN), college career fairs, and Region 10 and 11 job fairs. Most of our core and LOTE teachers meet the highly qualified status as outlined by ESSA. Our interview process clearly communicates our school's mission, philosophy, and expectations. To support our trilingual model, we have recruited teachers from Spain and China. The Instructional Leadership Team (ILT) will continue collaborating with Region 10, Region 11, and the district to actively seek qualified candidates for our school. Our teachers enjoy professional freedom, allowing them to be innovative and creative, and they have opportunities to contribute to decision-making on campus.

We pride ourselves on the wonderful ethnic diversity within our faculty and staff, truly reflecting an international community. Our team includes members from Mexico, Puerto Rico, Spain, China, and more.

Recruiting highly qualified teachers for our trilingual model has led us to seek talent beyond the United States. This year, we have successfully recruited teachers from Spain, the Philippines and China and

increased the number of certified teachers. Additionally, salary increases have made our compensation more competitive with local ISDs.

Strengths

We are a highly diverse community of educators, including international teachers from Mexico, Spain, the Philippines, China, India, Puerto Rico, and various South American countries. This diversity is crucial as it enriches our students' understanding of global communities and cultures, fostering a more inclusive and well-rounded education.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Need for increased parent volunteers	Parental Involvement
2 ★	Better communication with the different student and parent demographic population.	Parent and school communication.
3 ★	Teachers are not mastering the content they are being asked to teach our students.	Resources change frequently
4 ★	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 significantly lower than surrounding Independent School Districts.
5 ★	Better communication with the different student and parent demographic population	Parent and school communication

6
★

Teachers are not mastering the content they are being asked to teach students

Teacher turnover

7
★

Need for Increased Parent Volunteers

Parental Involvement

8
★

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 significantly lower than surrounding Independent School Districts

★ = Priority

Student Learning

Summary

Campus Interim Scores	Charter Rank	Approaches	Meets	Masters
3rd Math	1st	66.44%	49.66%	30.87%
3rd Reading	1st	72.48%	55.03%	34.23%
4th Math	1st	69.23%	57.05%	44.87%
4th Reading	5th	68.15%	51.59%	32.48%
5th Math	1st	60.67%	44%	20%
5th Reading	2nd	77.33%	67.33%	50%
5th Science	2nd	66.67%	23.81%	12.24%
6th Reading	3rd	76.39%	61%	39%
6th Math	1st	68.83%	34%	9%
7th Reading	2nd	71.40%	56.00%	41%
7th Math	1st	62.30%	28.26%	5.07%
English I	1st	100%	100%	85%
Algebra I	2nd	79%	63.43%	44%
8th Science	1st	74.29%	54.29%	34%
8th Social Studies	1st	69.33%	33.61%	12.10%

Strengths

Our Campus Interim Scores were very strong. We had significant improvements in 3rd Grade Math and Reading. While 4th Reading was 5th in the charter, they improved from the previous year where they landed at 8th. We feel very confident that these scores will reflect the same success on STAAR. Our hope is that the writing scores that were not included in Interim will increase our levels for the actual STAAR results.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Better communication with the different student and parent demographic population	Parent and school communication
2 ★	The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries	Charter school state provisions and regulatory laws
3 ★	A school wide discipline management program/ course is not evident of campus	50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training
4 ★	Teachers need support and clear expectations on how to implement an effective dual language program	The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program
5 ★	There is a need for ongoing professional development on authentic integration of technology in daily instruction	Teachers need more technology support

6
★

Follow through in holding teachers accountable

Nonobservance of the structured system for evaluation and support

7
★

There is a need for professional development on small group reading instruction

Teachers need more support on tiered learning in small groups.

8
★

There is a need for professional development on new Math curriculum and teaching strategies

Teachers need more support on providing a variety of math strategies

9
★

Teachers are not mastering the content they are being asked to teach students

Teacher turnover

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 significantly lower than surrounding Independent School Districts

★ = Priority

School Processes & Programs

Summary

Our programs and processes are designed to support student success and foster a positive learning environment. We utilize Benchmark, and Bluebonnet as our primary curriculum for math and reading, ensuring a robust and comprehensive educational foundation. Our teachers emphasize small-group instruction, allowing for personalized attention and targeted learning.

To motivate students and maintain effective classroom management, we implement Positive Behavioral Interventions and Supports (PBIS) strategies. Our teachers have access to ongoing professional development through Region 10, Region 11, and various content-based training sessions throughout the year, ensuring they are equipped with the latest educational practices.

Our leadership team is committed to making student-focused decisions that prioritize both student success and safety. Teachers maintain clear communication with parents, sending weekly newsletters and responding to inquiries promptly. We also utilize social media platforms and School Messenger to keep families informed and engaged.

Additionally, we offer a diverse array of clubs and extracurricular activities, providing students with opportunities to explore their interests and develop new skills outside the classroom.

Strengths

Teachers plan with their grade level teams. Teachers have dedicated Data Analysis days every 6 weeks to review student levels and instructional needs. They also have extended time daily to meet with grade level team or partner teachers.

- Teachers have the support of partners, team members, and mentors
- Teachers plan lessons, activities and assessments together as a team
- Several GLAs/teachers have attended TEKS RS Training
- Teachers have access to several on-line programs: Bluebonnet Math and Benchmark Reading
- Teachers utilize Eduphoria to input their lesson plans and analyze data, as well as Lead4ward to improve and effectively improve instructional focus.

Benchmark Reading programs are grounded in research-based strategies, ensuring that the instructional methods and materials used are effective and proven to enhance reading skills.

Benchmark Reading programs offer a well-rounded curriculum that covers all essential literacy skills, including phonics, vocabulary, comprehension, and fluency. This comprehensive approach ensures that students develop a solid foundation in reading.

Bluebonnet Math is meticulously designed to build upon previous knowledge, ensuring a coherent and logical progression from one concept to the next. This helps students develop a deep understanding of mathematical concepts over time.

Bluebonnet Math emphasizes understanding the "why" behind mathematical procedures, not just the "how." This focus on conceptual understanding helps students develop a strong foundation in mathematics and the ability to apply their knowledge in various contexts

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>Teachers need support and clear expectations on how to implement an effective dual language program.</p>	<p>The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program</p>
<p>2 ★</p> <p>A school wide discipline management program/ course is not evident on campus.</p>	<p>50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.</p>
<p>3 ★</p> <p>There is a need for ongoing professional development on authentic integration of technology in daily instruction.</p>	<p>Teachers need more technology support.</p>
<p>4 ★</p> <p>Follow through in holding teachers accountable</p>	<p>Nonobservance of the structured system for evaluation and support</p>
<p>5 ★</p> <p>There is a need for professional development on small group reading instruction</p>	<p>Teachers need more support on tiered learning in small groups</p>

6
★

There is a need for professional development on new Math curriculum and teaching strategies.

Teachers need more support on providing a variety of math strategies.

7
★

Teachers are not mastering the content they are being asked to teach our students.

Resources change frequently

8
★

The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries

Charter school state provisions and regulatory laws

9
★

A school wide discipline management program/ course is not evident of campus

50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training

10
★

Teachers need support and clear expectations on how to implement an effective dual language program

The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program

11
★

There is a need for ongoing professional development on authentic integration of technology in daily instruction

Teachers need more technology support

12
★

Follow through in holding teachers accountable

Nonobservance of the structured system for evaluation and support

13
★

There is a need for professional development on small group reading instruction

Teachers need more support on tiered learning in small groups.

14
★

There is a need for professional development on new Math curriculum and teaching strategies

Teachers need more support on providing a variety of math strategies

15
★

Teachers are not mastering the content they are being asked to teach students

Teacher turnover

★ = Priority

Perceptions

Summary

We believe that all students can learn and must learn at relatively high levels of achievement. It is our job to create learning environments in our school that results in high levels of performance. We are confident that with our support and help, students can master challenging academic material, and we expect them to do so. We are prepared to work collaboratively with colleagues, students, and parents abide by our policy of 3 Bs (Be On Time, Be Responsible, and Be Respectful) to achieve this shared educational purpose.

The school is always improving the parent involvement policy to encourage and support parent involvement in their child's education. We will have a PTO that actively organizes events and fund raising activities throughout the school year. The school partners with the PTO to organize major events such as Hispanic Heritage celebrations, Black History Month Presentation, Chinese New Year, and Spirit Nights. The PTO holds monthly meetings with Campus Leadership and staff.

Strengths

We are perceived as an education institution with high academic and behavior expectation for students, that requires engaged parents and dedicated educators to support one another in meeting the needs of ALL students.

The school has in place several vehicles to facilitate parent communication to include:

- Campus Leadership Newsletter every week
- Curriculum Nights (STAAR Night)
- PTO board monthly meetings
- Family Home-school Spirit Nights/Family Events
- Parent Portal (Skyward)
- Parent-Teacher Conferences
- School/Grade level/Teacher websites
- School Messenger
- Weekly Newsletters

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	A school wide discipline management program/ course is not evident of campus	50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training
2 ★	There is a need for ongoing professional development on authentic integration of technology in daily instruction	Teachers need more technology support
3 ★	Follow through in holding teachers accountable	Nonobservance of the structured system for evaluation and support
4 ★	Teachers are not mastering the content they are being asked to teach students	Teacher turnover
5 ★	Need for Increased Parent Volunteers	Parental Involvement

6



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 significantly lower than surrounding Independent School Districts

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Need for increased parent volunteers

Parental Involvement

2
★

Better communication with the different student and parent demographic population.

Parent and school communication.

3
★

Teachers are not mastering the content they are being asked to teach our students.

Resources change frequently

4
★

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 significantly lower than surrounding Independent School Districts.

5
★

Need for Increased Parent Volunteers

Parental Involvement

6
★

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 significantly lower than surrounding Independent School Districts

7



The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries

Charter school state provisions and regulatory laws

8



A school wide discipline management program/course is not evident of campus

50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training

9



Teachers need support and clear expectations on how to implement an effective dual language program

The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program

10



There is a need for ongoing professional development on authentic integration of technology in daily instruction

Teachers need more technology support

11



Follow through in holding teachers accountable

Nonobservance of the structured system for evaluation and support

12



There is a need for professional development on small group reading instruction

Teachers need more support on tiered learning in small groups.

13



There is a need for professional development on new Math curriculum and teaching strategies

Teachers need more support on providing a variety of math strategies

14



Better communication with the different student and parent demographic population

Parent and school communication

15



Teachers are not mastering the content they are being asked to teach students

Teacher turnover

16



Teachers need support and clear expectations on how to implement an effective dual language program.

The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program

17



A school wide discipline management program/ course is not evident on campus.

50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.

18



There is a need for ongoing professional development on authentic integration of technology in daily instruction.

Teachers need more technology support.

19



Follow through in holding teachers accountable

Nonobservance of the structured system for evaluation and support

20



There is a need for professional development on small group reading instruction

Teachers need more support on tiered learning in small groups

21



There is a need for professional development on new Math curriculum and teaching strategies.

Teachers need more support on providing a variety of math strategies.

22



Teachers are not mastering the content they are being asked to teach our students.

Resources change frequently

= Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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
- Effective Schools Framework 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
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- T-TESS 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

The percentage of students to include all Special Populations (to include SPED, Emergent Bilingual, CTE and ESL students) in grades 3-5 scoring Meets on all core content STAAR will increase 5% on STAAR 2026 by June 2026

Evaluation Data Source: State STAAR Report

Strategy 1

Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners and with focus on increasing the Meets Target goal on the STAAR Math assessment

Strategy's Expected Result/Impact: Increased Student Achievement

Staff Responsible for Monitoring: Academic Directors, Instructional Technologist, Campus Principal, Dean, Instructional Coaches Assistant Principals

Problem Statements: Demographics 3 - Student Learning 5 - School Processes & Programs 11 - Perceptions 2

Funding Sources: 263 - Title III,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November

January

May

June

Strategy 2

ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students. Implementation utilizing BRES to provide a combination of on-site and virtual coaching days with the leadership team in the Teacher Coaching. The coaching days will include Prioritization & Implementation Calendaring & selection. Shadowing support, Observation & Feedback, Classroom co-

observations & calibration. Planning feedback and delivering feedback (and subsequent PD). Observation & Feedback Rubric aligned to ILTexas - GBF Scope & Sequence.

Strategy's Expected Result/Impact: Increased Student Achievement

Staff Responsible for Monitoring: Academic Directors, Instructional Technologist, Campus Principals, Assistant Principals, Dean and Instructional Coaches.

Problem Statements: Demographics 3, 4 - Student Learning 5, 6 - School Processes & Programs 11, 12 - Perceptions 2, 3

Funding Sources: 263 - Title III,

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

May

June

Strategy 3

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

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

Staff Responsible for Monitoring: Campus Principal, APs, Dean, Instructional Coach, GLAs, Teachers.

Problem Statements: Demographics 2, 5, 6 - Student Learning 1, 9 - School Processes & Programs 15 - Perceptions 4

Funding Sources: 211 - Title 1-A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

January

May

June

Strategy 4

The math director or area math coaches will review MAP/STAAR scores and responses after the

test with Dean of Instruction and Campus Instructional Coaches and will review the teacher responses to the data.

Strategy's Expected Result/Impact: Teachers will understand the data from the MAP test and know how to respond to it instructionally

Staff Responsible for Monitoring: Area Math Coaches, Dean, Campus Instructional Coaches, and Administrators.

Problem Statements: Student Learning 8 - School Processes & Programs 4, 6, 7, 14

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

May

June

Strategy 5 Targeted Support Strategy

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

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

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

Problem Statements: Demographics 3, 5 - Student Learning 1

Funding Sources: 263 - Title III, , 211 - Title 1-A,

Title I: 2.5.1, 2.5.2, 2.5.3

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

Formative Reviews

November

January

May

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2	Better communication with the different student and parent demographic population.	Parent and school communication.
3	Teachers are not mastering the content they are being asked to teach our students.	Resources change frequently
4	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 significantly lower than surrounding Independent School Districts.
5	Better communication with the different student and parent demographic population	Parent and school communication
6	Teachers are not mastering the content they are being asked to teach students	Teacher turnover

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Better communication with the different student and parent demographic population	Parent and school communication
5	There is a need for ongoing professional development on authentic integration of technology in daily instruction	Teachers need more technology support
6	Follow through in holding teachers accountable	Nonobservance of the structured system for evaluation and support
8	There is a need for professional development on new Math curriculum and teaching strategies	Teachers need more support on providing a variety of math strategies
9	Teachers are not mastering the content they are being asked to teach students	Teacher turnover

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
4 Follow through in holding teachers accountable	Nonobservance of the structured system for evaluation and support
6 There is a need for professional development on new Math curriculum and teaching strategies.	Teachers need more support on providing a variety of math strategies.
7 Teachers are not mastering the content they are being asked to teach our students.	Resources change frequently
11 There is a need for ongoing professional development on authentic integration of technology in daily instruction	Teachers need more technology support
12 Follow through in holding teachers accountable	Nonobservance of the structured system for evaluation and support
14 There is a need for professional development on new Math curriculum and teaching strategies	Teachers need more support on providing a variety of math strategies
15 Teachers are not mastering the content they are being asked to teach students	Teacher turnover

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 There is a need for ongoing professional development on authentic integration of technology in daily instruction	Teachers need more technology support
3 Follow through in holding teachers accountable	Nonobservance of the structured system for evaluation and support
4 Teachers are not mastering the content they are being asked to teach students	Teacher turnover

Performance Objective 2

The percentage of students scoring Meets on Reading STAAR will increase 5% on STAAR 2026 by June 2026

Evaluation Data Source: State STAAR Report

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: Increased Student Achievement

Staff Responsible for Monitoring: Academic Directors, Instructional Technologist, Campus Principals, Dean, APs, and Campus Instructional Coaches

Problem Statements: Demographics 3 - Student Learning 4, 5, 7 - School Processes & Programs 1, 10, 11, 13 - Perceptions 2

Funding Sources: 263 - Title III,

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November

January

May

June

Strategy 2

Provide opportunities for parent meetings to guide and support families in how to support their child academically at the school

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

Staff Responsible for Monitoring: Campus Principals, APs, Dean, Instructional Coach, GLAs, and Teachers

Problem Statements: Demographics 2, 5 - Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

January

May

June

Strategy 3

Support effective inclusion support to providing PD opportunities to inclusion support teachers as well as their partner content teachers.

Strategy's Expected Result/Impact: Lesson Plans Student performance on unit assessments
Effective classroom practices Classroom Observations

Staff Responsible for Monitoring: Special Education Coordinator, Principals, Deputy Superintendent of Academics and Student Services, SPED Instructional Coaches

Problem Statements: Demographics 3, 8 - Student Learning 10 - Perceptions 6

Funding Sources: 224 - IDEA B,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

November

January

May

June

Strategy 4

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: Improve student achievement

Staff Responsible for Monitoring: Principal, Area staff, Dean, Instructional Coach

Problem Statements: Demographics 3, 8 - Student Learning 2, 4, 5, 7, 10 - School Processes & Programs 8, 10, 11, 13 - Perceptions 2, 6

Funding Sources: 263 - Title III,

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November

January

May

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Better communication with the different student and parent demographic population.	Parent and school communication.
3 Teachers are not mastering the content they are being asked to teach our students.	Resources change frequently
5 Better communication with the different student and parent demographic population	Parent and school communication
8 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 significantly lower than surrounding Independent School Districts

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Better communication with the different student and parent demographic population	Parent and school communication
2 The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries	Charter school state provisions and regulatory laws
4 Teachers need support and clear expectations on how to implement an effective dual language program	The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program

5

There is a need for ongoing professional development on authentic integration of technology in daily instruction

Teachers need more technology support

7

There is a need for professional development on small group reading instruction

Teachers need more support on tiered learning in small groups.

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 significantly lower than surrounding Independent School Districts

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Teachers need support and clear expectations on how to implement an effective dual language program.

The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program

8

The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries

Charter school state provisions and regulatory laws

10

Teachers need support and clear expectations on how to implement an effective dual language program

The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program

11

There is a need for ongoing professional development on authentic integration of technology in daily instruction

Teachers need more technology support

13

There is a need for professional development on small group reading instruction

Teachers need more support on tiered learning in small groups.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

There is a need for ongoing professional development on authentic integration of

Teachers need more technology support

6

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 significantly lower than surrounding Independent School Districts

Performance Objective 3

The percentage of students scoring Meets on Science STAAR will increase 5% on STAAR 2026 in June 2026

Evaluation Data Source: State STAAR Report

Strategy 1

Send campus (teachers/coaches/principals/assistant principals) and district staff to conferences to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).

Strategy's Expected Result/Impact: Increased Student Achievement

Staff Responsible for Monitoring: Principal, APs, Dean, Instructional Coach

Problem Statements: Demographics 8 - Student Learning 4, 5, 10 - School Processes & Programs 7, 10, 11 - Perceptions 2, 6

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

May

June

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

8

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 significantly lower than surrounding Independent School Districts

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

Teachers need support and clear expectations on how to implement an effective dual language program

The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program

5

There is a need for ongoing professional development on authentic integration of technology in daily instruction

Teachers need more technology support

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 significantly lower than surrounding Independent School Districts

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

7

Teachers are not mastering the content they are being asked to teach our students.

Resources change frequently

10

Teachers need support and clear expectations on how to implement an effective dual language program

The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program

11

There is a need for ongoing professional development on authentic integration of technology in daily instruction

Teachers need more technology support

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

There is a need for ongoing professional development on authentic integration of technology in daily instruction

Teachers need more technology support

6

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 significantly lower than surrounding Independent School Districts

Performance Objective 4

By the end of the 25-26 school year, students' learning readiness indicator as measured by Rhythm, will increase 5% with the help of subject matter experts/counselors and specialized programs/resources aimed at improving the social emotional health of our students with a focus on safety

Evaluation Data Source: Rhythm Insight reports and assessments.

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: Improve students' readiness to learn. Measured by Rhythm usage

Staff Responsible for Monitoring: Principals, APs, Counselors

Problem Statements: Demographics 5 - Student Learning 1, 3 - School Processes & Programs 9 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

January

May

June

Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement	Root Cause
5 Better communication with the different student and parent demographic population	Parent and school communication

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Better communication with the different student and parent demographic population	Parent and school communication

3 A school wide discipline management program/course is not evident of campus	50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training
--	--

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
9 A school wide discipline management program/course is not evident of campus	50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 A school wide discipline management program/course is not evident of campus	50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training

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

Improve performance on campus AAPPL and ACTFL testing by increasing student performance at least one language sub-level per academic year by June 2026

Evaluation Data Source: Attendance Report District and Campus Assessment Tools

Strategy 1

Deliver professional development to teachers on ACTFL guidelines, AAPPL Results and Can Do Statements as well as Seesaw language profiles.

Strategy's Expected Result/Impact: Increased Student Achievement

Staff Responsible for Monitoring: Director of DLI/Spanish, Principals, APs, Dean, Instructional Coaches

Problem Statements: Demographics 3, 6, 8 - Student Learning 4, 5, 6, 9, 10 - School Processes & Programs 1, 7, 10, 11, 12, 15 - Perceptions 2, 3, 4, 6

Funding Sources: 263 - Title III,

Title I: 2.5.1, 2.5.2, 2.5.3

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

Formative Reviews

November

January

May

June

Strategy 2

Deliver parent meetings and teacher conferences for parents to gain an increased understanding of the DLI program and improve parent engagement with the curriculum and school. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP) are made available to parents

Strategy's Expected Result/Impact: Increased student learning and parent engagement

Staff Responsible for Monitoring: Principal, AP

Problem Statements: Demographics 1, 2, 5, 7 - Student Learning 1 - Perceptions 5

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

January

May

June

Strategy 3

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

Strategy's Expected Result/Impact: Improve Student Language Acquisition

Staff Responsible for Monitoring: Principals, Area Coaches, Dean, IC, APs

Problem Statements: School Processes & Programs 1, 7

Funding Sources: 263 - Title III,

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

November

January

May

June

Strategy 4

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

Strategy's Expected Result/Impact: Improve Student Academic Performance

Staff Responsible for Monitoring: Principal, Dean, Area Coaches, IC, APs

Problem Statements: Demographics 2, 5 - Student Learning 1

Funding Sources: 263 - Title III,

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

May

June

Strategy 5

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: Improve Student Achievement

Staff Responsible for Monitoring: Principal, Dean, APs, IC, and Area Coaches

Problem Statements: Demographics 5 - Student Learning 1

Funding Sources: 263 - Title III,

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

May

June

Strategy 6

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: Provide enrichment opportunities for students

Staff Responsible for Monitoring: Principal, Dean, Area Coaches, IC, and APs

Problem Statements: Demographics 2

Funding Sources: 263 - Title III,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

May

June

Strategy 7

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: Improve Student Achievement

Staff Responsible for Monitoring: Area Coaches, Dean, IC, Principals, APs

Problem Statements: Demographics 1, 2, 5, 7 - Student Learning 1 - Perceptions 5

Funding Sources: 263 - Title III,

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November

January

May

June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Need for increased parent volunteers	Parental Involvement
2	Better communication with the different student and parent demographic population.	Parent and school communication.
3	Teachers are not mastering the content they are being asked to teach our students.	Resources change frequently
5	Better communication with the different student and parent demographic population	Parent and school communication

6	Teachers are not mastering the content they are being asked to teach students	Teacher turnover
7	Need for Increased Parent Volunteers	Parental Involvement
8	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 significantly lower than surrounding Independent School Districts

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Better communication with the different student and parent demographic population	Parent and school communication
4	Teachers need support and clear expectations on how to implement an effective dual language program	The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program
5	There is a need for ongoing professional development on authentic integration of technology in daily instruction	Teachers need more technology support
6	Follow through in holding teachers accountable	Nonobservance of the structured system for evaluation and support
9	Teachers are not mastering the content they are being asked to teach students	Teacher turnover
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 significantly lower than surrounding Independent School Districts

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
	Teachers need support and clear	The program takes time to embed in the

1	expectations on how to implement an effective dual language program.	school; there is also the lack of tools and resources available to teachers for effectively implementing the program
7	Teachers are not mastering the content they are being asked to teach our students.	Resources change frequently
10	Teachers need support and clear expectations on how to implement an effective dual language program	The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program
11	There is a need for ongoing professional development on authentic integration of technology in daily instruction	Teachers need more technology support
12	Follow through in holding teachers accountable	Nonobservance of the structured system for evaluation and support
15	Teachers are not mastering the content they are being asked to teach students	Teacher turnover

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	There is a need for ongoing professional development on authentic integration of technology in daily instruction	Teachers need more technology support
3	Follow through in holding teachers accountable	Nonobservance of the structured system for evaluation and support
4	Teachers are not mastering the content they are being asked to teach students	Teacher turnover
5	Need for Increased Parent Volunteers	Parental Involvement

6

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 significantly lower than surrounding Independent School Districts

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 23-24 (will update in August). Teacher Retention Rates 2022 - 2023 District / Campus [--] = No Data (057848) - International Leadership Of Texas (IlTexas) 63.15% (057848001) - IlTexas Garland EL 54.69% (057848002) - IlTexas Garland Middle 51.43% (057848003) - IlTexas Garland H S 54.17% (057848004) - IlTexas Arlington EL 53.45% (057848005) - IlTexas Arlington Middle 46.88% (057848006) - IlTexas Arlington-Grand Prairie H S 71.70% (057848007) - IlTexas Keller EL 66.67% (057848008) - IlTexas Keller Middle 70.59% (057848009) - IlTexas Keller Saginaw H S 68.42% (057848010) - IlTexas Grand Prairie EL 64.41% (057848011) - IlTexas Grand Prairie Middle 40.00% (057848012) - IlTexas North Richland Hills EL 68.33% (057848013) - IlTexas North Richland Hills Middle 31.25% (057848014) - IlTexas Katy EL 68.33% (057848015) - IlTexas Katy Middle 48.39% (057848016) - IlTexas Westpark EL 67.69% (057848017) - IlTexas Westpark Middle 58.82% (057848018) - IlTexas Katy Westpark H S 55.56% (057848019) - IlTexas Lancaster EL 49.18% (057848020) - IlTexas Lancaster Middle 38.89% (057848021) - IlTexas Woodhaven EL 38.89% (057848022) - IlTexas Woodhaven Middle 23.33% (057848023) - IlTexas Saginaw EL 51.61% (057848024) - IlTexas Saginaw Middle 37.93% (057848025) - IlTexas Houston Windmill Lakes EL 38.98% (057848026) - IlTexas Houston Windmill Lakes Middle 31.25% (057848027) - IlTexas Houston Orem EL 57.14% (057848028) - IlTexas Houston Orem Middle 54.76% (057848030) - IlTexas College Station EL 72.88% (057848031) - IlTexas College Station Middle 46.67% (057848032) - IlTexas Lancaster Desoto H S 45.00% (057848033) - IlTexas Houston Windmill Lakes Orem H S 68.29% (057848034) - IlTexas Aggieldand H S 61.11%

Performance Objective 1

Provide 100% of struggling teachers with targeted success plan after the 1st 6 weeks

Evaluation Data Source: Monitor the Teacher Success Plan through walk-throughs, student data, and provide feedback.

Strategy 1

We will conduct weekly walk-throughs with targeted support provided to teachers by instructional leaders. BRES will be working with campus on identifying HQIM and rigor during walkthroughs to identify and improve teaching practices.

Strategy's Expected Result/Impact: Improve teacher performance and student success in the classroom.

Staff Responsible for Monitoring: Campus Principal, AP, Dean, IC, and GLA

Problem Statements: Demographics 6, 8 - Student Learning 2, 3, 6, 9, 10 - School Processes & Programs 4, 8, 9, 12, 15 - Perceptions 1, 3, 4, 6

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November

January

May

June

Strategy 2

We will provide professional development trainings in PLC/Conference for teachers to improve understanding of academic curriculum

Strategy's Expected Result/Impact: Improve teacher success and understanding of academic curriculum

Staff Responsible for Monitoring: Campus principal, AP, Dean, IC, and GLA

Problem Statements: Demographics 3, 6 - Student Learning 3, 4, 5, 6, 7, 8, 9 - School Processes & Programs 1, 2, 3, 4, 9, 10, 11, 12, 13, 14, 15 - Perceptions 1, 2, 3, 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

November

January

May

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

Teachers are not mastering the content they are being asked to teach our students.

Resources change frequently

6

Teachers are not mastering the content they are being asked to teach students

Teacher turnover

8

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 significantly lower than surrounding Independent School Districts

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries

Charter school state provisions and regulatory laws

3

A school wide discipline management program/course is not evident of campus

50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training

4

Teachers need support and clear expectations on how to implement an effective dual language program

The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program

5

There is a need for ongoing professional development on authentic integration of technology in daily instruction

Teachers need more technology support

6

Follow through in holding teachers accountable

Nonobservance of the structured system for evaluation and support

7

There is a need for professional development on small group reading instruction

Teachers need more support on tiered learning in small groups.

8

There is a need for professional development on new Math curriculum and teaching strategies

Teachers need more support on providing a variety of math strategies

9

Teachers are not mastering the content they are being asked to teach students

Teacher turnover

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 significantly lower than surrounding Independent School Districts

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Teachers need support and clear expectations on how to implement an effective dual language program.

The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program

2

A school wide discipline management program/course is not evident on campus.

50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.

3

There is a need for ongoing professional development on authentic integration of technology in daily instruction.

Teachers need more technology support.

4

Follow through in holding teachers accountable

Nonobservance of the structured system for evaluation and support

8

The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries

Charter school state provisions and regulatory laws

9

A school wide discipline management program/course is not evident of campus

50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training

10	Teachers need support and clear expectations on how to implement an effective dual language program	The program takes time to embed in the school; there is also the lack of tools and resources available to teachers for effectively implementing the program
11	There is a need for ongoing professional development on authentic integration of technology in daily instruction	Teachers need more technology support
12	Follow through in holding teachers accountable	Nonobservance of the structured system for evaluation and support
13	There is a need for professional development on small group reading instruction	Teachers need more support on tiered learning in small groups.
14	There is a need for professional development on new Math curriculum and teaching strategies	Teachers need more support on providing a variety of math strategies
15	Teachers are not mastering the content they are being asked to teach students	Teacher turnover

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	A school wide discipline management program/course is not evident of campus	50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training
2	There is a need for ongoing professional development on authentic integration of technology in daily instruction	Teachers need more technology support
3	Follow through in holding teachers accountable	Nonobservance of the structured system for evaluation and support
4	Teachers are not mastering the content they are being asked to teach students	Teacher turnover

6

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 significantly lower than surrounding Independent School Districts

Performance Objective 2

Provide 100% of New/Struggling Teachers with a teacher mentor by June 2026

Evaluation Data Source: Weekly meetings to discuss areas of improvement and best practices with their mentor

Strategy 1

We will hold a training for mentor and mentee teachers each 6 weeks focusing on high leverage skill development

Strategy's Expected Result/Impact: Improved classroom management, family communication, and student relationships

Staff Responsible for Monitoring: Campus principal, AP over Mentor Teachers

Problem Statements: Demographics 3, 4, 6, 8 - Student Learning 2, 9, 10 - School Processes & Programs 2, 8, 15 - Perceptions 4, 6

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

November

January

May

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

Teachers are not mastering the content they are being asked to teach our students.

Resources change frequently

4

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 significantly lower than surrounding Independent School Districts.

6

Teachers are not mastering the content they are being asked to teach students

Teacher turnover

8

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 significantly lower than surrounding Independent School Districts

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries

Charter school state provisions and regulatory laws

9

Teachers are not mastering the content they are being asked to teach students

Teacher turnover

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 significantly lower than surrounding Independent School Districts

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

A school wide discipline management program/course is not evident on campus.

50% of our teachers have between 1-3 years of experience who don't know how to handle minor offenses and lack of classroom management training.

8

The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries

Charter school state provisions and regulatory laws

15

Teachers are not mastering the content they are being asked to teach students

Teacher turnover

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

4

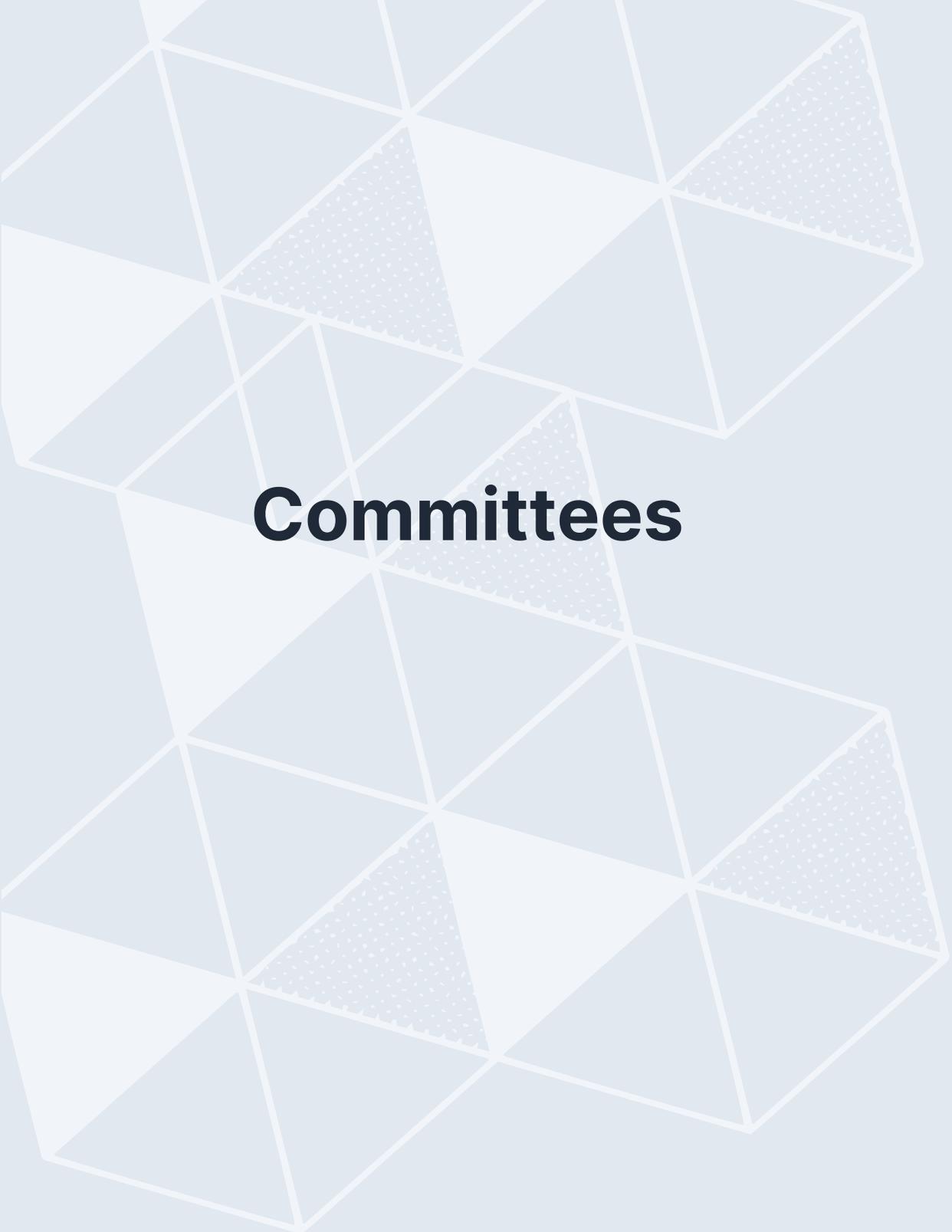
Teachers are not mastering the content they are being asked to teach students

Teacher turnover

6

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 significantly lower than surrounding Independent School Districts



Committees

Committees

2025-2026 Campus Advisory Council

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 28, 2025 @ 12:00 PM	ILTexas Keller K8	25-26 Keller K8 Campus Advisory Committee Sign In 5-28-25.pdf	25-26 Keller K-8 Campus Needs Assessment and Campus Improvement Plan Committee Meeting.pdf

Members

First Name	Last Name	Position	Committee Role
Jared	Laginess	Principal	Administrator
Shawna	Farrar	Assistant Principal	Administrator
Terrica	Bates	Assistant Principal	Administrator
Monica	Sutherland	Assistant Principal	Administrator
Tandora	Sample	SpEd Campus Coordinator	Non-Classroom Professional
Patricia	Ramos	Executive Officer AODFW	District-Level Professional
Margaret	Macheca	Classroom Teacher	Classroom Teacher
Kavirma	Alicea Rosado	Classroom Teacher	Classroom Teacher
Juliana	Rangel	Classroom Teacher	Classroom Teacher
Rocio	Garcia	Classroom Teacher	Classroom Teacher
Melissa	Rodgers	Classroom Teacher	Classroom Teacher
Jim	Faber	Classroom Teacher	Classroom Teacher
Elizabeth	Sanders	Classroom Teacher	Classroom Teacher
Rachele	Novelli	Classroom Teacher	Classroom Teacher
Amy	Thomas	Classroom Teacher	Classroom Teacher
Brandy	Krolczyk	Classroom Teacher	Classroom Teacher
Miguel	Villegas	Athletic Coordinator	Gym Teacher
Brittany	Clonch	Counselor	Counselor

Luke	Champlin	Counselor	Counselor
Matthew	Taylor	Counselor	Counselor
Angel	Jenkins	Classroom Teacher	Classroom Teacher
Mary	Fox	Classroom Teacher	Classroom Teacher
Mari	Sullivan	Administrative Assistant	Non-Classroom Professional
Elizabeth	Gonzalez	Paraprofessional	Paraprofessional
Kelly	Price	Classroom Teacher	Classroom Teacher
Jachelle	Wood	Classroom Teacher	Classroom Teacher
Sarah	Sullivan	Student	Student
Hira	Shahid	Real Estate	Business Representative
Joseph	Lockhart	Pastor	Community Representative
Iris	Harvey	PTO VP of Membership	Parent