

# International Leadership of Texas



## Keller Saginaw High

## 2025-2026 Campus Improvement Plan

# Mission Statement

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

# Vision

ILTexas Keller-Saginaw High School is a college preparatory experience where our language acquisition programs and rigorous educational opportunities are unparalleled in the DFW area. It is our expectation that our students will explore all opportunities available as they matriculate through their high school years and get involved in every aspect of our school through academics, athletics and servant leadership.

# Value Statement

"Others Before Self"

Campus Creed: **FLIGHT**

**Finish What You Start**

**Lead By Example**

**Improve Daily**

**Give Your Best Effort**

**Honor and Respect Yourself and Others**

**Take Responsibility**



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# Comprehensive Needs Assessment

# Demographics

## Summary

ILTexas Keller-Saginaw High School is a college-preparatory public charter high school that is part of International Leadership of Texas (ILTexas), a growing network of free public charter schools serving over 25,000 K–12 students across 26 campuses in the Dallas-Fort Worth, Houston, Cleveland, and College Station areas. The charter was approved by the Texas Education Agency in November 2012.

At ILTexas, students are educated from a global perspective with a strong emphasis on international leadership, trilingual fluency, and servant leadership. All students are given the opportunity to learn English, Spanish, and Chinese—three of the world’s most widely spoken languages—ensuring they are equipped with the tools needed for leadership and success both locally and globally. This language and cultural education reflects the economic realities of Texas, whose top trading partners include Mexico, Canada, and China.

Our curriculum at Keller-Saginaw High School is built around the development of the whole student—body, mind, and character. In addition to a strong academic foundation, students engage in physical fitness, language immersion, and an annual grade-level service-learning project. These projects are student-initiated and student-led, with minimal teacher involvement. Each year, students take ownership of every stage—from brainstorming and planning to executing meaningful service projects that benefit the community. This practice instills responsibility, compassion, and real-world leadership skills.

The school also hosts international students through a partnership with a private school in China, further reinforcing our mission to create globally competent citizens. These students work toward earning a U.S. high school diploma and preparing for college and beyond alongside their American peers.

The result of our world-class education is a graduate who possesses a servant’s heart, a leader’s character, and fluency in three languages—qualities that distinguish our students as competitive candidates for four-year colleges and universities and as future leaders in an internationally connected world.

Student Demographics	Count	Percent
<b>Gender</b>		
Female	390	52.21%
Male	357	47.79%
<b>Ethnicity</b>		
Hispanic-Latino	375	50.20%
<b>Race</b>		
American Indian - Alaskan Native	0	0.00%
Asian	53	7.09%
Black - African American	154	20.62%
Native Hawaiian - Pacific Islander	1	0.13%
White	131	17.54%
Two-or-More	33	4.42%

## Strengths

### **1. Cultural and Linguistic Diversity in the Student Body**

Keller-Saginaw High School serves a richly diverse student population, representing a variety of cultural, ethnic, and linguistic backgrounds. This diversity is further supported by a trilingual curriculum in English, Spanish, and Chinese, which not only prepares students to thrive in a global society but also fosters mutual respect and cross-cultural understanding on campus.

### **2. A Culturally Diverse and Globally Minded Staff**

The diversity of the staff at Keller-Saginaw High School reflects and enhances the multicultural makeup of the student body. Teachers and staff bring a wealth of cultural experiences, international perspectives, and linguistic skills to the classroom, allowing students to see themselves represented in their educators. This strengthens the school's global mission and helps create an inclusive, supportive learning environment rooted in cultural empathy and global competence.

### **3. Community-Driven Leadership Development**

The school's commitment to servant leadership is demonstrated through annual, student-led service-learning projects. Each grade level is responsible for organizing and executing a project that gives back to the community. These projects not only develop leadership skills but also promote civic engagement among a diverse student population, empowering students from all backgrounds to lead with purpose and make meaningful contributions.

# Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
<p><b>1</b> Emergent bilingual students are not making consistent academic progress across content areas, despite the school's focus on language acquisition.</p>	<p>Instructional strategies across content areas are not consistently differentiated to support the language development needs of emergent bilinguals.</p>
<p><b>2</b>  Student performance on local and district benchmark assessments in core subjects such as math and reading is not consistently meeting expectations, which correlates with underperformance on state assessments.</p>	<p>Instructional planning and intervention supports are not always data-driven or aligned with individual student academic needs.</p>
<p><b>3</b> Due to curriculum requirements, educators are having to place so much emphasis on meeting all deadlines and are not placing emphasis on strengthening the teacher student relationship through an authentic cultural understanding.</p>	<p>Teachers are navigating strict curriculum pacing and accountability demands, which limits their flexibility and time to incorporate culturally responsive practices. Without intentional structures or support to balance content delivery with relationship-building, opportunities to foster authentic cultural connections with students are often diminished.</p>

 = Priority

# Student Learning

## Summary

The academic performance analysis for ILTexas Keller-Saginaw High School provides insight into how students performed on the Reading/ELA assessment as of May 2024. The average score across all students was 61.89%, with a total of 417 students achieving a combined scale score of 4165. Of those students, 78.42% scored at the “Approaches Grade Level” standard, 64.73% met the “Meets Grade Level” standard, and 12.30% achieved the “Masters Grade Level” distinction.

When breaking down performance levels more specifically, 12.30% of students reached the mastery level, 52.44% met the expected grade level standards, 13.69% approached grade level, and 21.58% did not meet the standard.

Economically disadvantaged students, who represent 50.4% of the school’s student population (210 students), had an average scale score of 4054 and a percent score of 57.11%. Within this group, 72.60% approached grade level, 56.62% met the standard, and only 4.57% achieved mastery.

For students identified as Emergent Bilingual, there are notable differences based on language acquisition status. Among the 116 students currently classified as Emergent Bilingual, the average scale score was 4013, with 66.39% approaching grade level and 52.46% meeting the standard. Students in their first and second years of monitoring—two and three students respectively—performed significantly higher, with both groups achieving 100% in the “Approaches” and “Meets” categories. Their average scale scores were 4486 and 4489, respectively.

Students receiving Special Education services showed the greatest need for academic support. Of the 37 students identified with a Special Education indicator, the average scale score was 3755, and their percent score was 41.56%. Only 40% of these students approached grade level, 17.5% met the standard, and 2.5% achieved mastery. A significant portion—60%—did not meet the minimum grade level expectation.

The key takeaways from this analysis indicate that White and Asian students demonstrated the highest academic performance. However, there is a notable achievement gap, with a 30-point difference in scale scores observed between various demographic groups. The data also highlights clear opportunity areas where additional support is needed, particularly for students receiving Special Education services and those currently classified as Emergent Bilingual.

## Strengths

- **High Percentage of Students Approaching and Meeting Grade Level Standards**

A strong majority of students (78.42%) performed at or above the “Approaches Grade Level” standard on the Reading/ELA assessment. Additionally, 64.73% of students met or exceeded the grade level expectations, demonstrating that many students are developing foundational literacy skills necessary for academic success.

- **Success Among Monitored Emergent Bilingual Students**

Students in their first and second years of monitoring after exiting bilingual services achieved a 100% success rate in both the “Approaches” and “Meets” categories. Their high scale scores (4486 and 4489) suggest that language acquisition support provided in earlier years was effective and that these students are thriving academically once they exit the bilingual program.

- **Notable Performance by Certain Demographic Groups**

White and Asian students demonstrated the strongest academic results, contributing positively to the school’s overall average performance. Their performance indicates that, when provided with the right academic support structures, students can consistently reach and exceed grade-level expectations.

# Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
<p><b>1</b> Emergent bilingual students are not making consistent academic progress across content areas, despite the school's focus on language acquisition.</p>	<p>Instructional strategies across content areas are not consistently differentiated to support the language development needs of emergent bilinguals.</p>
<p><b>2</b> ★ Student performance on local and district benchmark assessments in core subjects such as math and reading is not consistently meeting expectations, which correlates with underperformance on state assessments.</p>	<p>Instructional planning and intervention supports are not always data-driven or aligned with individual student academic needs.</p>
<p><b>3</b> Student performance on local and district benchmark assessments in core subjects such as math and reading is not consistently meeting expectations, which correlates with underperformance on state assessments.</p>	<p>Instructional planning and intervention supports are not always data-driven or aligned with individual student academic needs.</p>
<p><b>4</b> Due to curriculum requirements, educators are having to place so much emphasis on meeting all deadlines and are not placing emphasis on strengthening the teacher student relationship through an authentic cultural understanding.</p>	<p>Teachers are navigating strict curriculum pacing and accountability demands, which limits their flexibility and time to incorporate culturally responsive practices. Without intentional structures or support to balance content delivery with relationship-building, opportunities to foster authentic cultural connections with students are often diminished.</p>

★ = Priority

# School Processes & Programs

## Summary

Districtwide, ILTexas maintains high expectations for both students and staff. Teachers are selected not only for their content expertise but also for their ability to serve as cultural role models and global thinkers. The diversity of the faculty mirrors the student population, contributing to a supportive and inclusive environment where students see themselves reflected in leadership and instruction.

In summary, ILTexas cultivates a district culture that values academic rigor, leadership through service, and international-mindedness. The result is a climate of belonging, purpose, and forward-thinking preparation that equips students with the knowledge, character, and linguistic fluency to thrive in an increasingly interconnected world.

## Strengths

### **Strong Commitment to Global Citizenship and Multilingualism**

ILTexas fosters a unique trilingual environment (English, Spanish, and Chinese), preparing students for leadership in a globally connected world. This global perspective is deeply embedded in instruction and school culture, encouraging students to appreciate diverse cultures and perspectives.

### **Servant Leadership Embedded in Student Experience**

The districtwide emphasis on the motto “*Others Before Self*” creates a culture of compassion, responsibility, and integrity. Through annual student-led service-learning projects at each grade level, students develop leadership skills grounded in empathy and civic engagement, contributing to a respectful and mission-driven climate across campuses.

### **Diversity and Representation Across Staff and Student Body**

ILTexas embraces and reflects the diversity of its student population by recruiting and retaining a diverse staff. This intentional representation helps foster an inclusive and affirming learning environment where students feel seen, supported, and inspired by role models who reflect their own cultural backgrounds.

# Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	ILTexas Keller-Saginaw High School is experiencing a high rate of student absences, which negatively impacts academic achievement, classroom engagement, and long-term student success.	Many students face a combination of external challenges--such as transportation issues, family responsibilities, or health concerns--and internal disengagement from school culture or academic relevance. Additionally, there is a need for a more proactive and systematic approach to identifying at-risk students and addressing the underlying causes of chronic absenteeism through early intervention, rela
2 ★	Keller-Saginaw continues to experience challenges in recruiting and retaining certified teachers in high-need areas such as special education, math and reading which impacts instructional consistency and student outcomes in those subject areas.	The demands of the ILTexas model--including trilingual expectations, extended school hours, and unique cultural competencies--require a specialized skill set that limits the applicant pool and contributes to higher turnover among educators who may feel unprepared or unsupported in meeting these expectations.
3 ★	Due to curriculum requirements, educators are having to place so much emphasis on meeting all deadlines and are not placing emphasis on strengthening the teacher student relationship through an authentic cultural understanding	With such a high percentage of children who are economically disadvantaged and of different backgrounds and cultures, it is imperative that the teachers have the ability to form authentic and meaningful relationships

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# Perceptions

## Summary

ILTexas (International Leadership of Texas) is a public charter school district committed to preparing students for exceptional leadership roles in the global community. The district is grounded in a mission to provide rigorous academic instruction while fostering fluency in English, Spanish, and Chinese, and developing strong leadership skills. With campuses located across Texas, ILTexas operates under a centralized structure that ensures consistency in academic standards, cultural expectations, and character development across all schools.

The district is led by a Superintendent and Executive Leadership Team who oversee key departments such as Academics, Operations, Human Resources, Finance, Student Services, and Community Engagement. Regional Executive Directors and campus principals are empowered to lead with accountability, ensuring each campus aligns with the district's strategic goals while addressing the unique needs of their school communities. ILTexas values collaboration, data-informed decision-making, and cultural responsiveness to ensure every student receives a well-rounded, high-quality education.

ILTexas Keller-Saginaw High School operates under this district structure while also fostering a strong campus identity that aligns with the ILTexas mission. Through support from district leadership and access to centralized resources, the campus is able to implement targeted academic interventions, leadership development programs, and multilingual instruction that prepare students to lead and serve in an interconnected world.

Data supports the positive culture and climate at ILTexas Keller-Saginaw High School. Based on current teacher retention data, the campus is projected to retain 100% of its staff from the 2024–2025 school year to the 2025–2026 school year, demonstrating strong staff satisfaction and stability. In addition, there is a shared consensus among staff regarding the culture of the school—teachers consistently report a clear understanding of the campus vision and mission, and feel aligned with the school's goals and values. This strong cultural foundation contributes to a collaborative and purpose-driven environment that supports both staff and student success.

## Strengths

- **Clear Mission and Vision Focused on Global Leadership**  
ILTexas demonstrates a strong organizational identity through its commitment to academic excellence, multilingualism (English, Spanish, and Chinese), and leadership development. This unified mission promotes consistency and purpose across all campuses.
- **Centralized Structure with Strategic Oversight**  
The district's centralized leadership model ensures that all campuses follow rigorous academic standards, cultural expectations, and operational procedures. This structure promotes equity and alignment across the district while allowing for consistent quality control.
- **Collaborative and Data-Driven Culture**  
The district emphasizes collaboration and data-informed decision-making, enabling leaders and teachers to make strategic adjustments that support student achievement and continuous improvement.

# Problem Statements Identifying Perceptions Needs

## Problem Statement

## Root Cause

1  
★

Despite ongoing family and community engagement efforts, participation from all families--particularly those from linguistically and culturally diverse backgrounds--remains inconsistent due to limited accessibility and communication barriers.

Barriers such as scheduling conflicts, lack of transportation, limited availability of translation services, and one-way communication practices may prevent some families from fully engaging with the school

2  
★

While ILTexas Keller-Saginaw High School has a strong mission and vision, perception data reveals that not all stakeholders consistently feel heard, valued, or engaged in decision-making processes, which can lead to gaps in communication, collaboration, and overall school culture.

There is a lack of consistent structures for gathering, sharing, and responding to stakeholder feedback in a timely and transparent manner. As a result, some staff and community members may feel disconnected from the decision-making process, leading to varying perceptions of inclusivity, alignment, and trust within the school culture.

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# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

Student performance on local and district benchmark assessments in core subjects such as math and reading is not consistently meeting expectations, which correlates with underperformance on state assessments.

Instructional planning and intervention supports are not always data-driven or aligned with individual student academic needs.

2  
★

While ILTexas Keller-Saginaw High School has a strong mission and vision, perception data reveals that not all stakeholders consistently feel heard, valued, or engaged in decision-making processes, which can lead to gaps in communication, collaboration, and overall school culture.

There is a lack of consistent structures for gathering, sharing, and responding to stakeholder feedback in a timely and transparent manner. As a result, some staff and community members may feel disconnected from the decision-making process, leading to varying perceptions of inclusivity, alignment, and trust within the school culture.

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Despite ongoing family and community engagement efforts, participation from all families--particularly those from linguistically and culturally diverse backgrounds--remains inconsistent due to limited accessibility and communication barriers.

Barriers such as scheduling conflicts, lack of transportation, limited availability of translation services, and one-way communication practices may prevent some families from fully engaging with the school

4  
★

Keller-Saginaw continues to experience challenges in recruiting and retaining certified teachers in high-need areas such as special education, math and reading which impacts instructional consistency and student outcomes in those subject areas.

The demands of the ILTexas model--including trilingual expectations, extended school hours, and unique cultural competencies--require a specialized skill set that limits the applicant pool and contributes to higher turnover among educators who may feel unprepared or unsupported in meeting these expectations.

5  
★

Due to curriculum requirements, educators are having to place so much emphasis on meeting all deadlines and are not placing emphasis on strengthening the teacher student relationship through an authentic cultural understanding

With such a high percentage of children who are economically disadvantaged and of different backgrounds and cultures, it is imperative that the teachers have the ability to form authentic and meaningful relationships

★ = 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 CCMR goals

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment 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

- Communications data
- Capacity and resources data



# Goals

# Goal 1

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

## Performance Objective 1

By the end of the 25-26 school year, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Reading/Language Arts and all other core subjects. 25% of EB students will perform at the meets level of achievement on STAAR Reading/Language Arts and other core subjects.

Evaluation Data Source: None

### Strategy 1 Results Driven Accountability

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

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

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

**Funding Sources:** 429 Strong Foundations IF, \$100,000, 263 - Title III, \$30,000, 255 - Title II, \$40,000, 211 - Title 1-A, \$300,000

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

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

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

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

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

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### Strategy 3 Targeted Support Strategy Results Driven Accountability

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

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

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

**Funding Sources:** 263 - Title III, \$85,000, 211 - Title 1-A, \$400,000, Supplies 420 - State, \$50,000

**TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

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### Strategy 4 Additional Targeted Support Strategy Results Driven Accountability

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

**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 Coac

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

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### Strategy 5 Targeted Support Strategy Additional Targeted Support Strategy

#### Results Driven Accountability

Campuses that have newcomer students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extended learning time for students, and parental engagement. Parents of students experiencing homelessness are engaged in assessments that identify and support student needs that act as barriers to fair and equal access to educational opportunities.

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

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

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

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## Strategy 6

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

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

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

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

## Formative Reviews

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## Strategy 7

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

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

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**Strategy 8**  Targeted Support Strategy  Additional Targeted Support Strategy

Results Driven Accountability

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:** None

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

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

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## Strategy 9

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

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

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

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

## Formative Reviews

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## Performance Objective 2

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

### Strategy 1

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

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### Strategy 2

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

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### Strategy 3

Bring in subject matter experts and consultants to help ILTexas teachers, administrators, and charter support staff strengthen their ability to coach teachers to increase student

achievement, to include supporting our special populations such as our special education and Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Math assessment. Supplemental instructional software (SeeSaw) will be purchased to aid in increasing student academic achievement, track language proficiency, and increase the effective usage of technology within the educational environment.

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

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

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

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

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## Strategy 4

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

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

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## Strategy 5

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

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

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

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

## Formative Reviews

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### Performance Objective 3 High Priority

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

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

#### Strategy 1

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

**Strategy's Expected Result/Impact:** Increased Academic Achievement

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

**Funding Sources:** 244 - Carl Perkins,

#### Formative Reviews

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#### Strategy 2

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

**Strategy's Expected Result/Impact:** Increased Academic Achievement

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

**TEA Priorities:** Connect high school to career and college

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### Strategy 3

English learner will receive additional SAT prep.

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

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

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

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### Strategy 4

All Juniors will be administered SAT in April.

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

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

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

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### Strategy 5

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

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

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

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## Strategy 6

Monitoring of Advanced Placement Enrollment and Exams.

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

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

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## Performance Objective 4

By the end of the 25-26 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Social Studies and 25% of EB students will perform at the meets level of achievement on STAAR Social Studies.

## Strategy 1

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

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

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

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

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## Strategy 2

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

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

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

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

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## Strategy 3

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

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

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

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

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## Performance Objective 5

By the end of the 25-26 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher during the previous school year. ILTexas students enrolled in the Special Education program will maintain a Meets achievement standard at a 9% rate for Math and a 10% rate for 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.admin

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

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## Performance Objective 6

During the 25-26 school year, 100% of all ILTexas students will have an assigned Chromebook, direct access to "loaner" devices and direct access for device repair\replacement at each campus location. 100% of all ILTexas staff will have an assigned laptop, direct access to "loaner" devices, direct access for device repair\replacement and access to multiple networked multi-function printer devices at each campus location. 100% of all ILTexas campus locations will have a stable internet connection and 100% WiFi coverage throughout each campus location.

## Strategy 1

Distribute Chromebooks to all students the first week of the 25-26 school year.. 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.

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## Strategy 2

Distribute laptops to all staff the first week of the 25-26 school year. Distribute laptops to all new staff during 25-26 school 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.

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## Performance Objective 7

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

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

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

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

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## Strategy 2

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

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

**Staff Responsible for Monitoring:** Principal and APs

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## Performance Objective 8 High Priority

By the end of the 25-26 school year, 15% of all ILTexas students served under special education will perform at the meets level of achievement on STAAR.

### Strategy 1 Results Driven Accountability

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

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

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### Strategy 2

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

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

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# Goal 2

By the end of the 25-26 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at 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.

### Strategy 1

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

**Strategy's Expected Result/Impact:** 90% result

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

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## Performance Objective 2

By the end of 25-26 school year, the percentage of seniors receiving trilingual cord will increase from 40% to 45%.

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

### Strategy 1

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

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

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

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### Performance Objective 3

By the end of 25-26 school year, 100% of students in 3rd -12th grade students will be tested by AAPPL in both Chinese and Spanish and receive score reports.

#### Strategy 1

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

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

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

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### Performance Objective 4

By the end of the 25-26 school year, all EB students will have made progress in English language acquisition and campuses will have met the long term target.

**Evaluation Data Source:** TELPAS Data

#### Strategy 1

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

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

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

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### Performance Objective 5 High Priority

By the end of 25-26 school year, 80% of students who participated in the Ole Miss Summer Chinese Language Institute will demonstrate at least one sub-level's growth in Chinese proficiency, measured by ACTFL's OPIC. The funding source of this project is DoDEA FY 22 Grant.

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

#### Strategy 1

Implement a year-long individualized proficiency tracking and feedback system using ACTFL Can-Do Statements to guide instruction and monitor student growth. Teachers will provide monthly formative assessments aligned with ACTFL proficiency targets and offer targeted language interventions and enrichment based on student performance data. This approach will ensure students receive consistent, level-appropriate instruction that supports at least one sub-level gain by the end of the year.

**Strategy's Expected Result/Impact:** Students will receive tailored instruction and timely feedback aligned with their current proficiency level, leading to more focused skill development.

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

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### Performance Objective 6 High Priority HB3 Goal

By June of 2025, all graduating seniors will graduate with an acceptance into a four year college or university.

**Evaluation Data Source:** College Acceptances, National Clearinghouse Data

#### Strategy 1

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

**Strategy's Expected Result/Impact:** As a result of the college advisors' support, students demonstrate increased awareness of postsecondary education and workforce pathways, with measurable improvements in college and career readiness indicators such as FAFSA completion rates, college application submissions, career certification enrollments, and participation in college or career awareness events. Students are better equipped to make informed decisions about their future beyond high school.

**Staff Responsible for Monitoring:** DSSL & DSA/SS

**Funding Sources:** 211 - Title 1-A, \$900,000

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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).

### 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

## Goal 3

## Performance Objective 1

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

### Strategy 1

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

**Strategy's Expected Result/Impact:** Increase Teacher Retention

**Staff Responsible for Monitoring:** Campus Administration

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### Strategy 2

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

**Strategy's Expected Result/Impact:** Increase Teacher Retention

**Staff Responsible for Monitoring:** Campus Administration

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## Performance Objective 2

We will increase the percent retention of our special education, math and reading teachers by 3% by the end of the 25-26 School year.

### Strategy 1

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:** Administration,  
Math Director, Math Area Coaches

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