

**International Leadership of
Texas**

Woodhaven Middle

**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 Texas 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

At International Leadership of Texas- Woodhaven K8 our student population make up is 45.18% African American, 42.9% Hispanic, 3.43% White, 2.77% Asian and 5.81% Other.

The Woodhaven Elementary Campus services 79.13% (599) At-Risk, 73.05% (553) Economically Disadvantaged, 30.9%(234) Limited English Proficient (LEP), 1.19% (9) of the school's population has been identified as Talend and Gifted (TAG), and 7.79% (59) of students attending ILTexas Woodhaven receive Special Education Services.

Our campus staff demographics directly reflects our student population.

Total Staff: 31.2

African-American: 43%

Hispanic: 19.1%

White: 22.6%

Asian: 15.3%

Levels of Experience:

1-5 years of experience: 57.8%

6-20+ years of experience: 23.1%

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



A high percentage of students are identified as At-Risk and Economically Disadvantaged, which presents ongoing challenges to academic achievement, social-emotional development, and overall school performance. These students often require additional academic interventions, wraparound services, and family support to ensure equitable access to educational success.

ILTexas Woodhaven is located in a community with a high percentage of families who are low SES (socio-economic status). Many students enter school lacking readiness skills due to fewer early childhood educational opportunities. Economic instability, housing insecurity, and food insecurity can impact students' cognitive functioning, behavior, and attendance.

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. Barriers such as work schedules, transportation, language, and unfamiliarity with school systems can limit family involvement in students' education.

3



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.

 = Priority

Student Learning

Summary

ILTexas Woodhaven K-8 identified strengths and weaknesses in the instructional program 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 include STAAR. The data reviewed will show student performance in the areas of Math and Reading.

Overall performance data: (The Data Sources used to analyze the achievement data were taken from the 2024 STAAR).

ELAR 55.29% approaches; 26.38% Meets; 8.65% Masters

Math 45.71% approaches; 9.60% Meets; 2.64% Masters

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, Daily Enrichment 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



A high percentage of students are identified as At-Risk and Economically Disadvantaged, which presents ongoing challenges to academic achievement, social-emotional development, and overall school performance. These students often require additional academic interventions, wraparound services, and family support to ensure equitable access to educational success.

ILTexas Woodhaven is located in a community with a high percentage of families who are low SES (socio-economic status). Many students enter school lacking readiness skills due to fewer early childhood educational opportunities. Economic instability, housing insecurity, and food insecurity can impact students' cognitive functioning, behavior, and attendance.

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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. Barriers such as work schedules, transportation, language, and unfamiliarity with school systems can limit family involvement in students' education.

 = 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 the 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 training 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. 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 weeks 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, Imagine 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
★

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.

2
★

: Limited focus and knowledge of data analysis inhibits teachers from creating meaningful, authentic learning experiences for students.

: Need for educators to analyze data and reflect on curriculum and instructional strategies to ensure all student needs are being met.

★ = 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 there 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 Liaison to make connections with the communication. Through initial contact with local community organizations, neighboring apartment complexes and neighborhood associations, partnerships have been established.



Priority Problem Statements

Problem Statement

Root Cause

1
★

A high percentage of students are identified as At-Risk and Economically Disadvantaged, which presents ongoing challenges to academic achievement, social-emotional development, and overall school performance. These students often require additional academic interventions, wraparound services, and family support to ensure equitable access to educational success.

ILTexas Woodhaven is located in a community with a high percentage of families who are low SES (socio-economic status). Many students enter school lacking readiness skills due to fewer early childhood educational opportunities. Economic instability, housing insecurity, and food insecurity can impact students' cognitive functioning, behavior, and attendance.

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. Barriers such as work schedules, transportation, language, and unfamiliarity with school systems can limit family involvement in students' education.

3
★

: Limited focus and knowledge of data analysis inhibits teachers from creating meaningful, authentic learning experiences for students.

: Need for educators to analyze data and reflect on curriculum and instructional strategies to ensure all student needs are being met.

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.

★ = 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

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, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Reading/Language Arts and 25% of EB students will perform at the meets level of achievement on STAAR Reading/Language Arts.

Strategy 1

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

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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Strategy 2

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: Contracted Services/ PD 288 - ESF, \$90,000, Big Rocks 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

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Strategy 3

Send campus staff to conferences (e.g La Cosecha, Title III Summit, TESOL, BEAM Symposium, Ron Clark Academy, Get Your Teach On, Annual Texas Charter School Summer Summit) to assist ILTexas teachers, administrators, and charter staff to strengthen their ability to support different student groups, including and in particular our Emergency Bilingual, ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).

Strategy's Expected Result/Impact: Increase teacher/staff capacity

Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers

Funding Sources: 211 - Title 1-A, \$6,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, 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. Continued use of PBIS system of points and rewards.

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, \$3,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

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Strategy 5

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

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Strategy 6

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. 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 academic achievement for all students.

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 7

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: 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

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Performance Objective 2

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

Strategy 1

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

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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Strategy 2

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

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Strategy 3

Send campus staff to conferences (e.g La Cosecha, Title III Summit, TESOL, BEAM Symposium, Ron Clark Academy, Get Your Teach On, Annual Texas Charter School Summer Summit) to assist ILTexas teachers, administrators, and charter staff to strengthen their ability to support different student groups, including and in particular our Emergency Bilingual, ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).

Strategy's Expected Result/Impact: Increase teacher/staff capacity

Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers

Funding Sources: 211 - Title 1-A, \$6,000

TEA Priorities: Improve low-performing schools

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

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Strategy 4

Participation in on campus professional development in classroom management and planning to include best practices in the area of second languages.

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, \$3,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

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Strategy 5

Provide tutoring during school, after-school and on Saturdays to close the achievement gaps of all students. Tutoring will be provided by Classroom Teachers, Instructional Aides, 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, \$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 6

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. Increase teacher capacity.

Staff Responsible for Monitoring: Campus Principals

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 7 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: Administrators, GLAs, ICs, 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

Formative Reviews

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Performance Objective 3

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

Strategy 1

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

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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Strategy 2

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 3

Send campus staff to conferences (e.g La Cosecha, Title III Summit, TESOL, BEAM Symposium, Ron Clark Academy, Get Your Teach On, Annual Texas Charter School Summer Summit) to assist ILTexas teachers, administrators, and charter staff to strengthen their ability to support different student groups, including and in particular our Emergency Bilingual, ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).

Strategy's Expected Result/Impact: Increase teacher/staff capacity

Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers

Funding Sources: 211 - Title 1-A, \$6,000

TEA Priorities: Improve low-performing schools

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

Formative Reviews

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Strategy 4

Participation in on campus professional development in classroom management and planning to include best practices in the area of second languages.

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, \$3,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

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Strategy 5

Provide tutoring during school, after-school and on Saturdays to close the achievement gaps of all students. Tutoring will be provided by Classroom Teachers, Instructional Aides, 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, \$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 6

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. Increase teacher capacity.

Staff Responsible for Monitoring: Campus Principals

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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Performance Objective 4

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: MAP, Interim assessments, STAAR

Strategy 1

Create data tracking forms to profile and measure student growth on assessments. The teachers will be offered the opportunity to purchase classroom resources to support classroom best practices in Special Education

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

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

Formative Reviews

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Strategy 2

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 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 3

Participation in on campus professional development in classroom management and planning to include best practices in the area of special education.

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, \$3,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

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, Instructional Aides, 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, \$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 5

Provide professional development to strengthen best instructional practices in the area of special education.

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

Staff Responsible for Monitoring: Campus Principals

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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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, 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. Provide professional development to strengthen best teaching practices to increase the use of small groups. Allow for a consistent tutoring with minimal disruption.

Strategy's Expected Result/Impact: Increased 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: Increased 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, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Strengthen bridging between the Language teachers and Core teachers by having core teacher incorporate the Spanish and Chinese languages into their lessons.

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

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Performance Objective 2

By the end of 25-26 school year, students who have been with ILTexas for more than 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

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

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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

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

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Strategy 3

Strengthen bridging between the Language teachers and Core teachers by having core teacher incorporate the Spanish and Chinese languages into their lessons.

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

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Performance Objective 3

By the end of 25-26 school year, 100% of students in 3rd, 5th, 8th and 12th grade students will be tested

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

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

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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

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

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Strategy 3

Strengthen bridging between the Language teachers and Core teachers by having core teacher incorporate the Spanish and Chinese languages into their lessons.

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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Performance Objective 4 High Priority

By the end of 25-26 school year, at least 36% (federal target) 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 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

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

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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

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

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Strategy 3

Strengthen bridging between the Language teachers and Core teachers by having core teacher incorporate the Spanish and Chinese languages into their lessons.

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

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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.

Strategy 1

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

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

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

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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: Teacher Leaders, Campus Administrators

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

TEA Priorities: Recruit, support, retain teachers and principals, 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 5: Effective Instruction

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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 concerns.

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

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

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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: Teacher Leaders, Campus Administrators

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

TEA Priorities: Recruit, support, retain teachers and principals, 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 5: Effective Instruction

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Performance Objective 3

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, \$16,150

Formative Reviews

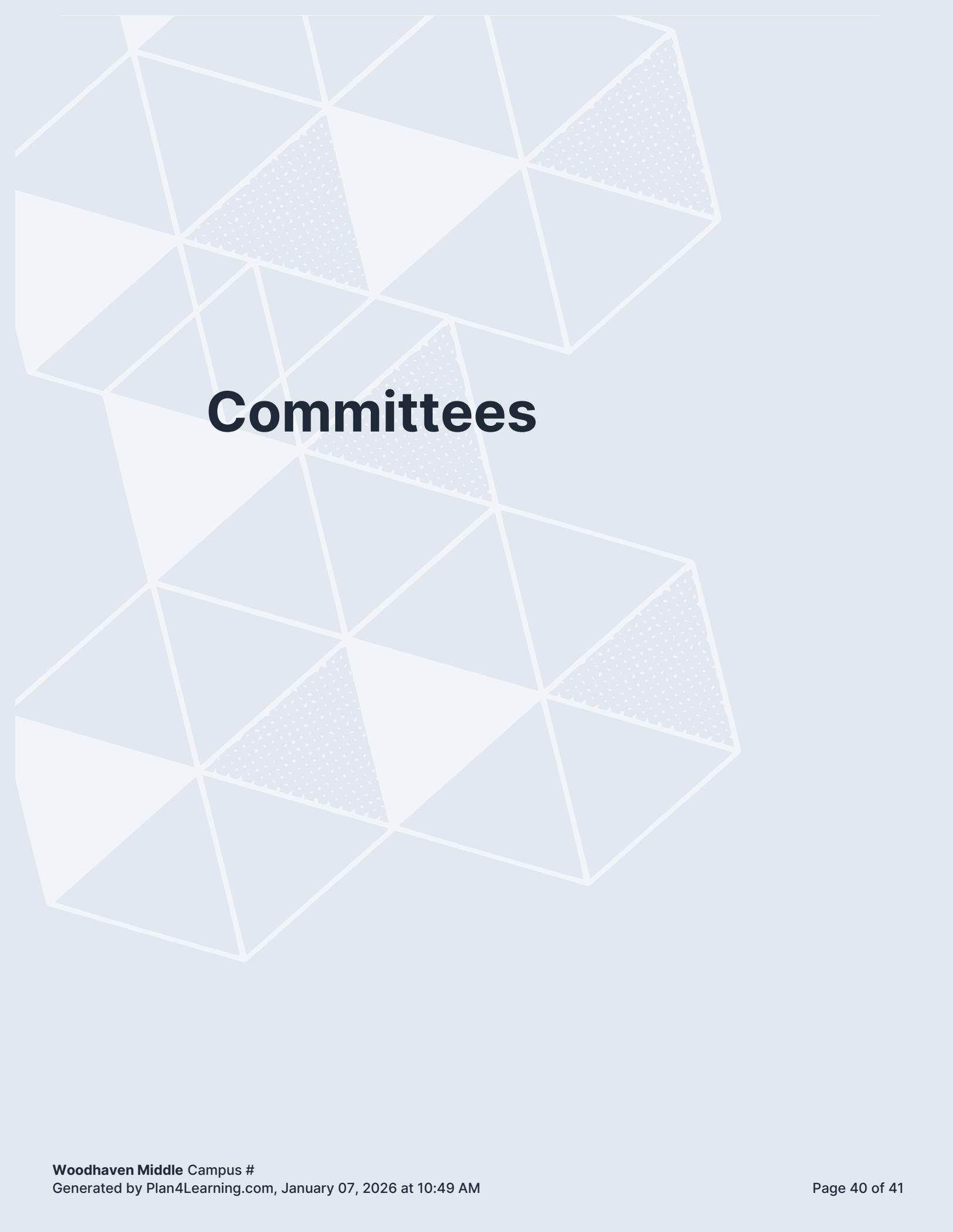
No Progress

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Committees

Committees