

**International Leadership of
Texas**

Saginaw Middle

**2025-2026
Campus
Improvement Plan**

Mission Statement

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

Vision

Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. We cultivate lifelong learners.

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Comprehensive Needs Assessment

Demographics

Summary

International Leadership of Texas is a public charter school system with the mission of providing students with an exceptional leadership role in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body, and character. ILTexas Saginaw 6-8 began serving the community of Saginaw in the school year 2017-2018. As an international school, ILTexas has attracted families from a wide range of ethnic backgrounds and socio-economic statuses. We also pride ourselves in surrounding our students with educators with a wide range of ethnic backgrounds and experiences.

School Population:

6th Grade: 133 37.05%

7th Grade: 122 33.98%

8th Grade: 104 28.97%

Total: 359

Gender:

Male: 170 47.35%

Female: 189 52.65%

Ethnicity:

Hispanic: 203 56.55%

Native American: 0 0.00%

Asian: 12 3.34%

Black: 97 27.02%

White: 32 8.19%

Two or more: 15 4.18%

Student Programs:

Free lunch: 70 19.50%

Reduced lunch: 37 10.31%

Economically Disadvantaged: 228 63.51%

Emergent Bilingual: 294 26.18%

Gifted and talented: 45 12.53%

Title 1 participation: 359 100%

Homeless: 2 0.56%

Staff Information:

Principal: 1

Assistant Principal: 3

Dean: 1

Instructional Coaches: 2

Counselors: 3

Male: 14 25.50%

Female: 41 74.50%

Total: 55

Staff Ethnicity:

White: 19 34.50%

Black: 7 12.70%

Hispanic: 23 41.80%

Asian: 6 10.90%

Staff Education

Bachelors: 52

Masters: 2

Doctorate: 1

Strengths

We use several sources to find high-caliber staff, such as our campus website, the Teacher Job Network (TJN), and Region 10 and 11 job fairs. The majority of core and LOTE teachers are highly qualified in accordance with ESSA. We have 55 staff members who hold teaching positions. Our interview process clearly outlines our campus's mission, philosophy, and expectations. We have recruited teachers from Europe, Asia, and South America to teach our trilingual model. The International Leadership of Texas, Saginaw campus will continue to work with regions 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 continue to have ethnic diversity in our faculty/staff population; we are truly international. We have faculty/staff from Mexico, Colombia, Venezuela, Puerto Rico, Spain, and China. Finding highly qualified teachers to teach our trilingual model has required us to look outside the US for teachers. This year we are recruiting 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 more competitive with local Independent School Districts.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	ILTexas does not include all constituents in campus decision-making.	The system for increasing leadership is not followed consistently to increase staff participation and empowerment.
2 ★	ILTexas SK8 has a low percentage of certified teachers.	ILTexas does not require teachers to be certified in their subject content; however, being certified should be highly recommended.
3 ★	ILTexas SK8 has a low percentage of certified teachers.	ILTexas does not require teachers to be certified in their subject content; however, being certified should be highly recommended.
4 ★	ILTexas is not inclusive of all constituents in campus decision-making.	System for increasing leadership not followed with consistency to increase participation and empowerment of staff.
5 ★	The campus is experiencing difficulty retaining teachers and staff members.	Surrounding ISD's offer higher salaries.

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PD/PLC is not targeted toward data analysis, reteaching, and school-wide instruction practices.

PD/PLC is not followed up with support, or check on implementation, and there are long time gaps between follow-up sessions

7
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Campus reading scores were below the state in the categories of Approaches, Meets, and Masters.

Lack of consistency in the implementation of balanced literacy and effective remediation.

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Campus Math STAAR 2024 scores were below the state in the categories of Approaches, Meets, and Masters.

Lesson planning and data analysis did not happen consistently during PLC to ensure lessons were rigorous to address student needs.

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Staff members need a sense of belonging and a feeling that they have value within our organization.

Lack of staff activities that allow staff members to interact with others. Staff retention.

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Difficulty recruiting and maintaining experienced and highly effective staff.

Salary and the long hours that are required.

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Teachers would like more professional development on how to use more resources for technology.

Lack of specific professional development in the area of technology.

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ILTexas Saginaw strives to include all constituents in campus decision-making

Root Cause The system for increasing campus leadership was not followed consistently to increase staff participation and empowerment.

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Student Learning

Summary

Although we do not have our 2025 state assessment scores, comparing our 2024 STAAR to our 2025 Interim, overall our math scores improved while we declined in science and social studies.

2025 Interim/TTAP STAAR Math

		<u>Approaches</u>	<u>Meets</u>	<u>Masters</u>
6th Grade	Campus	55.20%	24.00%	8.80%
*7th Grade	Campus	0.00%	0.00%	0.00%
8th Grade	Campus	55.56%	30.56%	9.26%
Algebra	Campus	54.26%	31.91%	17.02%

2025 Interim STAAR Reading

		<u>Approaches</u>	<u>Meets</u>	<u>Masters</u>
6th Grade	Campus	71.31%	54.92%	34.43%
7th Grade	Campus	62.71%	47.46%	30.51%
8th Grade	Campus	61.90%	42.86%	28.57%
English 1	Campus	100%	100%	85.71%

2025 Interim STAAR Science

		<u>Approaches</u>	<u>Meets</u>	<u>Masters</u>
8th Grade	Campus	68.75%	42.71%	18.75%

2025 TTAP STAAR Social Studies

		<u>Approaches</u>	<u>Meets</u>	<u>Masters</u>
8th Grade	Campus	49.48%	12.37%	2.06%

Strengths

In past years the campus was above the state average in reading. This year reading scores were below the state average in approaches, meets, and masters.

Our teachers, students, parents, and community members work well to support the learning of all students. Parents work in collaboration with the school community to support the efforts to ensure that every child reaches their full potential. We celebrate our student's academic success, character development, and putting "Others Before Self". We also recognize the staff in displaying the characteristics of putting "Others Before Self" as well.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	PD/PLC is not targeted toward data analysis, reteaching, and school-wide instructional practices.	PD/PLC is not followed up with support or check on implementation, and there are long time gaps between follow-up PD sessions.
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School Processes & Programs

Summary

We use a number of sources to find high-caliber staff, such as our campus website, the Teacher Job Network (TJN), and Region 10 and 11 job fairs. The majority of core and LOTE teachers are highly qualified in accordance with NCLB. Our interview process clearly outlines our school's mission, philosophy, and expectations. We have recruited teachers from Columbia, Venezuela, Puerto Rico, Spain, Taiwan, the Philippines, and China to teach our trilingual model. ILTexas will continue to work with regions 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.

Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. This year, we have recruited teachers from Spain, Colombia, Venezuela, and China. This year, we have also increased the number of teachers who qualify for the Teacher Incentive Allotment (TIA). There has also been a significant salary increase for teachers, making our salary a little more competitive with local ISDs.

Our faculty/staff population is truly international, with wonderful ethnic diversity. We have faculty/staff from Columbia, Venezuela, Puerto Rico, Spain, and China.

The Campus Leadership, Grade Level Administrators, Instruction Coach, and District Coordinators will work with staff to develop a course of action so that all students can successfully meet grade-level academic performance gains and STAAR performance gains. Teachers will teach the TEKS following the TEKS RS Scope and Sequence and curriculum programs for all core subject areas and participate in activities designed to analyze data based on the state, district, and local assessments. All classroom instruction will be data-driven. K-2 will take Istation monthly in both English and Spanish. 2nd graders take MAP math and reading two times a year.

Third-grade students will take STAAR Reading and Math Tests. Fourth graders will take STAAR Reading, Math, and Writing Tests. Fifth Graders will take STAAR Reading, Math, and Science Tests. Sixth graders will take STAAR Math and Reading. Seventh Graders will take STAAR Math and Reading. Eighth graders will take STAAR Math, Reading, Social Studies, Science, English 1, and Algebra 1. Students will take Math and Reading MAP testing in 2nd-8th grades three times a year. Istation reading ISIP is taken in grades K-8. In addition, all 2nd-8th grade students will take district ECAs. The student's language proficiency is holistically rated using the ACTFL Proficiency for Spanish and Chinese grades 3rd-8th. Every six weeks, students in K-8 are rated at the Spanish and Chinese levels. Grades 5th & 8th take the AAPPL test at the end of the year to determine their levels. Grades 3rd-8th take the Interim STAAR for each tested subject.

Critical thinking and problem-solving skills will be emphasized in all core subject areas. Service learning is also an important component of our K-8 curriculum, culminating in an End-of-Year service learning project for each grade level.

Economically disadvantaged, LEP, and at-risk student population groups who have established a pattern of non-mastery will be targeted for remediation. Small group instruction, tutorials during extended day enrichment, parent-teacher conferences, and consistent written and oral communication between home and school. This will ensure that home and school work together to provide the necessary support for student success. ILTexas-Saginaw will provide student support services as outlined in IEPs and 504 accommodations for qualifying students.

In order for students to be successful and maximize academic achievement, they must attend school on a regular basis. Homeroom teachers, school registrar, and school counselors will closely monitor student absences. Parents will be contacted by their teacher if they are absent for more than 2 consecutive days. Students with perfect attendance for the year will be recognized during our awards program at the end of the year. We also award students for other academic achievements, including A, AB Honor Roll, Eagle of the Year for each grade level, leadership trait, most improved, and citizenship awards. Continuous monitoring and recognition of high achievement is a high priority supported in every area.

All staff members have been provided with a laptop. We have document cameras and Interactive/whiteboards in all classrooms.

Strengths

Professional Development on an ongoing basis is key to the success of our school programs. District and campus professional

development and training have/will be provided in the following areas:

- Dual Language Program
- Two Way SIOP
- Strategies for meeting needs of Limited English Proficient Students
- Data Disaggregation and Test Analysis
- District Data Management System
- Differentiated Instruction
- PE/Character Development Program
- Curriculum Programs in ELA/Reading & Math
- Federal & State Mandated Trainings

Problem Statements Identifying School Processes & Programs Needs

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Perceptions

Summary

We will have a learning community and an atmosphere of collegiality. Our grade-level teams plan together to work towards common goals. Our staff members can rely on each other for support during the school day and after-school professional development, suggestions, and assistance.

Our parents work in partnership with teachers by engaging in open communication through weekly newsletters, emails, and phone calls. PTO will assist in gaining parent involvement to assist in various volunteer opportunities.

The PTO will organize events and fund-raising activities throughout the school year with assistance from staff. The school partners with the PTO to organize major events such as Hispanic Heritage celebrations, Black History Month Presentations, Chinese New Year, National Neighborhood Night Out, and Spirit Nights. The PTO will also hold monthly meetings.

The student council, the students' voice, will hold monthly meetings with the principal to discuss the school openly. These conversations allow the students to highlight the positives and identify areas for improvement.

According to our campus survey, the majority of responders feel supported by their campus teams, administrators, and coaches.

Strengths

Our teachers, students, parents, and community members work well to support learning for all. Parents work in collaboration with the school community to support the efforts to ensure that every child reaches their full potential. We celebrate our student's academic success, character development, and putting "Others Before Self." We also recognize the staff in displaying the characteristics of putting "Others Before Self" as well. We recognize our volunteers through various activities throughout the year, such as certificates of appreciation and appreciation breakfasts to recognize parents and other community members for their support of our students.

Teachers plan with their grade-level teams. Teachers have dedicated DATA days every six weeks to review student levels and instructional needs. They also have extended time daily to meet with grade-level teams or partner teachers. Teachers have the support of partners and team members; Teachers plan lessons, activities, and assessments together as a team; teachers have access to several online programs: Reading A-Z, Accelerated Reader, Measuring Up, etc. Teachers utilize Eduphoria. The school will have several parent communication platforms, including the Campus Leadership Newsletter, Curriculum Night, PTO monthly meetings, Family Home-school Spirit Nights, Parent Portal, Parent-Teacher Conferences, School/Grade level/Teacher websites, and School Messenger.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	ILTexas Saginaw strives to include all constituents in campus decision-making	The system for increasing campus leadership was not followed consistently to increase staff participation and empowerment.
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Priority Problem Statements

Problem Statement

Root Cause

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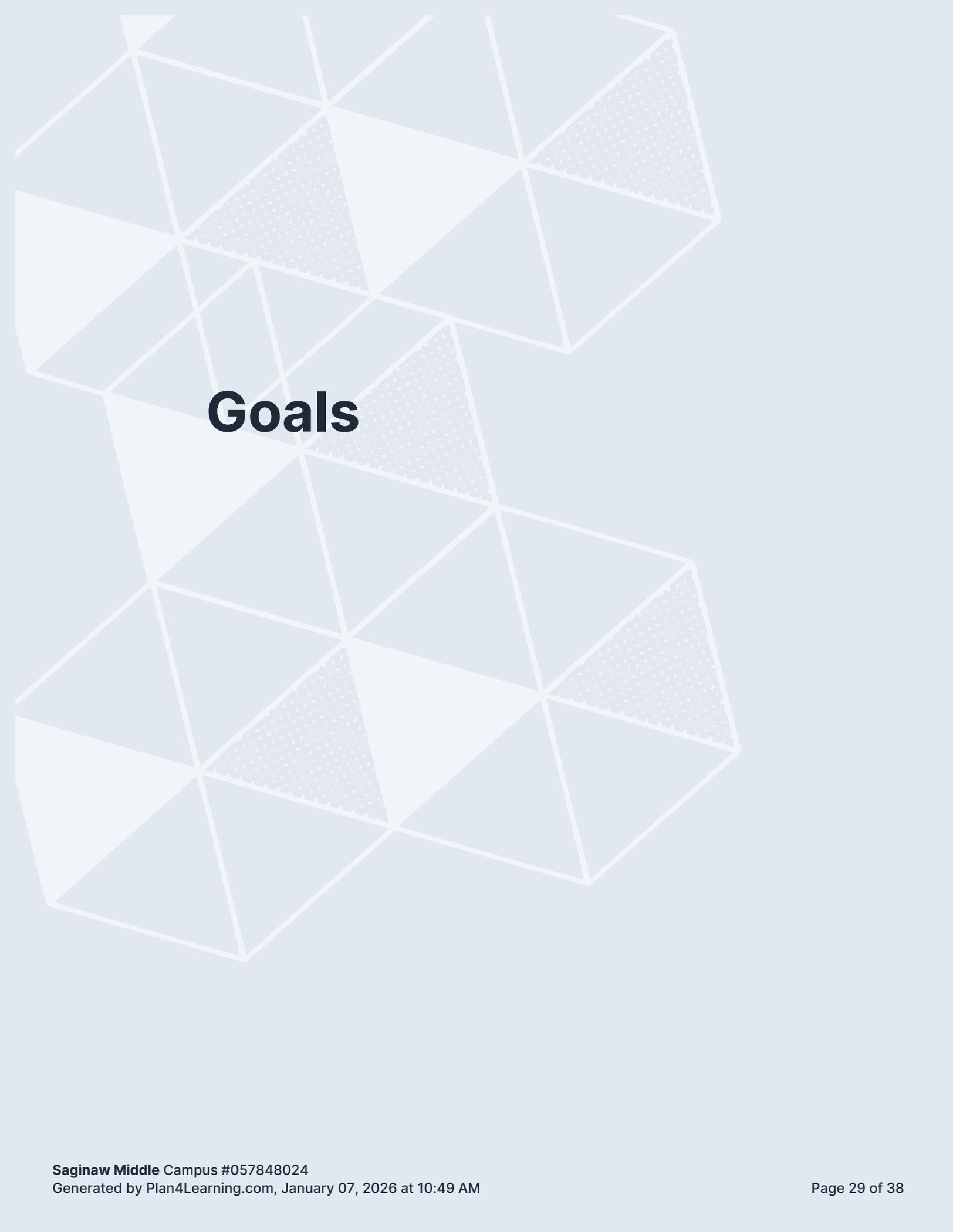
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Goals

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

All students will participate in before, during, and after school tutoring and Saturday tutorials/intervention camps and enrichment (includes academic clubs, Mastery Learning in Eagle Academy and organizations with a focus on ELAR, Math, and Science) by the end of 2025-2026 School Year. Provide opportunity for teachers to plan for small group tutoring before school, after school, and on Saturdays.

Evaluation Data Source: None

Strategy 1

ILTexas will provide enrichment summer school to Emergent Bilingual students to develop and strengthen their knowledge base as well as their English language proficiency in all four domains

Strategy's Expected Result/Impact: Increased student language proficiency to support student success on STAAR

Staff Responsible for Monitoring: Campus administration, Dean, IC

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

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November

January

May

June

Strategy 2

Implementation utilizing contracted providers 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: Campus administration, Dean, IC

Funding Sources: 211 - Title 1-A, \$500, Contracted Services/PD 288 - ESF, \$90,000

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

May

June

Strategy 3

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 student achievement

Staff Responsible for Monitoring: Campus administration, Dean, IC

Funding Sources: 263 - Title III, \$500

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 4 Targeted Support Strategy

Provide instructional materials for students in Reading/ILA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, library books to support literacy, 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, IC s, and teachers

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

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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Performance Objective 2

100% of the ILTexas Saginaw MS will receive opportunities for professional development growth, coaching, and feedback to help improve and implement best instructional strategies by end of the school year.

Evaluation Data Source: Walkthroughs, agendas for PD days, increased student achievement, teacher feedback forms

Strategy 1

LTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students

Strategy's Expected Result/Impact: Increase teacher skills in teaching strategies for increasing student language proficiency.

Staff Responsible for Monitoring: Administrative team, IC, Dean

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

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

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

Formative Reviews

November

January

May

June

Strategy 2

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 Reading assessment

Strategy's Expected Result/Impact: Increasing the Meets Target goal on the STAAR Reading assessment

Staff Responsible for Monitoring: Campus admin, Dean, IC

Funding Sources: 263 - Title III, \$500

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

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

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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 the 25-26 school year, all students will demonstrate an increase of a minimum of one sub-level, based on the ACTFL proficiency guidelines.

Evaluation Data Source: ACTFL assessments

Strategy 1

ILTexas will provide middle school Emergent Bilingual students to increase their performance on AAPPL testing. 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: Improved achievement on AAPPL

Staff Responsible for Monitoring: Campus admin, Dean, ICs

Funding Sources: 263 - Title III, \$250

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

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 student achievement through targeted instruction based on data

Staff Responsible for Monitoring: Dean, ICs

Funding Sources: 263 - Title III, \$250

TEA Priorities: Build a foundation of reading and math

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

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Goal 3 By the end of the 25-26 school year ILTexas will retain 76% of teachers, an increase from 73.88% achieved in the school year.

Performance Objective 1

The culture and climate of our campuses will improve by 50% with the help of subject matter experts and specialized programs/resources aimed at improving the social-emotional health of our students and staff with a focus on safety and security by the end of the current school year.

Evaluation Data Source: None

Strategy 1

Instructional coach to support all teachers in planning and delivery of effective instruction.

Strategy's Expected Result/Impact: Improved classroom instruction and increased student performance

Staff Responsible for Monitoring: Principal, AP's and Dean

Funding Sources: 211 - Title 1-A, \$250

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

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Provide substitute teachers to instruct classes to allow for teachers to observe master teachers on campus as well as off campus locations

Strategy's Expected Result/Impact: Increased student academic achievement with increased language acquisition.

Staff Responsible for Monitoring: Principal, AP's, Dean and IC, and GLAs.

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

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

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Performance Objective 2

Provide 100% of struggling teachers with a targeted success plan after the first 6 weeks

Evaluation Data Source: Monitor the Teacher Success Plan through walk-throughs; Provide feedback

Strategy 1

Improve the mentor program for all staff members

Strategy's Expected Result/Impact: Increase teacher effectiveness and campus retention rate

Staff Responsible for Monitoring: Principal, Assistant Principals, GLAs

Funding Sources: 211 - Title 1-A, \$250

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

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Performance Objective 3

Provide 100% of New/Struggling teachers with a teacher mentor by September 1, 2025.

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

Strategy 1

Bring in subject matter expert, Spanish or Bilingual Instructional coach and consultants to help ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, DLI and other programs that will increase student achievement, with particular attention to ELLs.

Strategy's Expected Result/Impact: Increased teacher retention and overall effectiveness in the classroom

Staff Responsible for Monitoring: Administration, Instructional Coach, GLA, Counselor, Teachers

Funding Sources: 263 - Title III, \$250

TEA Priorities: Recruit, support, retain teachers and principals

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