

International Leadership of Texas



Keller Middle

2025-2026 Campus Improvement Plan

Mission Statement

The 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 | 10 |
| School Processes & Programs | 13 |
| Perceptions | 16 |
| Priority Problem Statements | 19 |
| Data Documentation for CNA | 23 |
| Improvement Planning Data | 24 |
| Accountability Data | 24 |
| Student Data: Assessments | 24 |
| Student Data: Student Groups | 24 |
| Student Data: Behavior and Other Indicators | 25 |
| Employee Data | 25 |
| Parent/Community Data | 25 |
| Support Systems and Other Data | 26 |
| Goals | 27 |
| Goal 1 : By the end of the 25-26 school year, 85% of ILTexas campuses will receive an o... | 28 |
| Goal 2 : By the end of the 25-26 school year, at least 75% of students graduate meeting... | 42 |
| Goal 3 : By the end of the 25-26 school year ILTexas will retain 76% of teachers, an incr... | 49 |
| Committees | 55 |
| 2025-2026 Campus Advisory Council | 56 |
| Meeting Logs | 56 |
| Members | 56 |



Comprehensive Needs Assessment

Demographics

Summary

Demographics Summary

We are a very diverse community of educators which includes international teachers from Mexico, Philippines, India, Spain and China, as well as teachers from Puerto Rico and other South American countries. Our unique backgrounds assist in providing our students with a rich understanding of global communities and cultures.

Students Demographics Summary

| Student Demographics | Count | Percent |
|------------------------------------|-------|---------|
| Gender | | |
| Female | 229 | 52.05% |
| Male | 211 | 47.95% |
| Ethnicity | | |
| Hispanic-Latino | 181 | 41.14% |
| Race | | |
| American Indian - Alaskan Native | 0 | 0.00% |
| Asian | 68 | 15.45% |
| Black - African American | 97 | 22.05% |
| Native Hawaiian - Pacific Islander | 1 | 0.23% |
| White | 78 | 17.73% |
| Two-or-More | 15 | 3.41% |

| Student Programs | Count | Percent |
|---|-------|---------|
| Dyslexia | 28 | 6.36% |
| Gifted and Talented | 63 | 14.32% |
| Regional Day School Program for the Deaf | 0 | 0.00% |
| Section 504 | 35 | 7.95% |
| Special Education (SPED) | 49 | 11.14% |
| Bilingual/ESL | | |
| Emergent Bilingual (EB) | 78 | 17.73% |
| Bilingual | 0 | 0.00% |
| English as a Second Language (ESL) | 71 | 16.14% |
| Alternative Methods for Bilingual Education | 0 | 0.00% |
| Alternative Methods for ESL | 7 | 1.59% |
| Title I Part A | | |
| Schoolwide Program | 440 | 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 | 311 | 70.68% |
| Foster Care | 1 | 0.23% |
| IEP Continuer | 0 | 0.00% |
| Immigrant | 5 | 1.14% |
| Intervention Indicator | 213 | 48.41% |
| Migrant | 0 | 0.00% |
| Military Connected | 41 | 9.32% |
| Transfer In Students | 0 | 0% |
| Unschooling Asylee/Refugee | 0 | 0% |

Economic Disadvantage

| | | |
|-----------------------------|-----|--------|
| Economic Disadvantage Total | 199 | 45.23% |
| Free Meals | 66 | 15.00% |
| Reduced-Price Meals | 52 | 11.82% |
| Other Economic Disadvantage | 81 | 18.41% |

Homeless and Unaccompanied Youth

| | | |
|-------------------------|---|-------|
| Homeless Status Total | 1 | 0.23% |
| Shelter | 0 | 0.00% |
| Doubled Up | 1 | 0.23% |
| Unsheltered | 0 | 0.00% |
| Hotel/Motel | 0 | 0.00% |
| Not Unaccompanied Youth | 1 | 0.23% |
| Is Unaccompanied Youth | 0 | 0.00% |

Special Education Services

Count Percent

Primary Disabilities

| | | |
|--------------------------------|----|--------|
| No Disability | 0 | 0.00% |
| Orthopedic impairment | 0 | 0.00% |
| Other health impairment | 1 | 2.04% |
| Auditory impairment | 0 | 0.00% |
| Visual impairment | 0 | 0.00% |
| Deaf-Blind | 0 | 0.00% |
| Intellectual disability | 5 | 10.20% |
| Emotional disturbance | 1 | 2.04% |
| Learning disability | 30 | 61.22% |
| Speech impairment | 5 | 10.20% |
| Autism | 7 | 14.29% |
| Developmental delay | 0 | 0.00% |
| Traumatic brain injury | 0 | 0.00% |
| Noncategorical early childhood | 0 | 0.00% |

Instructional Settings

| | | |
|---------------------------|----|--------|
| Speech Therapy | 4 | 8.16% |
| Homebound | 0 | 0.00% |
| Hospital Class | 0 | 0.00% |
| Mainstream | 4 | 8.16% |
| Resource Room | 39 | 79.59% |
| VAC | 0 | 0.00% |
| Off Home Campus | 0 | 0.00% |
| State School | 0 | 0.00% |
| Residential Care | 0 | 0.00% |
| Self Contained | 2 | 4.08% |
| 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 | 6 | 14.63% |
| Teacher | 33 | 80.49% |
| Educational Aide | 2 | 4.88% |
| Auxiliary | 0 | 0.00% |

Staff Summary

We use a number of sources to find high caliber staff such as our campus website, the Teacher Job Network (TJN), college career fairs, and Region 10 and 11 job fairs. The majority of core and LOTE teachers are at a highly qualified status in accordance with ESSA. Our interview process clearly outlines the mission, philosophy, and expectations for our school. We have recruited teachers from Spain and China to teach our trilingual model. ILT will continue to work with region 10 & 11 and the district to actively find qualified teacher candidates to fill positions within the school. Teachers have the professional freedom to be innovative and creative. They have opportunities to have input into decision making on campus.

We will have wonderful ethnic diversity in our faculty/staff population, we are truly international. We have faculty/staff from Mexico, Puerto Rico, the Philippines, India, Spain, China, and more.

Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. This year we have the recruitment of teachers from Spain and China. This year we have also increased the number of teachers that meet certified status. There have also been salary increases for teachers, making our salary a little more competitive with local ISDs.

Strengths

Demographics Strengths

Our student body includes a balanced mix of economically disadvantaged students and those who are not. Our staff is culturally diverse, featuring teachers from various countries, which makes us a truly international school with an even demographic balance across race and gender.

This diversity is significant because it provides our students with a rich understanding of global communities and cultures, enhancing their educational experience. Our international teachers, hailing from Mexico, Spain, the Philippines, India, China, Puerto Rico, and other South American countries, bring unique perspectives and backgrounds. This diversity fosters a more inclusive learning environment and prepares students to thrive in a globalized world.

Problem Statements Identifying Demographics Needs

| | Problem Statement | Root Cause |
|--------|--|---|
| 1 ★ | Need for Increased Parent Volunteers | Parent Involvement |
| 2 ★ | Teacher retention is a challenge which creates difficulty in maintaining experienced teachers to support new educators on campus | Teacher salary scale is significantly lower than surrounding Independent School Districts |
| 3 ★ | Better communication with the different student and parent demographic population. | Parent and School Communication |
| 4 ★ | Teachers are not mastering the content they are being asked to teach students | Teacher turnover and lack of coaching time. |
| 5 ★ | Teachers are not mastering the content they are being asked to teacher our students. | Resources change frequently. |

6



Languages other than English and Spanish speaking parents and grandparents are still not served well.

Need resources to translate and communicate better.

7



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.

8



Need for increased parent volunteers

Parental Involvement

 = 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 Middle School Results continued to hold strong for STAAR Interim. We are 1st-2nd in the charter across the board. While 6th reading landed in 3rd, they were within a few percentage points of the schools in front of them. Our results were almost as strong as our results from STAAR End of Year.

In particular, we want to highlight our achievement on EOC for Algebra I and English I with 100% of students approaching on English I and 95% Approaching on Algebra I.

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 schools State provisions and regulatory laws |
| 3 ★ | A school wide discipline management program/ course is still a struggle for the 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 to implement effectively. |
| 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 teacher 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 Writing curriculum and teaching strategies

Teachers need more support on providing a variety of writing strategies

9
★

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

Resources change frequently.

★ = Priority

School Processes & Programs

Summary

We expect to accomplish this by making learning explicitly clear, making it visible (trilingual, print rich classrooms)! When students have the intended learning spelled out for them, they know what it is they are supposed to learn during the learning opportunity. Then we create a learning path for scholars to be able to achieve this goal. Students have multiple steps to achieve in order to fully understand and be able to apply learned skills to all content areas (Eagle Academy, classroom embedded small groups, after-school support and tutorials, etc.)

Teachers are guided by the TEKS and have access to the TEKS Resource System. The TEKS are explicitly unpacked for the educator, which includes common misconceptions, academic vocabulary and guidance on differentiation.

New teachers are provided on campus instructional/managerial support as well as support through district and campus level instructional coaches. Teacher is matched up with a mentor and is provided with feedback to highlight glows and ideas to support the lows.

The organization includes multiple levels of administration to help support and maintain effective learning environments in all classes.

All staff members have been provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, students in grades 3-8 are provided their own Chromebooks.

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: Carnegie Math, Mirrors and Windows
- Teachers utilize Eduphoria to input their lesson plans and analyze data, as well as Lead4ward to improve and effectively improve instructional focus.

Problem Statements Identifying School Processes & Programs Needs

| Problem Statement | Root Cause |
|---|---|
| <p>1 ★</p> <p>The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries</p> | <p>Charter schools State provisions and regulatory laws</p> |
| <p>2 ★</p> <p>A school wide discipline management program/ course is still a struggle for the 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>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 to implement effectively.</p> |
| <p>4 ★</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>5 ★</p> <p>Follow through in holding teacher accountable</p> | <p>Nonobservance of the structured system for evaluation and support</p> |

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

Resources change frequently.

9
★

Participation of parents responding to the campus survey

Lack of proper communication and engagement

10
★

Languages other than English and Spanish speaking parents and grandparents are still not served well.

Need resources to translate and communicate better.

★ = 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 weekly
- Curriculum Night (STAAR Night)
- PTO monthly meetings
- Family Home-school Spirit Nights/Family Events
- Parent Portal (Skyward)
- Parent-Teacher Conferences
- School/Grade level/Teacher websites
- School Messenger
- Parents and Staff Weekly Newsletters

Problem Statements Identifying Perceptions Needs

| | Problem Statement | Root Cause |
|--------|--|--|
| 1 ★ | A school wide discipline management program/ course is still a struggle for the 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 teacher accountable | Nonobservance of the structured system for evaluation and support |
| 4 ★ | Teachers are not mastering the content they are being asked to teacher our students. | Resources change frequently. |
| 5 ★ | Participation of parents responding to the campus survey | Lack of proper communication and engagement |

6



Languages other than English and Spanish speaking parents and grandparents are still not served well.

Need resources to translate and communicate better.

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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.

8



Need for increased parent volunteers

Parental Involvement

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Better communication with the different student and parent demographic population

Parent and school communication

2
★

Need for Increased Parent Volunteers

Parent Involvement

3
★

Teacher retention is a challenge which creates difficulty in maintaining experienced teachers to support new educators on campus

Teacher salary scale is significantly lower than surrounding Independent School Districts

4
★

Better communication with the different student and parent demographic population.

Parent and School Communication

5
★

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

Teacher turnover and lack of coaching time.

6
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Teachers are not mastering the content they are being asked to teach our students.

Resources change frequently.

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Parental Involvement

10
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The funding model of charter schools leads teachers seeking opportunities in other district due to higher salaries

Charter schools State provisions and regulatory laws

11
★

A school wide discipline management program/course is still a struggle for the 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

12
★

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 to implement effectively.

13

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



Teachers need more technology support

14

Follow through in holding teacher accountable



Nonobservance of the structured system for evaluation and support

15

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



Teachers need more support on tiered learning in small groups.

16

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



Teachers need more support on providing a variety of writing strategies

17

Participation of parents responding to the campus survey



Lack of proper communication and engagement

= 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

Accountability Data

- Texas Academic Performance Report (TAPR) 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 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 benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- 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
- 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 in grades 6-8 scoring Meets on Math STAAR will increase 5% on STAAR 2026 by June 2026

Evaluation Data Source: State STAAR Reports

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 5 - Student Learning 4, 5, 7, 8, 9 - School Processes & Programs 3, 4, 6, 7, 8 - Perceptions 2, 4

Funding Sources: Tutoring Supplies 263 - Title III, \$5,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November

January

May

June

Strategy 2

ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, Seidlitz, 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 2, 4, 5 - Student Learning 4, 5, 7, 9 - School Processes & Programs 3, 4, 6, 8 - Perceptions 2, 4

Funding Sources: Training Resources 263 - Title III, \$5,000

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

May

June

Strategy 3

Provide opportunities for parent meetings to guide and support families in how to support their child academically at the school. Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide online access to CNA/CIP.

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

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

Problem Statements: Demographics 1, 3, 6, 8 - Demographics 1 - Student Learning 1 - School Processes & Programs 9, 10 - Perceptions 5, 6, 8

Funding Sources: Training Supplies 211 - Title I School Improvement, \$5,000

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 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: Demographics 2, 4, 5, 7 - Student Learning 2, 4, 6, 9 - School Processes & Programs 1, 3, 5, 8 - Perceptions 3, 4, 7

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

May

June

Performance Objective 1 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|--|---|
| 1 | Need for Increased Parent Volunteers | Parent Involvement |
| 2 | Teacher retention is a challenge which creates difficulty in maintaining experienced teachers to support new educators on campus | Teacher salary scale is significantly lower than surrounding Independent School Districts |
| 3 | Better communication with the different student and parent demographic population. | Parent and School Communication |
| 4 | Teachers are not mastering the content they are being asked to teach students | Teacher turnover and lack of coaching time. |
| 5 | Teachers are not mastering the content they are being asked to teach our students. | Resources change frequently. |
| | Languages other than English and | Need resources to translate and |

6

Spanish speaking parents and grandparents are still not served well.

communicate better.

7

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

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Need for increased parent volunteers

Parental Involvement

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Better communication with the different student and parent demographic population

Parent and school communication

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

2

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

Charter schools 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 to implement effectively.

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 teacher accountable

Nonobservance of the structured system for evaluation and support

There is a need for professional

Teachers need more support on tiered

7

development on small group reading instruction

learning in small groups.

8

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

Teachers need more support on providing a variety of writing strategies

9

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

Resources change frequently.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

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

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Follow through in holding teacher accountable

Nonobservance of the structured system for evaluation and support

6

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

Teachers need more support on tiered learning in small groups.

7

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

Teachers need more support on providing a variety of writing strategies

8

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

Resources change frequently.

9

Participation of parents responding to the campus survey

Lack of proper communication and engagement

10

Languages other than English and Spanish speaking parents and grandparents are still not served well.

Need resources to translate and communicate better.

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 teacher accountable

Nonobservance of the structured system for evaluation and support

4

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

Resources change frequently.

5

Participation of parents responding to the campus survey

Lack of proper communication and engagement

6

Languages other than English and Spanish speaking parents and grandparents are still not served well.

Need resources to translate and communicate better.

7

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.

8

Need for increased parent volunteers

Parental Involvement

Performance Objective 2

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

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 Reading assessment

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 4, 5 - Student Learning 9 - School Processes & Programs 8 - Perceptions 4

Funding Sources: Training Resources 263 - Title III, \$2,000

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 1, 3, 6 - Demographics 1 - Student Learning 1 - School Processes & Programs 10 - Perceptions 6

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 2, 4, 7 - Student Learning 2, 5, 7, 8 - School Processes & Programs 1, 4, 6, 7 - Perceptions 2, 7

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, Seidlitz, 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 4, 5 - Student Learning 3, 9 - School Processes & Programs 2, 8 - Perceptions 1, 4

Funding Sources: Training Resources 263 - Title III, \$5,000

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November

January

May

June

Strategy 5 Targeted Support Strategy

Provide Instructional materials for students in Reading/LA, Social Studies, Math and Science to

include consumable resources, manipulatives, bilingual dictionaries, library books to support student reading, as well as STAAR aligned resources to aid in preparation of State Assessments (including Kamico, STAAR Master, Measuring UP, Sirius, MAP, etc.)

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

Staff Responsible for Monitoring: Administrators, GLAs, ICs and Teachers

Problem Statements: Demographics 6 - School Processes & Programs 10 - Perceptions 6

Funding Sources: Supplies 211 - Title 1-A, \$15,000

Title I: 2.5.1, 2.5.2, 2.5.3

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

Formative Reviews

November

January

May

June

Performance Objective 2 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|--|---|
| 1 | Need for Increased Parent Volunteers | Parent Involvement |
| 2 | Teacher retention is a challenge which creates difficulty in maintaining experienced teachers to support new educators on campus | Teacher salary scale is significantly lower than surrounding Independent School Districts |
| 3 | Better communication with the different student and parent demographic population. | Parent and School Communication |
| 4 | Teachers are not mastering the content they are being asked to teach students | Teacher turnover and lack of coaching time. |
| 5 | Teachers are not mastering the content they are being asked to teach our students. | Resources change frequently. |

6

Languages other than English and Spanish speaking parents and grandparents are still not served well.

Need resources to translate and communicate better.

7

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 Demographics

Problem Statement

Root Cause

1

Better communication with the different student and parent demographic population

Parent and school communication

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 schools State provisions and regulatory laws

3

A school wide discipline management program/course is still a struggle for the 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

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.

8

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

Teachers need more support on providing a variety of writing strategies

9

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

Resources change frequently.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

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

Charter schools State provisions and regulatory laws

2

A school wide discipline management program/course is still a struggle for the 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

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

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8

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

Resources change frequently.

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Languages other than English and Spanish speaking parents and grandparents are still not served well.

Need resources to translate and communicate better.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

A school wide discipline management program/course is still a struggle for the 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

4

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

Resources change frequently.

6

Languages other than English and Spanish speaking parents and grandparents are still not served well.

Need resources to translate and communicate better.

7

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 2, 4

Title I: 2.5.1

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

2

Teacher retention is a challenge which creates difficulty in maintaining experienced teachers to support new educators on campus

Teacher salary scale is significantly lower than surrounding Independent School Districts

4

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

Teacher turnover and lack of coaching time.

Performance Objective 4

By the end of the 25-26 school year, students' learning readiness indicator as measured by Rhithm, 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: Rhithm 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 Rhithm usage

Staff Responsible for Monitoring: Principals, APs, Counselors

Problem Statements: Demographics 3

Title I:

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

3

Better communication with the different student and parent demographic population.

Parent and School Communication

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 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 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 4, 5 - Student Learning 4, 6, 7, 8, 9 - School Processes & Programs 3, 5, 6, 7, 8 - Perceptions 3, 4

Funding Sources: Tutoring Resources 263 - Title III, \$2,000

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

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, 6, 8 - Demographics 1 - Student Learning 1 - School Processes & Programs 9, 10 - Perceptions 5, 6, 8

Title I: 2.5.1

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: Demographics 3, 6 - School Processes & Programs 10 - Perceptions 6

Funding Sources: Dictionaries and resources 263 - Title III, \$1,000

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 6 - School Processes & Programs 10 - Perceptions 6

Funding Sources: Training Resources 263 - Title III, \$500

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 6 - School Processes & Programs 10 - Perceptions 6

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 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 3, 6 - School Processes & Programs 10 - Perceptions 6

Funding Sources: Tutoring Resources 263 - Title III, \$5,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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 3, 6 - School Processes & Programs 10 - Perceptions 6

Funding Sources: Training Resources 263 - Title III, \$1,000

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 | Parent Involvement |
| 3 | Better communication with the different student and parent demographic population. | Parent and School Communication |
| 4 | Teachers are not mastering the content they are being asked to teach students | Teacher turnover and lack of coaching time. |
| 5 | Teachers are not mastering the content they are being asked to teach our students. | Resources change frequently. |

6

Languages other than English and Spanish speaking parents and grandparents are still not served well.

Need resources to translate and communicate better.

8

Need for increased parent volunteers

Parental Involvement

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Better communication with the different student and parent demographic population

Parent and school communication

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 to implement effectively.

6

Follow through in holding teacher 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 Writing curriculum and teaching strategies

Teachers need more support on providing a variety of writing strategies

9

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

Resources change frequently.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

| Problem Statement | Root Cause |
|--|---|
| <p>3 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 to implement effectively.</p> |
| <p>5 Follow through in holding teacher accountable</p> | <p>Nonobservance of the structured system for evaluation and support</p> |
| <p>6 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> |
| <p>7 There is a need for professional development on new Writing curriculum and teaching strategies</p> | <p>Teachers need more support on providing a variety of writing strategies</p> |
| <p>8 Teachers are not mastering the content they are being asked to teach our students.</p> | <p>Resources change frequently.</p> |
| <p>9 Participation of parents responding to the campus survey</p> | <p>Lack of proper communication and engagement</p> |
| <p>10 Languages other than English and Spanish speaking parents and grandparents are still not served well.</p> | <p>Need resources to translate and communicate better.</p> |

Performance Objective 1 Problem Statements Identifying Perceptions

| Problem Statement | Root Cause |
|--|--|
| <p>3 Follow through in holding teacher accountable</p> | <p>Nonobservance of the structured system for evaluation and support</p> |
| <p>4 Teachers are not mastering the content they are being asked to teach our students.</p> | <p>Resources change frequently.</p> |
| <p>5 Participation of parents responding to the campus survey</p> | <p>Lack of proper communication and engagement</p> |

6

Languages other than English and Spanish speaking parents and grandparents are still not served well.

Need resources to translate and communicate better.

8

Need for increased parent volunteers

Parental Involvement

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

Goal 3

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. HQ Coaches 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 4, 5 - Student Learning 2, 3, 4, 5, 6, 7, 9 - School Processes & Programs 1, 2, 3, 4, 5, 6, 8 - Perceptions 1, 2, 3, 4

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 5, 7 - Student Learning 2, 3, 4, 5, 6, 7, 8, 9 - School Processes & Programs 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1, 2, 3, 4, 7

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November

January

May

June

Performance Objective 1 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|--|
| 4 | Teachers are not mastering the content they are being asked to teach students | Teacher turnover and lack of coaching time. |
| 5 | Teachers are not mastering the content they are being asked to teacher our students. | Resources change frequently. |
| 7 | 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 schools State provisions and regulatory laws |
| 3 | A school wide discipline management program/course is still a struggle for the 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 to implement effectively. |
| 5 | There is a need for ongoing professional development on authentic integration of | Teachers need more technology support |

technology in daily instruction

6

Follow through in holding teacher 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 Writing curriculum and teaching strategies

Teachers need more support on providing a variety of writing strategies

9

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

Resources change frequently.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

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

Charter schools State provisions and regulatory laws

2

A school wide discipline management program/course is still a struggle for the 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

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 to implement effectively.

4

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

Teachers need more technology support

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Nonobservance of the structured system for evaluation and support

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Resources change frequently.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

A school wide discipline management program/course is still a struggle for the 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 teacher accountable

Nonobservance of the structured system for evaluation and support

4

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

Resources change frequently.

7

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 2025

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 2

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

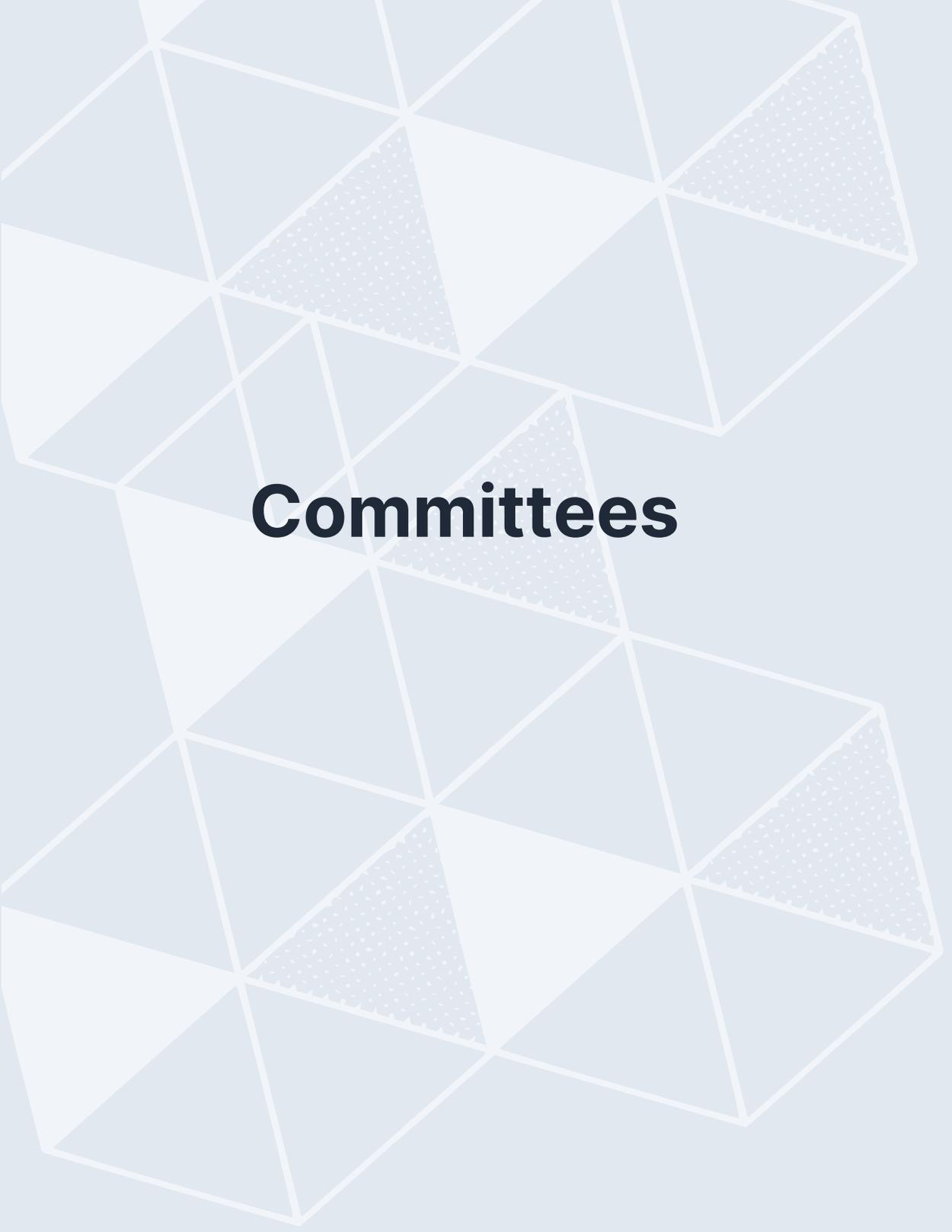
Problem Statement

Root Cause

2

Teacher retention is a challenge which creates difficulty in maintaining experienced teachers to support new educators on campus

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 | Fitness Teacher | Classroom Teacher |
| Brittany | Clonch | Counselor | Counselor |

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|-----------|----------|--------------------------|----------------------------|
| Luke | Champlin | Counselor | Counselor |
| Matthew | Taylor | Counselor | Counselor |
| Angel | Jenkins | SpEd Teacher | Classroom Teacher |
| Mary | Fox | SpEd 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 |