

**International Leadership of
Texas**

**Woodhaven
Elementary**

**2025-2026
Campus
Improvement Plan**

Mission Statement

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

Vision

The International Leadership of Woodhaven Campus Vision is to provide all students with the tools and strategies to learn and succeed in a global society.

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Comprehensive Needs Assessment

Demographics

Summary

Our campus staff demographics closely reflects our student population.

Total Staff: 71.7

African-American: 34.4%

Hispanic: 48.3%

White: 9.5%

Asian: 5.9%

Levels of Experience:

1-5 years of experience: 56.3%

6-20+ years of experience: 17.5%

Strengths

Our students are a true reflection of the neighborhood community. Our teacher population also reflects the ethnic background of our students which makes them very relatable to the students. Students in the African American and Hispanic subgroups have made gains and have shown growth academically. The classroom teachers and Instructional coaches use the students real life experiences to support the students varied learning experiences in an effort to make connections in and outside of the classroom.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	High percentage of students are At-Risk and Economically Disadvantaged.	ILTexas Woodhaven is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.
2 ★	Daily attendance is often below 94%.	Guardians' work obligations often conflict with school hours, leading to transportation challenges that cause students to arrive late or leave early. This results in inconsistent attendance and missed instructional time.
3 ★	Limited number of certified teachers. Less than 20% of our teachers in K-5 are certified.	Charter schools do not require certification, thus entry level teachers or those changing professions and moving into teaching come without formal teacher training and background.
4	It often poses a challenge to recruit and retain tenured and high quality certified teachers.	ILTexas offers less annual income compared to other neighboring districts. Teachers also do not have to be certified to work at ILTexas.

★ = Priority

Student Learning

Summary

ILTexas Woodhaven K-8 identified strengths and weaknesses in the instructional programs that may affect student performance. The data collected in the Needs Assessment will be used to review the overall effectiveness of the instructional program at ILTexas Woodhaven K-8. The data which will be reviewed includes STAAR test results. The data will show student performance in the areas of Math and Reading.

Overall performance data:

Strengths

A significant emphasis was placed on providing accelerated learning to students who needed extra support in Reading and Math. Teachers were encouraged to use ongoing assessments and to use data from those assessments to focus on the academic gaps of individual students. Additional supports such as Extended instructional day, Math/Reading Intervention courses, Remediation time, Tutoring, Eagle Academy for academic mastery, access to technology systems to assist with data analysis and data collection and Charter designated Data Days to analyze student achievement data were put in place.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1
★

High percentage of students are At-Risk and Economically Disadvantaged.

ILTexas Woodhaven is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.

2
★

Daily attendance is often below 94%.

Guardians' work obligations often conflict with school hours, leading to transportation challenges that cause students to arrive late or leave early. This results in inconsistent attendance and missed instructional time.

3
★

Limited number of certified teachers. Less than 20% of our teachers in K-5 are certified.

Charter schools do not require certification, thus entry level teachers or those changing professions and moving into teaching come without formal teacher training and background.

4

Some teachers demonstrate limited content knowledge in their assigned subject areas, which affects the depth and quality of instruction. This can hinder student understanding, engagement, and academic achievement, particularly in subjects requiring strong conceptual mastery.

Many teachers may not have received sufficient training in the specific subject area they are assigned to teach, especially in cases of out-of-field placements. Staffing shortages, particularly in core, bilingual, and special education, may result in hiring teachers who do not meet the ideal qualifications for specific content areas. Teachers with limited content knowledge may struggle with lesson

5
★

Recruiting and retaining tenured, high-quality, certified teachers is a persistent challenge. This affects instructional consistency, student achievement, and overall school culture due to frequent staffing transitions and reliance on inexperienced or uncertified personnel.

Salary and benefits may not be competitive compared to neighboring districts or other career opportunities.

6



There is insufficient parent and community participation in school-wide activities, including low PTO membership and limited engagement from stakeholders. Increasing awareness and involvement requires intentional efforts to provide meaningful, accessible, and diverse volunteer opportunities throughout the year.

Events or volunteer opportunities may not align with the work schedules or availability of families. Some families may feel that their involvement is not welcomed, needed, or appreciated--particularly if language or cultural barriers exist.

 = Priority

School Processes & Programs

Summary

We use a number of sources to recruit high quality teachers and staff such as our campus website, statewide and local job fair, and Region 10 and 11 job fairs. Our interview process clearly outlines the mission, philosophy and expectations for our school. The leaders actively participate in the recruitment phase by serving on multiple teacher/ staff interview panels. We have recruited teachers from Latin Countries and China to teach our trilingual model. ILTexas 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 professional freedom to be innovative and creative. They have opportunities to have input in the decision making process on campus. Teachers are encouraged to take online trainings and are afforded multiple opportunities to participate in national and regional conferences to gain best practice strategies to use in the classroom.

Strengths

Teachers are provided with opportunities to lead, whether as a Grade Level Administrator, or in other leadership capacities such as campus committees. Teachers are encouraged to

develop or enhance campus wide initiatives.

Professional Development on an ongoing basis is key to the success of our school programs. Charter and campus professional development and trainings have/will be provided in the

following areas:

- Dual Language Program
- Strategies for meeting needs of Limited English Proficient Students
- Data Disaggregation and Test Analysis
- TEKS RS Scope and Sequence
- District Data Management System
- Differentiated Instruction
- Curriculum Programs in ELA/Reading & Math
- Federal & State Mandated Trainings
- Weekly Campus Professional Development

The Campus Leadership provides PLC time for teachers to plan lessons, analyze data and to receive ongoing professional development/trainings. At the end of every six weeks

grading cycle teachers will have a Data/PD Day where student data analysis reviewed and curriculum alignment calendars are developed. Each six week specific assessments are

designed to gauge the student's understanding of the content. The analysis of the student's progress is done with the use of technology systems such as All in Learning, Eureka Math,

Carnegie Math, and iStation. Teachers are able to chart the growth of the students, host independent data conversations with the students and work with their colleagues to develop a

plan to address academic deficiencies. The Grade Level teams, Assistant Principals, and Counselors meet weekly to discuss and develop a plan to address the needs of the students.

Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. Most of our international teachers this year has been from Asian

countries. There has also been a Teacher Incentive Allotment (TIA) for those whose students have shown significant growth.

Teachers also have professional freedom to be innovative, creative and take risks. Professional development is provided for

teachers both through the Charter and through Region 10
and Region 11. Teachers are also encouraged to take online trainings.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	High percentage of students are At-Risk and Economically Disadvantaged.	ILTexas Woodhaven is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.
2 ★	Daily attendance is often below 94%.	Guardians' work obligations often conflict with school hours, leading to transportation challenges that cause students to arrive late or leave early. This results in inconsistent attendance and missed instructional time.
3 ★	Limited number of certified teachers. Less than 20% of our teachers in K-5 are certified.	Charter schools do not require certification, thus entry level teachers or those changing professions and moving into teaching come without formal teacher training and background.
4	It often poses a challenge to recruit and retain tenured and high quality certified teachers.	ILTexas offers less annual income compared to other neighboring districts. Teachers also do not have to be certified to work at ILTexas.
5 ★	Recruiting and retaining tenured, high-quality, certified teachers is a persistent challenge. This affects instructional consistency, student achievement, and overall school culture due to frequent staffing transitions and reliance on inexperienced or uncertified personnel.	Salary and benefits may not be competitive compared to neighboring districts or other career opportunities.

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There is insufficient parent and community participation in school-wide activities, including low PTO membership and limited engagement from stakeholders. Increasing awareness and involvement requires intentional efforts to provide meaningful, accessible, and diverse volunteer opportunities throughout the year.

Events or volunteer opportunities may not align with the work schedules or availability of families. Some families may feel that their involvement is not welcomed, needed, or appreciated--particularly if language or cultural barriers exist.

7

Lack of campus norms and incremental check points for DDI and student progress monitoring.

Lack of structure, defined campus vision, desired outcomes and follow through to ensure norms and expectations are being carried out.

8

Some teachers demonstrate limited content knowledge in their assigned subject areas, which affects the depth and quality of instruction. This can hinder student understanding, engagement, and academic achievement, particularly in subjects requiring strong conceptual mastery.

Many teachers may not have received sufficient training in the specific subject area they are assigned to teach, especially in cases of out-of-field placements. Staffing shortages, particularly in core, bilingual, and special education, may result in hiring teachers who do not meet the ideal qualifications for specific content areas. Teachers with limited content knowledge may struggle with lesson

★ = Priority

Perceptions

Summary

We have a learning community and atmosphere of collegiality. Our grade level teams plan together, working towards common goals. Our teachers leaders meet weekly to discuss

school wide successes and challenges. Input is solicited from all stakeholders to address school wide issues and concerns. Our staff members are able to rely on each other for

support, suggestions and assistance. In addition, we are able to bounce ideas off of each other and use colleagues as resources.

Professional Development training is provided to ensure that there is a common language for addressing concerns, activities, and school related items.

We engage our community by ensuring their is constant communication regarding school events. We do, however, need more involvement from the parents and community.

Strengths

Teachers across the campus work collectively and collaboratively with each other to build strong teams. Staff members overall are very supportive of each other and come together to

ensure the needs of students are being met. Collaborative sessions are designed to solicit the input of all staff members.

Our communication with parents through Parent Newsletters, Coffee with the Principal, and communication (through conferences, Class Dojo, school messenger) help bridge the gap

between school and home. The parents are also encouraged to participate in quarterly events, such as, Muffins with Mom, Doughnuts with Dad, Math/ Science Night, Chinese Lunar

New Year, Family Read Night, Mother/Son Dance, Daddy/ Daughter Dance and other culture school sponsored activities. We also utilize a District Community Liason to make

connections with the communication. Through initial contact with local community organizations, neighboring apartment complexes and neighborhood associations, partnerships

have been established.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	High percentage of students are At-Risk and Economically Disadvantaged.	ILTexas Woodhaven is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.
2 ★	Daily attendance is often below 94%.	Guardians' work obligations often conflict with school hours, leading to transportation challenges that cause students to arrive late or leave early. This results in inconsistent attendance and missed instructional time.
3 ★	Limited number of certified teachers. Less than 20% of our teachers in K-5 are certified.	Charter schools do not require certification, thus entry level teachers or those changing professions and moving into teaching come without formal teacher training and background.
4 ★	Recruiting and retaining tenured, high-quality, certified teachers is a persistent challenge. This affects instructional consistency, student achievement, and overall school culture due to frequent staffing transitions and reliance on inexperienced or uncertified personnel.	Salary and benefits may not be competitive compared to neighboring districts or other career opportunities.
5 ★	There is insufficient parent and community participation in school-wide activities, including low PTO membership and limited engagement from stakeholders. Increasing awareness and involvement requires intentional efforts to provide meaningful, accessible, and diverse volunteer opportunities throughout the year.	Events or volunteer opportunities may not align with the work schedules or availability of families. Some families may feel that their involvement is not welcomed, needed, or appreciated--particularly if language or cultural barriers exist.

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Many teachers may not have received sufficient training in the specific subject area they are assigned to teach, especially in cases of out-of-field placements. Staffing shortages, particularly in core, bilingual, and special education, may result in hiring teachers who do not meet the ideal qualifications for specific content areas. Teachers with limited content knowledge may struggle with lesson

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

High percentage of students are At-Risk and Economically Disadvantaged.

ILTexas Woodhaven is located in a community with a high percentage of families who are low SES (socio-economic status). In addition, Charter schools often draw students who have had difficulty in other schools and parents are looking for another option.

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There is insufficient parent and community participation in school-wide activities, including low PTO membership and limited engagement from stakeholders. Increasing awareness and involvement requires intentional efforts to provide meaningful, accessible, and diverse volunteer opportunities throughout the year.

Events or volunteer opportunities may not align with the work schedules or availability of families. Some families may feel that their involvement is not welcomed, needed, or appreciated--particularly if language or cultural barriers exist.

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Salary and benefits may not be competitive compared to neighboring districts or other career opportunities.

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Daily attendance is often below 94%.

Guardians' work obligations often conflict with school hours, leading to transportation challenges that cause students to arrive late or leave early. This results in inconsistent attendance and missed instructional time.

★ = 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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- Local benchmark or common assessments data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data



Processes and procedures for teaching and learning, including program implementation



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.

Performance Objective 1

By the end of the 25-26 school year, 50% of all ILTexas students will perform at the meets level of achievement on STAAR for all core content and 30% of EB students will perform at the approaches level of achievement on STAAR Reading/Language Arts.

Evaluation Data Source: STAAR, Interim, IXL, Mclass, Istation, and MAP

Strategy 1

The campus will retain a shared Dean and Instructional Aides to provide consistent ongoing support for the students in grades K-5. The Instructional Aides will assist classroom teachers with instruction, provide small group instruction, and support through data analysis

Strategy's Expected Result/Impact: Increase achievement for all students especially low performing students.

Increase proficiency on Charter/State level assessments

Staff Responsible for Monitoring: Campus Administrators

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

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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Strategy 2

Create data tracking forms to profile and measure student growth on assessments. Students will track their progress each six week period and communicate progress to parents. The teachers will be offered the opportunity to purchase classroom resources to support classroom best practices.

Strategy's Expected Result/Impact: Data Driven Instruction and Student/Parent Accountability

Staff Responsible for Monitoring: Teachers, Assistant Principals

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

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

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

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Strategy 3

ILTexas will coordinate or bring in (or send our faculty/staff) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help teachers, administrators, and charter staff to strengthen their ability to support our various student groups including our Emergent Bilingual, ESL, DLI and other programs that will increase student achievement for ALL with attention to English learners and with focus on increasing the Meets Target goal on the STAAR Reading assessment. 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: Increase student achievement.

Staff Responsible for Monitoring: Campus Administrators

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

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

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

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Strategy 4

Participation in on campus professional development in classroom management and planning to include equipment and new technology.

Strategy's Expected Result/Impact: Established campus norms and procedures for implementation of campus wide behavior for students.

Staff Responsible for Monitoring: Classroom Teachers, Administrators

Funding Sources: 263 - Title III, \$2,500

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 5: Effective Instruction

Formative Reviews

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Strategy 5

Purchase supplemental resources, technology (such as Chromebooks), instructional materials (hardcopies as well as online tools/software), and evaluation/assessment/data analysis resources (and subsequent related PD). Resources includes items such as bilingual dictionaries that students can use and understand easily, data analysis resources (file folders, binders, crages, and paper), science lab materials, leveled readers, chapter books, and enrichment materials to support instruction of all learners including Emergent Bilingual students. It also includes student access to online platforms to increase access to language acquisition and differentiation such as IXL, Zearn, All in Learning, Study Island, Eureka Math, People Education-Measuring up, Lead4Ward data modules, Capturing Kids Hearts, and Mentoring Minds. Purchase professional books for staff to increase their knowledge of DLI/ESL programs.

Strategy's Expected Result/Impact: Increase student academic performance for all students. Data driven decision making process improved.

Staff Responsible for Monitoring: Academic Directors, Campus Administrators

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

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

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Strategy 6

Provide professional development on data analysis protocols including pre-work expectations and in-depth understanding of the standards.

Strategy's Expected Result/Impact: Increase academic performance for all students. Data driven decision making process improved.

Staff Responsible for Monitoring: Campus Administrators, Grade Level Administrators

Funding Sources: 263 - Title III, \$1,500

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

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Strategy 7

Provide tutoring during school, after-school and on Saturdays to close the achievement gaps of all students. Tutoring will be provided by Classroom Teachers, Accelerated Learning Teachers, and FEV Tutoring.

Strategy's Expected Result/Impact: Increase academic achievement for all students

Staff Responsible for Monitoring: Campus Administrators

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

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 8

Provide professional development in Balanced Literacy instruction in Reading and Writing and the Writing process by attending Norma Jackson Writing Program and Gretchen Bernabei Writing Training.

Strategy's Expected Result/Impact: Increase academic performance for all students. Increase teacher capacity

Staff Responsible for Monitoring: Campus Principals

Funding Sources: 255 - Title II, \$5,000

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 9 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, MAP, etc.)

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

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

Funding Sources: 211 - Title 1-A, \$30,000

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

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Performance Objective 2

By the end of the 25-26 school year, ILTexas students enrolled in the Special Education program will maintain a Meets achievement standard at a 9% rate for Math and a 10% rate for English Language Arts and Reading state assessments.

Evaluation Data Source: STAAR, Interim, IXL, Mclass, Istation, and MAP

Strategy 1

The campus will retain Resource Teachers and Instructional Aides to provide consistent ongoing support for the students in grades K-5. The Instructional Aides will assist classroom teachers with instruction, provide small group instruction, and support through data analysis.

Strategy's Expected Result/Impact: Increase achievement for all students especially low performing students.

Increase proficiency on Charter/State level assessments.

Staff Responsible for Monitoring: Administrators, Teachers

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

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

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Strategy 2

Create data tracking forms to profile and measure student growth on assessments. Students will track their progress each six week period and communicate progress to parents. The teachers will be offered the opportunity to purchase classroom resources to support classroom best practices.

Strategy's Expected Result/Impact: Data Driven Instruction.

Staff Responsible for Monitoring: : Teachers, Assistant Principals

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

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

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Strategy 3

ILTexas will coordinate or bring in (or send our faculty/staff) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help teachers, administrators, and charter staff to strengthen their ability to support our various student groups including our Special Education student, and other programs that will increase student achievement for ALL with attention to Special Education Students and with focus on increasing the Meets Target goal on the STAAR Reading assessment.

Strategy's Expected Result/Impact: Increase student achievement.

Staff Responsible for Monitoring: Campus Administrators

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

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 4

: Provide tutoring during school, after-school and on Saturdays to close the achievement gaps of all students. Tutoring will be provided by Classroom Teachers, Accelerated Learning Teachers, and FEV Tutoring.

Strategy's Expected Result/Impact: Increase academic achievement for all students.

Staff Responsible for Monitoring: Campus Administrators

Funding Sources: 211 - Title 1-A, \$3,000

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 3

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

Strategy 1

Campus Technician will issue devices to students, laptops to teachers, connect printers and printer drivers to teacher computers as well as replace/add additional WAPs throughout the building to ensure adequate WiFi coverage.

Strategy's Expected Result/Impact: Increased academic improvement
Increased productivity for teachers.

Staff Responsible for Monitoring: Campus Technician

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

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

Formative Reviews

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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 least at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

Performance Objective 1

By the end of 25-26 school year, at least 50% of 5th grade students who have been with ILTexas for more than 5 years will reach a Novice Mid proficiency in Chinese and Novice High in Spanish.

Evaluation Data Source: AAPPL, IXL and ACTFL rating.

Strategy 1

Provide professional development to strengthen best teaching practices to increase the use of the Spanish and English languages by both the teacher and the students.

Strategy's Expected Result/Impact: Increased academic performance for all students.

Staff Responsible for Monitoring: Campus Administrators

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

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Purchase literacy leveled readers and manipulatives to strengthen the second language acquisition skills.

Strategy's Expected Result/Impact: Increased academic performance for all students.

Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Strengthen bridging between the Dual Language Spanish and English teacher by having them meet weekly to plan lessons together

Strategy's Expected Result/Impact: Increased student achievement and language acquisition.

Staff Responsible for Monitoring: Campus Administrators

TEA Priorities: Improve low-performing schools

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

Formative Reviews

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Strategy 4

Conduct Walkthroughs to measure teachers' growth in implementing instructional strategies and provide feedback using Whetstone and other observation tools.

Strategy's Expected Result/Impact: Increased academic performance for all students

Staff Responsible for Monitoring: Campus Administrators

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

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

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January

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Strategy 5

Provide professional development to strengthen best teaching practices to increase the use of the Spanish and English languages by both the teacher and the students.

Strategy's Expected Result/Impact: Increased academic performance for all students.

Staff Responsible for Monitoring: Campus Administrators

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

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

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Strategy 6

Purchase literacy leveled readers and manipulatives to strengthen the second language acquisition skills.

Strategy's Expected Result/Impact: Increased academic performance for all students.

Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

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Strategy 7

Strengthen bridging between the Dual Language Spanish and English teacher by having them meet weekly to plan lessons together

Strategy's Expected Result/Impact: Increased student achievement and language acquisition.

Staff Responsible for Monitoring: Campus Administrators

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November

January

May

June

Strategy 8

Conduct Walkthroughs to measure teachers' growth in implementing instructional strategies and provide feedback using Whetstone and other observation tools.

Strategy's Expected Result/Impact: Increased academic performance for all students

Staff Responsible for Monitoring: Campus Administrators

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

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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Performance Objective 2

By the end of 25-26 school year, 8th grade students who have been with ILTexas for at least 7 years will reach at least an Intermediate Low proficiency level in Chinese and Spanish.

Evaluation Data Source: AAPPL and ACTFL rating.

Strategy 1

Provide professional development to strengthen best teaching practices to increase the use of the Spanish and English languages by both the teacher and the students.

Strategy's Expected Result/Impact: Increased academic performance for all students.

Staff Responsible for Monitoring: Campus Administrators

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

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Purchase literacy leveled readers and manipulatives to strengthen the second language acquisition skills.

Strategy's Expected Result/Impact: Increased academic performance for all students.

Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Strengthen bridging between the Dual Language Spanish and English teacher by having them meet weekly to plan lessons together

Strategy's Expected Result/Impact: Increased student achievement and language acquisition.

Staff Responsible for Monitoring: Campus Administrators

TEA Priorities: Improve low-performing schools

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

Formative Reviews

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Strategy 4

Conduct Walkthroughs to measure teachers' growth in implementing instructional strategies and provide feedback using Whetstone and other observation tools.

Strategy's Expected Result/Impact: Increased academic performance for all students

Staff Responsible for Monitoring: Campus Administrators

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

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

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Strategy 5

Provide professional development to strengthen best teaching practices to increase the use of the Spanish and English languages by both the teacher and the students.

Strategy's Expected Result/Impact: Increased academic performance for all students.

Staff Responsible for Monitoring: Campus Administrators

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

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

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Strategy 6

Purchase literacy leveled readers and manipulatives to strengthen the second language acquisition skills.

Strategy's Expected Result/Impact: Increased academic performance for all students.

Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

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Strategy 7

Strengthen bridging between the Dual Language Spanish and English teacher by having them meet weekly to plan lessons together

Strategy's Expected Result/Impact: Increased student achievement and language acquisition.

Staff Responsible for Monitoring: Campus Administrators

TEA Priorities: Improve low-performing schools

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

Formative Reviews

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Strategy 8

Conduct Walkthroughs to measure teachers' growth in implementing instructional strategies and provide feedback using Whetstone and other observation tools.

Strategy's Expected Result/Impact: Increased academic performance for all students

Staff Responsible for Monitoring: Campus Administrators

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

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 3 High Priority

By the end of 25-26 school year, at least 46% of EL/EB students will have made one proficiency level progress in English language acquisition.

Evaluation Data Source: TELPAS 24-25

Strategy 1

Provide professional development to strengthen best instructional practices in the area of second language acquisition.

Strategy's Expected Result/Impact: Increase academic performance for all students.

Staff Responsible for Monitoring: Campus Administrators

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

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

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Purchase literacy leveled readers and manipulatives to strengthen the second language acquisition skills

Strategy's Expected Result/Impact: Increase academic performance for all students.

Staff Responsible for Monitoring: Campus Administrators, Classroom teachers

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

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

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

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Strategy 3

Provide enrichment summer school to English learners and 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: Increase academic performance

Staff Responsible for Monitoring: Campus Administrators

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

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

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Strategy 4

Campuses that have newcomer ESL students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extended learning time for students, and parental engagement.

Strategy's Expected Result/Impact: Increase academic achievement

Staff Responsible for Monitoring: Campus Administrators

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

TEA Priorities: Improve low-performing schools

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

Formative Reviews

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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: Increase student achievement

Staff Responsible for Monitoring: Administrator

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

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 6

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: Increase student achievement

Staff Responsible for Monitoring: Administrators, Teachers

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

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

Formative Reviews

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Goal 3

By the end of the 25-26 school year ILTexas will retain 75% of teachers, an increase from 70% achieved in the previous school year.

Performance Objective 1

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

Evaluation Data Source: TTess

Strategy 1

ILTexas will coordinate or bring in (or send our faculty/staff) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help teachers, administrators, and charter staff to strengthen their ability to support our various student groups including our Emergent Bilingual, ESL, DLI and other programs that will increase student achievement for ALL with attention to English learners and with focus on increasing the Meets Target goal on the STAAR Reading assessment.

Strategy's Expected Result/Impact: Increase student achievement.

Staff Responsible for Monitoring: Campus Administrators

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

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Participation in on campus professional development in classroom management and planning to include equipment and new technology.

Strategy's Expected Result/Impact: Established campus norms and procedures for implementation of campus wide behavior for students.

Staff Responsible for Monitoring: Classroom Teachers, Administrators

Funding Sources: 211 - Title 1-A, \$2,500

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 5: Effective Instruction

Formative Reviews

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Strategy 3

Provide professional development on data analysis protocols including pre-work expectations and in-depth understanding of the standards.

Strategy's Expected Result/Impact: Increase academic performance for all students. Data driven decision making process improved.

Staff Responsible for Monitoring: Campus Administrators, Grade Level Administrators

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

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

Formative Reviews

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Performance Objective 2

We will increase the percent retention of our special education, math and reading teachers by 1% by the end of the 25-26 School year.

Strategy 1

The campus will provide on-going support to teachers through campus based coaching, mentorship, feedback sessions, and weekly PLC to address academic and behavior concerns.

Strategy's Expected Result/Impact: Increase teacher retention.

Staff Responsible for Monitoring: Campus Administrators

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

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

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Strategy 2

Assist teachers in developing instructional strategies.

Strategy's Expected Result/Impact: Increase academic performance for all students.
Data driven decision making process improved
Increase teacher retention

Staff Responsible for Monitoring: Campus Administrators, Grade Level Administrators

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

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

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Strategy 3

Conduct ILTexas observations and provide face-to-face feedback meetings with teachers

Strategy's Expected Result/Impact: Increase Teacher capacity

Staff Responsible for Monitoring: Campus Administrators

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

ESF Levers: Lever 2: Strategic Staffing

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Performance Objective 3 High Priority

Provide targeted professional learning and ongoing coaching to campus leaders and teachers through summer training, instructional leadership support, and regular onsite visits to improve instructional practice and student outcomes.

Strategy 1

Provide targeted professional learning and ongoing coaching to campus leaders and teachers through summer training, instructional leadership support, and regular onsite visits to improve instructional practice and student outcomes.

Funding Sources: Capacity Building 288 - ESF, \$31,350

Formative Reviews

No Progress				
November	January	May	June	



State Compensatory Education

State Compensatory

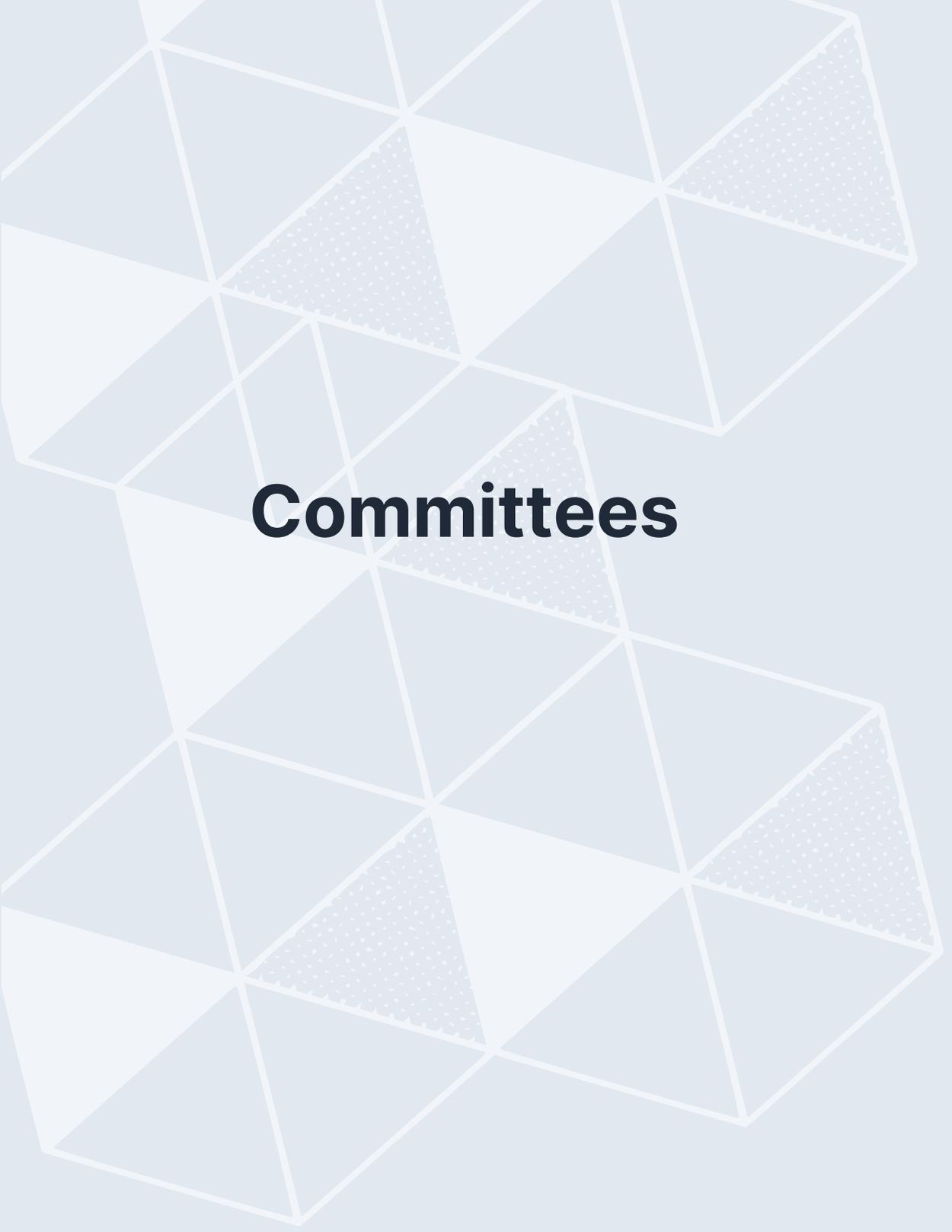
Budget for Woodhaven Elementary

Total SCE Funds: \$50,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Restorative Practices, Conscious Discipline, and 7 Habits of an Effective Teen supplement the regular education program for students who are at risk by addressing many of the issues that cause them to drop out such as Social Emotional Learning, Self-Regulation, and Goal Planning.



Committees

Committees