

International Leadership of Texas



Windmill Lakes Middle

2025-2026 Campus Improvement Plan

Mission Statement

Mission

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

La misión de ILTexas es preparar a nuestros alumnos para roles de liderazgo excepcionales en la comunidad internacional, haciendo hincapié en el liderazgo de servicio, el dominio de los idiomas inglés, español y chino, y el fortalecimiento de mente, cuerpo y carácter.

德克萨斯州国际领袖学校旨在培养学生在国际社会中卓越的领导才能。我们强调学生在熟练掌握英语、西班牙语和中文的前提下加强奉献式的领导精神及身体、头脑和品德的锻炼。

Vision

Others Before Self Otros Antes De Uno Mismo

Texas is a strong economic force in the world and its top three countries of export are Mexico, Canada, and China. China has become the second largest economy, and now, more than ever, it is critical that future generations are prepared for today's internationally connected world. At ILTexas, education is taught from a global perspective, where all students are given the opportunity to learn the English, Spanish, Chinese.

Character and Leadership Development:

At ILTexas, leadership and culture is incorporated in the classroom for all students. Students are given leadership roles teaching the concept of others before self. Each year, students put their dedication into action in a community service project and spend time learning about 12 important character traits that foster a good leader. These traits empower students to overcome challenges and create a better, and more productive society in which to live and work.

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Comprehensive Needs Assessment

Demographics

Summary

We use a number of sources to find high caliber staff such as our campus website, the Teacher Job Network (TJN), Region 10, 11, and 13 job fairs. We also actively recruit new teachers at College and virtual job fairs. The majority of core and LOTE teachers are at a highly qualified status in accordance with NCLB. Our interview process clearly outlines the mission, philosophy and expectations for our school. We have recruited teachers from Spain, Central America and China to teach our trilingual model. ILTexas will continue to work with region 4,10,11, and 13 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 into decision making on campus.

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

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

- Dual Language Program
- Two Way SIOP
- Strategies for meeting needs of Limited English Proficient Student
- Implementation of best practices to increase the use of the Spanish and English languages by both the teacher and the students.
- Data Disaggregation and Test Analysis
- Best strategies on Teach like a Champion, Champs, Get Better Faster, Big Rocks
- TEKS RS Scope and Sequence
- District Data Management System
- Differentiated Instruction
- Physical Fitness/Character Development Program
- Curriculum Programs in ELA/Reading & Math
- Federal & State Mandated Trainings

The Campus Leadership will provide 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 to review student progress and create groups for remediation.

Teachers have professional freedom to be innovative, creative and take risks. Professional development is provided for teachers both through the district and through Region 10, Region 4. Teachers are also encouraged to take online trainings. Teachers will be provided with timely feedback as requested on the climate survey.

Student Demographics	Count	Percent
Gender		
Female	215	47.88%
Male	234	52.12%
Ethnicity		
Hispanic-Latino	376	83.74%
Race		
American Indian - Alaskan Native	2	0.45%
Asian	6	1.34%
Black - African American	55	12.25%
Native Hawaiian - Pacific Islander	0	0.00%

White	5	1.11%
Two-or-More	5	1.11%

Student Programs	Count	Percent
Dyslexia	19	4.23%
Gifted and Talented	33	7.35%
Regional Day School Program for the Deaf	0	0.00%
Section 504	9	2.00%
Special Education (SPED)	45	10.02%
Bilingual/ESL		
Emergent Bilingual (EB)	252	56.12%
Bilingual	0	0.00%
English as a Second Language (ESL)	0	0.00%
Alternative Methods for Bilingual Education	3	0.67%
Alternative Methods for ESL	249	55.46%
Title I Part A		
Schoolwide Program	449	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators	Count	Percent
At-Risk	424	94.43%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	2	0.45%
Intervention Indicator	391	87.08%
Migrant	0	0.00%
Military Connected	12	2.67%
Transfer In Students	0	0%
Unschooling Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	392	87.31%
Free Meals	19	4.23%
Reduced-Price Meals	6	1.34%
Other Economic Disadvantage	367	81.74%

Strengths

Diversity amongst our students and staff directly impacts their performance. Our campus's diversity enables our students to concentrate and push themselves further when there are people of other backgrounds working alongside them. This promotes creativity, as well as better education, as those with differing viewpoints are able to collaborate to create solutions. There is a better understanding and displaying of empathy towards one another in the face of the changing society around them.

We have a variety of different cultures on our campus and we work to develop an appreciation and respect for all differences. Our faculty and staff is as diverse as our student body. This allows us to prepare students for roles in both their local and international communities. At Windmill Lakes we have strong cultures within our grade levels. There is unity and one goal set that reflects student achievement. We have turned around and improved our retention from the first year. Teachers have a strong growth mindset and

eager to attend professional development being offered at ILTexas.

Leadership Structure is solid with clear roles and responsibilities

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1



ELL, SPED and at risks students struggle academically and often score low on our state and district assessments.

Last year we focused on ESL and SPED strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field

2



Attendance percentage has not reached 97% for the academic school year.

There have been outbreaks of flu and colds, and some of our students have chronic health conditions that cause absences. Additionally, some families do not emphasize the importance of attendance and punctuality. Transportation issues have caused students to miss school, and prior family obligations interfere with attendance. This year, we also experienced an increase in severe weather conditions.

3



The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity.

This demographic challenge affects student attendance, as experienced teachers are better equipped to manage classrooms, engage students, and foster a positive school environment, which are critical factors

4



Data reflects that some of the standards need reteaching and differentiation to effectively teach a concept or skill. While instructional activities and strategies follow the TEKS, teachers need to differentiate instruction based on students' needs and learning styles.

Teachers administer several assessments throughout the year, but some struggle to use assessment results to drive instruction effectively.

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Decline in performance of SPED students on STAAR with new guidelines and state requirements.

There is turnover in personnel, including K-5 SPED teachers and instructional assistants. As a result, the school did not consistently have certified, highly qualified K-5 SPED teachers throughout the year. Teachers need to learn how to differentiate based on our students needs.

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WML has improved to decrease discipline referrals and increase student engagement in order to improve the culture.

There is a lack of adherence to PBIS (Positive Behavioral Interventions and Supports) and CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) strategies.

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Eagle Academy causes confusion for families and students.

Parents are not aware that Eagle Academy is mandatory or the purpose behind it. Additionally, sometimes parents do not receive or read daily communications. To address this, parents need to be educated about the purpose and process of Eagle Academy through the Principal's newsletter and Coffee with the Principal. Furthermore, we will prioritize improving organization and daily communication.

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There is concern about the effectiveness of our Chinese and Spanish language implementation. Families want to see an increase in levels on the ACTFL assessments.

:Parents do not fully understand the trilingual program and may expect rapid results in language acquisition. However, a change in Chinese teachers has helped increase rigor in the program. Additionally, there is a need to educate parents about the Dual Language Immersion (DLI) program through parent engagement initiatives.

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Student Learning

Summary

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		-	-	
Student Achievement		-	-	0%
STAAR Performance	27	-	-	
College, Career and Military Readiness		-	-	
Graduation Rate		-	-	
School Progress		-	-	70%
Academic Growth	53	-	-	
Relative Performance (Eco Dis: 88.9%)		-	-	✓
Closing the Gaps	36	-	-	30%

* This campus received a scale score less than 60 in three of the four areas: Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, and the Student Achievement domain scale score less than 60; therefore, the overall score is limited to a 59.

Identification of Schools for Improvement

This campus is a comprehensive support and improvement progress school.

STAAR results indicate ILTexas Windmill Lakes K8 will receive a standing of a F rating. Windmill lakes saw 50% growth but there is a need to increase our scores with new assessment in all subjects.

As a campus it was noted our SPED students did not grow from the previous year. We plan on providing in depth training for our SPED teachers for backwards planning and effective instruction. Teachers and students will take ownership of the data and devise plans for academic success.

Strengths

Campus Strengths: Student growth was achieved on math and reading. Closing the gap between our Hispanic and African American, LEP, Special Education was minimized but the achievement gap has increased with AA and Sped in Math. Domain 2A and Domain 3 were our biggest gains in scores and will remain our focus in order to close the gap. Math and reading intervention will continue to support our students.

Chinese department - we saw an increase in delivery of lessons and classroom management. Students eager to acquire the language and proud to participate during Lunar Year and Chinese Spelling Bee.

PLCs have become more data-centered, and there is more collaboration among grade levels and partner teachers.

Campus Strength - Strong culture, multiple campus interventions, strong leaders in GLA positions and APs, remediation, Physical Fitness, Math Interventionist have successfully been implemented on campus to grow students based on data will continue for this upcoming school year. Evidence: Map and Staar results.

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School Processes & Programs

Summary

International Leadership of Texas Windmill Lakes K-8 is focused on building exceptional leadership in scholars using a trilingual model and building the mind, body, and character. The school is structured in a way that ensures that each scholar receives curriculum instruction to enhance each area of the aforementioned and provides adequate support to teachers, scholars, parents, and the community.

The school is organized in a structure that will provide support for teachers, scholars, and the community. The school is led by a principal, 1 associate principal, 2 assistant principals, 9 grade level administrators, 3 counselors, two district instructional coach, one dean, as well as instructional aides for each grade level. New teachers are provided with mentors to assist them throughout the year in various areas. The school has a trilingual -model including English, Spanish and Chinese for all scholars. Teachers have conference periods as well as PLC periods built into their day. Physical Fitness is a part of daily instruction for scholars and allows for an additional remediation to take place for our scholars that are in need. ILTexas has an extended school day helps in the implementation of the school's curriculum. ILTexas has added math and reading remediation teacher to assist our students during the COVID loss of learning.

The Campus Leadership, Grade Level Administrators and District Coordinators will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade level academic performance gains and STAAR performance gains. Our curriculum, instruction, and assessment supports and challenges all students with all of our teachers following the state standards (TEKS) guidelines. Our planning of instruction and assessments are always based with TEKS in mind. The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Teachers will teach the TEKS following the TEKS RS Scope and Sequence and curriculum programs for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. All classroom instruction will be data driven. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. When differentiating teachers are able to reach a diverse group of students and able to target instruction more effectively.

Our 3rd grade students will take STAAR Reading and Math Tests, 4th graders will take STAAR Reading, Math Test, and 5th Graders will take STAAR Reading, Math, and Science Tests. Students will take the Istation and M-Class in Kinder-2nd grades and MAP testing in 2nd-5th Grades. iStation will be utilized in K-5th grades. In addition, all 2nd-5th grade students will take district ECAs and MAP. Critical thinking and problem solving skills will be emphasized in all core subject areas. Service learning is also an important component of our K-5 curriculum and culminates into an End of Year service learning project "Others Before Self" for each grade level.

6th Grade students will take STAAR Reading and Math Test, 7th grade students will take STAAR Reading and Math Test, 8th Grade Students will take STAAR Reading, Math, Science, and Social Studies, English I and Algebra I students will have an additional opportunity to test.

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

In order for students to be successful and maximize academic achievement, they must attend school on a regular basis. Student absences will be closely monitored by homeroom teachers, school registrar and school counselors. Parents will be contacted by their teacher if they are absent more than 2 consecutive days. Students with perfect attendance for the year will be recognized for every six weeks and at the end of the year during our awards program to encourage daily attendance. Continuous monitoring and recognition of high achievement is a high priority supported in every area.

All staff members have been provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, students in grades 3 through 5 have been provided their own Chromebooks and K - 2nd class set. Lastly, we have a media lab with 30 laptop computers. We utilize the following academic resources to assist us in our daily learning and communication, Dojo, Study Island, Reading A-Z, Stemsopes, MAP, STAAR-AR; and finally, technology pieces that also encourage and engage

parents through the use of programs such as Istation, Study Island, and Parent Skyward Portal. With the use of this kind of technology we have increased our parent communication, improved behavior, while continuing to make teaching and the delivery more engaging, attainable, and fun.

Teachers are issued lap top computers and students are issued Chromebooks. Teachers have access to a variety of instructional software and websites including Google Classroom, Skyward, Imagine Math, Study Island, Brainpop, TEKS Resource Service and PLATO. In addition each classroom is equipped with a projector and an interactive whiteboard. Document cameras and laptop carts are available.

Strengths

Our curriculum, instruction, and assessment supports and challenges all students with all of our teachers following the state standards (TEKS) guidelines. Our planning of instruction and assessments are always based with TEKS in mind.

We are guided by the TEKS and follow TEKS Resource System. Teachers are required to use these resources to guide their planning, instruction and assessment. Teachers plan with their grade level teams, instructional coaches and content areas. Teachers have dedicated DATA days every 3 or 6 weeks to review student levels and instructional needs. They also have extended time daily to meet with grade level team or partner teachers during Professional Learning Community.

- Teachers have the support of partners and team members,
- Teachers plan lessons, activities and assessments together as a team,
- Several GLAs/teachers have attended TEKS Resource System Training,
- Teachers have access to several on-line programs: Istation, Imagine Math, Study Island, Reading A-Z, Accelerated Reader, Brain Pop, Measuring Up, etc.
- Teachers utilize Eduphoria
- Teachers have the support of the District Content Coordinators
- Students receive intervention during school and after school/Saturdays

Items used for curriculum:

- TEKS Resource System
- Selected programs for core subject areas
- Trilingual Programs (English, Spanish and Chinese)

Assessment:

- iStation in Kinder-2nd grades
- MClass
- ACTFL
- AAPLE
- MAP Assessments (2nd-5th Grades)
- STAAR
- ECA's
- Teachers utilize technology daily in their instruction.
- All students in 6th - 8th have Chromebooks

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>ELL, SPED and at risks students struggle academically and often score low on our state and district assessments.</p>	<p>Last year we focused on ESL and SPED strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field</p>
<p>2 ★</p> <p>Attendance percentage has not reached 97% for the academic school year.</p>	<p>There have been outbreaks of flu and colds, and some of our students have chronic health conditions that cause absences. Additionally, some families do not emphasize the importance of attendance and punctuality. Transportation issues have caused students to miss school, and prior family obligations interfere with attendance. This year, we also experienced an increase in severe weather conditions.</p>
<p>3 ★</p> <p>The number of new teachers versus experienced has decreased through out the years but it continues to be disproportionate and it results in a shortage of peer guidance and mentorship opportunity.</p>	<p>This demographic challenge affects student attendance, as experienced teachers are better equipped to manage classrooms, engage students, and foster a positive school environment, which are critical factors</p>
<p>4 ★</p> <p>Data reflects that some of the standards need reteaching and differentiation to effectively teach a concept or skill. While instructional activities and strategies follow the TEKS, teachers need to differentiate instruction based on students' needs and learning styles.</p>	<p>Teachers administer several assessments throughout the year, but some struggle to use assessment results to drive instruction effectively.</p>
<p>5 ★</p> <p>Decline in performance of SPED students on STAAR with new guidelines and state requirements.</p>	<p>There is turnover in personnel, including K-5 SPED teachers and instructional assistants. As a result, the school did not consistently have certified, highly qualified K-5 SPED teachers throughout the year. Teachers need to learn how to differentiate based on our students needs.</p>

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WML has improved to decrease discipline referrals and increase student engagement in order to improve the culture.

There is a lack of adherence to PBIS (Positive Behavioral Interventions and Supports) and CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) strategies.

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There is concern about the effectiveness of our Chinese and Spanish language implementation. Families want to see an increase in levels on the ACTFL assessments.

:Parents do not fully understand the trilingual program and may expect rapid results in language acquisition. However, a change in Chinese teachers has helped increase rigor in the program. Additionally, there is a need to educate parents about the Dual Language Immersion (DLI) program through parent engagement initiatives.

★ = Priority

Perceptions

Summary

Our school's mission embodies the ideal relationship between parents and school.

Communication is vital to the success of parent involvement. Through the use of internal and external electronic communication resources stakeholders receive timely notification. Windmill Lakes K-8 provides communication via the following electronic means: school website, Facebook, emails, phone calls and school messenger. Our campus provides communication through weekly newsletters, weekly callouts, Facebook post, website. Parents are encouraged to join PTO and volunteer, chaperone, or observe classroom/classroom activities.

ILTexas, Windmill Lakes K-8 seeks to provide many activities at the campus level to promote services to support families: counseling services, guidance lessons in the classrooms, family nights at community partnership businesses, Cultural Awareness nights, Reading/Science/Math nights, Fall carnivals, Health Awareness and ESL/Spanish/Chinese parenting classes.

We leverage our Professional Learning Communities, who meet daily, to build a collaborative culture. Our grade level teams plan together work towards common goals. 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.

Improvement on communication by having weekly newsletters, GLA meetings, PLC meetings, faculty meetings

Strengths

International Leadership of Texas, Windmill Lakes K-8 will have in place several vehicles to facilitate parent communication to include:

- GLA Newsletter
- Monthly calendar
- PTO monthly meetings
- Skyward Parent Portal
- Parent-Teacher Conferences
- School website
- School Messenger
- School Newsletter
- Weekly callouts and emails

The PTO at Windmill Lakes is very active. We are committed to bridging parents to our school, and creating avenues of support that parents can access to be involved in campus day-to-day operations and campus based decision making.

Our strong events include monthly Coffee with the Principal, Hispanic Heritage Month, Black History Program, Lunar Year, and the International Festival.

We strive to strengthen our school culture through daily announcement of the mission and key actions items of the day. We celebrate staff and students by recognizing the "Faculty of the Month" and "Student of the Month" in our weekly newsletter and announcements. We build capacity in our teachers by developing their leadership potential, and offering voluntary Professional Development opportunities through district initiatives and training. We encourage consistency with discipline utilizing Restorative Discipline, guidance lessons and follow student handbook. We will develop an effective feedback and coaching plan that supports instruction and classroom management. An increase of recognition and engagement in all of our languages, Spanish, Chinese, and English.

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause

1
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Priority Problem Statements

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Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data

- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (Rti) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data



Goals

Goal 1

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

Performance Objective 1

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

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

By the end of the academic year, increase the usage of technology platforms such as Zearn, IXL, Istation, and ST Math by 30% among students, resulting in a 10% improvement in student achievement on STAAR and MAP assessments.

Strategy's Expected Result/Impact: Specific: Increase the usage of specified technology platforms.
Measurable: Usage increased by 30%, student achievement improved by 10%.
Achievable: The goal is realistic with proper implementation and support.
Relevant: Directly linked to improving student achievement.
Time-bound: By the end of the academic year.

Staff Responsible for Monitoring: Principal APs, GLAs, and district coaches

Funding Sources: Technology Aps and resource 211 - Title 1-A, \$15,000

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

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

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

We will provide ongoing sheltered instruction training for all teachers of Emergent Bilinguals. * ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff * strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Reading assessment. * ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, * TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students * ILTexas will purchase supplemental resources for Emergent Bilingual students such as instructional materials (bilingual dictionaries, leveled readers) and online platforms to increase access to language

acquisition and differentiation. * ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days. * ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments. * ILTexas will provide enrichment summer school to Emergent Bilingual students to develop and strengthen their knowledge base as well as their English language proficiency in all four domains. * ILTexas will provide High school Emergent Bilingual students additional SAT test prep sessions to increase their performance on the SAT test. * 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. Implementation utilizing contracted services to provide a combination of on-site and virtual coaching days with the leadership team in the Teacher Coaching. The coaching days will include Prioritization & Implementation Calendaring & selection. Shadowing support, Observation & Feedback, Classroom co-observations & calibration. Planning feedback and delivering feedback (and subsequent PD). Observation & Feedback Rubric aligned to ILTexas - GBF Scope & Sequence.

Strategy's Expected Result/Impact: Achievable: The strategy includes specific, actionable steps supported by resources and expert guidance to enhance the capabilities of staff and students. Relevant: Directly addresses the needs of Emergent Bilingual students, focusing on improving their achievement on the STAAR Reading assessment. Time-bound: Implementation and achievement targets are set for the end of the academic year. Improved student achievement for Emergent Bilinguals on STAAR, with a targeted increase of 15% in performance by the end of the academic year

Staff Responsible for Monitoring: LPAC Administrator, Principal, APs, and district coaches

Funding Sources: Professional development 211 - Title 1-A, \$50,000, Contracted services 288 - ESF, \$90,000

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 5: Effective Instruction

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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

By the end of the academic year, increase parent involvement of Emergent Bilingual students by 20%, leading to a 10% improvement in their STAAR performance. We will foster parent involvement of Emergent Bilinguals. Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide online access to CNA/CIP.

Strategy's Expected Result/Impact: Improved student achievement for Emergent Bilingual students on STAAR, with a targeted 10% increase in performance by the end of the academic year, driven by a 20% increase in parent involvement.

Measurable:
 Parent Involvement: Track attendance and participation rates in training sessions and meetings.
 Resource Utilization: Monitor access and usage of online CNA/CIP by parents.
 Achievement Data: Measure the improvement in STAAR performance of Emergent Bilingual students.
 Parent Feedback: Collect and analyze feedback from parents to evaluate the effectiveness of the support provided.

Achievable: The strategy includes feasible steps with clear actions to engage parents and provide them with the necessary tools to support their children's education.

Relevant: Enhancing parent involvement is directly linked to improving the academic achievement of Emergent Bilingual students.

Staff Responsible for Monitoring: LPAC Administrator, Principal, APS, GLAs

Funding Sources: Resources, IXL trainings 211 - Title 1-A, \$20,000

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, Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

By the end of the academic year, enhance instructional practices and support for special populations and Emergent Bilingual (EB) scholars, leading to a 15% increase in their achievement on local and state assessments. 1) Expectations PLC - Data days, enrichment, tutorials, small group instruction, Eagle Academy, professional development.

Strategy's Expected Result/Impact: All our special populations and EB scholars will be served in the classroom and teachers will be knowledgeable of all accommodations. Parents are informed of their child's plan and progress.

Ongoing collaboration of our scholars progress and growth. Increase student achievement in our local and state assessments. By the end of the academic year, enhance instructional practices and support for special populations and Emergent Bilingual (EB) scholars, leading to a 15% increase in their achievement on local and state assessments.

Staff Responsible for Monitoring: : LPAC administrator, APs, GLAs Teachers

Funding Sources: parent and teacher resources to support EB, PD 211 - Title 1-A, \$10,000

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 5 Targeted Support Strategy

Provide instructional materials for students in Reading/ILA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, 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

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Performance Objective 2

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

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

By the end of the academic year, increase the usage of technology platforms such as Zearn, IXL, Istation, and ST Math by 30% among students, resulting in a 10% improvement in student achievement on STAAR and MAP assessments.

Strategy's Expected Result/Impact: Specific: Increase the usage of specified technology platforms.

Measurable: Usage increased by 30%, student achievement improved by 10%.

Achievable: The goal is realistic with proper implementation and support.

Relevant: Directly linked to improving student achievement.

Time-bound: By the end of the academic year.

Staff Responsible for Monitoring: Principal APs, GLAs, and district coaches

Funding Sources: Technology Aps and resource 211 - Title 1-A, \$15,000

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

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

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

We will provide ongoing sheltered instruction training for all teachers of Emergent Bilinguals. * ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff * strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Reading assessment. * ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, * TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students * ILTexas will purchase supplemental resources for Emergent Bilingual students such as instructional materials (bilingual dictionaries, leveled readers) and online platforms to increase access to language acquisition and differentiation. * ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days. * ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments. * ILTexas will provide enrichment summer school to Emergent Bilingual students to develop and strengthen their knowledge base as well as their English language proficiency in all four domains. * ILTexas will provide High school Emergent Bilingual students additional SAT test prep sessions to increase their performance on the SAT test. * 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. 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: Achievable: The strategy includes specific, actionable steps supported by resources and expert guidance to enhance the capabilities of staff and students.

Relevant: Directly addresses the needs of Emergent Bilingual students, focusing on improving their achievement on the STAAR Reading assessment.

Time-bound: Implementation and achievement targets are set for the end of the academic year.

Improved student achievement for Emergent Bilinguals on STAAR, with a targeted increase of 15% in performance by the end of the academic year

Staff Responsible for Monitoring: LPAC Administrator, Principal, APs, and district coaches

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 5: Effective Instruction

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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

By the end of the academic year, increase parent involvement of Emergent Bilingual students by 20%, leading to a 10% improvement in their STAAR performance. We will foster parent involvement of Emergent Bilinguals. Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide online access to CNA/CIP.

Strategy's Expected Result/Impact: Improved student achievement for Emergent Bilingual students on STAAR, with a targeted 10% increase in performance by the end of the academic year, driven by a 20% increase in parent involvement.

Measurable:

Parent Involvement: Track attendance and participation rates in training sessions and meetings.

Resource Utilization: Monitor access and usage of online CNA/CIP by parents.

Achievement Data: Measure the improvement in STAAR performance of Emergent Bilingual students.

Parent Feedback: Collect and analyze feedback from parents to evaluate the effectiveness of the support provided.

Achievable: The strategy includes feasible steps with clear actions to engage parents and provide them with the

necessary tools to support their children's education.

Relevant: Enhancing parent involvement is directly linked to improving the academic achievement of Emergent Bilingual students.

Staff Responsible for Monitoring: LPAC Administrator, Principal, APS, GLAs

Funding Sources: Resources, IXL trainings 211 - Title 1-A, \$20,000

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, Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

By the end of the academic year, enhance instructional practices and support for special populations and Emergent Bilingual (EB) scholars, leading to a 15% increase in their achievement on local and state assessments. 1) Expectations PLC - Data days, enrichment, tutorials, small group instruction, Eagle Academy, professional development.

Strategy's Expected Result/Impact: All our special populations and EB scholars will be served in the classroom and teachers will be knowledgeable of all accommodations. Parents are informed of their child's plan and progress.

Ongoing collaboration of our scholars progress and growth. Increase student achievement in our local and state

assessments. By the end of the academic year, enhance instructional practices and support for special populations and Emergent Bilingual (EB) scholars, leading to a 15% increase in their achievement on local and state assessments.

Staff Responsible for Monitoring: : LPAC administrator, APs, GLAs Teachers

Funding Sources: parent and teacher resources to support EB, PD 211 - Title 1-A, \$10,000

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 5 Targeted Support Strategy

Provide instructional materials for students in Reading/ILA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, 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

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Performance Objective 3

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

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Research has proven that by increasing parental involvement and engagement, we also see an increase in student achievement. Thus, we hope to make some staffing decisions that will help us make significant gains in this area by increasing the number of parent programs and community activities at each campus from their previous year's number. The percentage of parent involvement will increase from 40% to 60 % by the end of 25-26 school year. I think we should have an AP and GLA designated as liaisons for our Parent Teacher Organization. They will help to facilitate communication and help coordinate parental involvements initiatives. 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: The percentage of parent involvement will increase from 40 - 60% by the end of 25-26 school year, thus improving communication and morale.

Staff Responsible for Monitoring: Staff Responsible for Monitoring: AP and GLA designated as liaisons for PTO, Principal Cabinet, Principal

TEA Priorities: Improve low-performing schools

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

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

By the end of the academic year, increase the usage of technology platforms such as Zearn, IXL, Istation, and ST Math by 30% among students, resulting in a 10% improvement in student achievement on STAAR and MAP assessments.

Strategy's Expected Result/Impact: Specific: Increase the usage of specified technology platforms.
Measurable: Usage increased by 30%, student achievement improved by 10%.
Achievable: The goal is realistic with proper implementation and support.
Relevant: Directly linked to improving student achievement.
Time-bound: By the end of the academic year.

Staff Responsible for Monitoring: Prncipal, APs, GLAs, and district coaches

Funding Sources: technology and APPS 211 - Title 1-A, \$15,000

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

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

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Strategy 3  **Targeted Support Strategy**  **Additional Targeted Support Strategy**

: We will provide ongoing sheltered instruction training for all teachers of Emergent Bilinguals. * ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff to strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Reading assessment. * ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students. * ILTexas will purchase supplemental resources for Emergent Bilingual students such as instructional materials (bilingual dictionaries, leveled readers) and online platforms to increase access to language acquisition and differentiation. * ILTexas campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days. * ILTexas will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both formative and state assessments. * ILTexas will provide enrichment summer school to Emergent Bilingual students to develop and strengthen their knowledge base as well as their English language proficiency in all four domains. * ILTexas will provide High school Emergent Bilingual students additional SAT test prep sessions to increase their performance on the SAT test. * 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. 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: Achievable: The strategy includes specific, actionable steps supported by resources and expert guidance to enhance the capabilities of staff and students. Relevant: Directly addresses the needs of Emergent Bilingual students, focusing on improving their achievement on the STAAR Reading assessment. Time-bound: Implementation and achievement targets are set for the end of the academic year. Improved student achievement for Emergent Bilinguals on STAAR, with a targeted increase of 15% in performance by the end of the academic year.

Staff Responsible for Monitoring: LPAC Administrator, Principal, APs, and district coaches

Funding Sources: Outsourced Vendors 211 - Title 1-A, \$50,000

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 5: Effective Instruction

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Strategy 4  **Targeted Support Strategy**  **Additional Targeted Support Strategy**

: By the end of the academic year, increase parent involvement of Emergent Bilingual students by 20%, leading to a 10% improvement in their STAAR performance. We will foster parent involvement of Emergent Bilinguals. Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide online access to CNA/CIP

Strategy's Expected Result/Impact: Improved student achievement for Emergent Bilingual students on STAAR, with a targeted 10% increase in performance by the end of the academic year, driven by a 20% increase in parent involvement. **Measurable:** Parent Involvement: Track attendance and participation rates in training sessions and meetings. **Resource Utilization:** Monitor access and usage of online CNA/CIP by parents. **Achievement Data:** Measure the improvement in STAAR performance of Emergent Bilingual students. **Parent Feedback:** Collect and analyze feedback from parents to evaluate the effectiveness of the support provided. **Achievable:** The strategy includes feasible steps with clear actions to engage parents and provide them with the necessary tools to support their children's education. **Relevant:** Enhancing parent involvement is directly linked to improving the academic achievement of Emergent Bilingual students.

Staff Responsible for Monitoring: LPAC Administrator, Principal, APS, GLAs

Funding Sources: Parent Resources, IXL and teacher trainings 211 - Title 1-A, \$20,000

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, Lever 4: High-Quality Instructional Materials and Assessments

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Performance Objective 4

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

Evaluation Data Source: MAP, Interim assessments, STAAR

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

By the end of the academic year, enhance instructional practices and support for special populations and Emergent Bilingual (EB) scholars, leading to a 15% increase in their achievement on local and state assessments. 1) Expectations PLC - Data days, enrichment, tutorials, small group instruction, Eagle Academy, professional development

Strategy's Expected Result/Impact: All our special populations and EB scholars will be served in the classroom and teachers will be knowledgeable of all accommodations. Parents are informed of their child's plan and progress. Ongoing collaboration of our scholars progress and growth. Increase student achievement in our local and state assessments. By the end of the academic year, enhance instructional practices and support for special populations and Emergent Bilingual (EB) scholars, leading to a 15% increase in their achievement on local and state assessments.

Staff Responsible for Monitoring: LPAC administrator, APs, GLAs Teachers

Funding Sources: Parent and teacher resources to support EB students, PD and trainings 211 - Title 1-A, \$10,000

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 2 Targeted Support Strategy Additional Targeted Support Strategy

Early Intervention and Remediation: Provide targeted remediation during the school day. Enrichment and Remediation: Offer additional enrichment and remediation sessions after school. Physical Fitness: Incorporate regular physical fitness activities to support overall student well-being. FEV Tutoring: Utilize FEV tutoring to support Saturday and after-school tutorials. Measurable: Participation Rates: Track the number of students participating in remediation, enrichment sessions, physical fitness activities, and FEV tutoring. Tutoring Sessions: Measure the number of tutoring sessions held and student attendance. Student Achievement: Assess the improvement in STAAR scores for SPED students. Achievable: The strategy includes feasible steps that can be implemented with existing resources and external tutoring support. Relevant: Directly addresses the needs of students with exceptionalities by providing targeted interventions and support

Strategy's Expected Result/Impact: Improved student achievement for students with exceptionalities, with a targeted 10% increase in STAAR scores by the end of the academic year, supported by early intervention, remediation, enrichment, physical fitness, and tutoring programs.

Staff Responsible for Monitoring: : Sped Coordinator, Administration, GLAs, teachers

Funding Sources: Math Win position, resources for tutorials and support 211 - Title 1-A, \$55,000

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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Goal: By the end of the academic year, hire highly qualified certified SPED personnel to improve STAAR scores for SPED students by 10%. Specific: Hiring SPED Personnel: Recruit and hire certified SPED teachers and staff. Targeted Support: Ensure the new hires provide targeted instructional support and interventions for SPED students. Professional Development: Offer ongoing professional development to enhance the skills of SPED personnel. Measurable: Hiring Metrics: Track the number of highly qualified certified SPED personnel hired. Professional Development: Measure the number of professional development sessions held and attendance by SPED personnel. Student Achievement: Assess the improvement in STAAR scores for SPED

students. Achievable: The strategy includes actionable steps with a clear focus on recruiting and supporting qualified SPED personnel. Directly addresses the need for specialized instruction and support to improve academic outcomes for SPED students. Milestones throughout the academic year will be assess the hiring progress and student performance, with a final evaluation at the end of the year.

Strategy's Expected Result/Impact: Improved student achievement for SPED students, with a targeted 10% increase in STAAR scores by the end of the academic year, supported by the recruitment and effective utilization of highly qualified certified SPED personnel.

Staff Responsible for Monitoring: Administration, SPED coordinator, Instructional Coaches, teacher

Funding Sources: Stipends for Special Education 211 - Title 1-A, \$35,000

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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Performance Objective 5

By the end of the 25-26 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating. Students' learning readiness indicator as measured by Rhithm, will increase 10% with the help of subject matter experts and specialized programs/resources aimed at improving the social emotional health of our students with a focus on safety.

Evaluation Data Source: Rhithm Insight reports and assessments compared to 2025-26 data.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Bring in subject matter experts (such as but not limited to Youth Equipped to Succeed) and purchase resources (such as but not limit to SEL and mental health curriculum for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students) to improve students' readiness to learn.

Strategy's Expected Result/Impact: Improve learning readiness as measured by Rhithm by 10%

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors

Funding Sources: resource 211 - Title 1-A, \$20,000

TEA Priorities: Improve low-performing schools

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

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

By the end of the academic year, bring in a restorative coach to implement SEL, restorative practices, and deescalation curriculum to improve student behavior, resulting in a 15% increase in student readiness to learn and a 10% improvement in academic achievement.

Strategy's Expected Result/Impact: Our students will improve on following PBIS strategies, understanding community and rules/procedures. This will allow students to increase their student achievement and academic goals by 10%.

Staff Responsible for Monitoring: Administration, behavior coach

Funding Sources: PBIS resources, coach to support in implementation of PBIS 211 - Title 1-A, \$65,000

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 3: Positive School Culture

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Performance Objective 6

ILTexas will improve outcomes for students by aligning our efforts around the Effective Schools Framework (ESF) and district deliverables supporting the specifics of each ESF campus.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

By the end of the academic year, ILTexas will improve student outcomes by aligning efforts around the Effective Schools Framework (ESF) and district deliverables tailored to the specifics of each ESF campus. Contracted providers will provide support to enhance professional development (PD) in key ESF focus areas: 5.1 Coaching/Observation/Feedback, 5.2 Teacher Capacity Building, and 5.3 Data-Driven Instruction (DDI). Coaching/Observation/Feedback (5.1): Implement a structured coaching model that includes regular observations and feedback sessions to improve instructional practices. Teacher Capacity Building (5.2): Develop teacher skills through targeted PD, focusing on best practices and effective teaching strategies. Data-Driven Instruction (DDI) (5.3): Use data to inform instruction, including regular data analysis sessions and action planning. The strategy includes structured support and resources from contracted providers to ensure successful implementation and measurable improvements. Directly supports the ESF's goal of improving instructional quality and student outcomes by focusing on key areas of teacher development and data utilization.

Strategy's Expected Result/Impact: Enhanced teacher effectiveness and improved student achievement, with a targeted increase in assessment scores by the end of the academic year, driven by focused support on ESF components 5.1, 5.2, and 5.3.

Staff Responsible for Monitoring: Administration

Funding Sources: BIG Rocks support and ESF training 211 - Title 1-A, \$50,000, Contracted providers/ Professional Development 288 - ESF, \$90,000

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 7

ILTexas will provide resources that includes training and each campus will address the psychological, social, and behavioral needs of students to reduce the number of bullying incidents (including cyberbullying) and increase the students' readiness to learn as measured by Rhythm.

Evaluation Data Source: Docuware bullying reports, Skyward discipline data, and Rhythm reports.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Bring in subject matter experts (such as but not limited to Youth Equipped to Succeed) and purchase resources (such as but not limit to SEL and mental health curriculum for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students) to improve students' readiness to learn. The strategy includes feasible steps with support from experts and resources to address both physical and emotional safety needs of students. Directly addresses the crucial aspects of school safety and students' social-emotional health, which are essential for creating a conducive learning environment.

Strategy's Expected Result/Impact: Improved school safety and enhanced student readiness to learn, with a targeted 15% increase in readiness and a reduction in safety incidents by the end of the academic year, supported by expert training and new SEL and mental health resources.

Staff Responsible for Monitoring: Administration, headquarters

Funding Sources: Aim for Success and Rhythm 211 - Title 1-A, \$25,000

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

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

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Goal 2

By the end of the 25-26 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

Performance Objective 1

By the end of 25-26 school year, 90% of K-12 fine art students will be successful in completing the specific TEKS required for all fine art courses.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

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

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

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

Funding Sources: Books, professional development, trainings 211 - Title 1-A, \$25,000

TEA Priorities: Improve low-performing schools

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

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

By the end of the academic year, provide training to Fine Arts teachers in sheltered instruction, PBIS (Positive Behavioral Interventions and Supports), and CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) strategies to enhance classroom management and support diverse learners. The strategy involves providing targeted training sessions for Fine Arts teachers, focusing on practical strategies that can be readily implemented in their classrooms. Directly addresses the need for effective classroom management and support for diverse learners in Fine Arts settings, contributing to overall student success

Strategy's Expected Result/Impact: Improved classroom management, increased student engagement, and better support for diverse learners in Fine Arts classrooms, leading to enhanced learning outcomes and overall success for students.

Staff Responsible for Monitoring: Fine Arts department, HQ and principals

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

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Performance Objective 2

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 Targeted Support Strategy Additional Targeted Support Strategy

By the end of the academic year, retain and support highly effective Chinese and Spanish teachers by providing training in classroom management, PBIS (Positive Behavioral Interventions and Supports), and sheltered instruction techniques to better support bilingual students. The strategy involves providing targeted support and training sessions to Chinese teachers, focusing on professional growth and improving support for bilingual students. Directly addresses the need for effective classroom instruction and support for bilingual students, contributing to their academic success and overall school performance

Strategy's Expected Result/Impact: Improved classroom management, increased teacher effectiveness, and better support for bilingual students, leading to enhanced academic outcomes and retention of highly effective Chinese and Spanish teachers within the school.

Staff Responsible for Monitoring: Administration, HQ, Teachers, district coaches

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 3

By the end of 25-26 school year, at least 50% of 8th grade students who have been with ILTexas for more than 7 years will reach at least an Intermediate Low proficiency level in Chinese and Spanish.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

By the end of the academic year, retain and support highly effective Chinese and Spanish teachers by providing training in classroom management, PBIS (Positive Behavioral Interventions and Supports), and sheltered instruction techniques to better support bilingual students. The strategy involves providing targeted support and training sessions to Chinese teachers, focusing on professional growth and improving support for bilingual students. Directly addresses the need for effective classroom instruction and support for bilingual students, contributing to their academic success and overall school performance.

Strategy's Expected Result/Impact: Improved classroom management, increased teacher effectiveness, and better support for bilingual students, leading to enhanced academic outcomes and retention of highly effective Chinese and Spanish teachers within the school.

Staff Responsible for Monitoring: Administration, HQ, Teachers, district coaches

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 4

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

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

By the end of the academic year, retain and support highly effective Chinese and Spanish teachers by providing training in classroom management, PBIS (Positive Behavioral Interventions and Supports), and sheltered instruction techniques to better support bilingual students. The strategy involves providing targeted support and training sessions to Chinese teachers, focusing on professional growth and improving support for bilingual students. Directly addresses the need for effective classroom instruction and support for bilingual students, contributing to their academic success and overall school performance.

Strategy's Expected Result/Impact: Improved classroom management, increased teacher effectiveness, and better support for bilingual students, leading to enhanced academic outcomes and retention of highly effective Chinese and Spanish teachers within the school

Staff Responsible for Monitoring: Administration, HQ, Teachers, district coaches

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 5 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 Targeted Support Strategy Additional Targeted Support Strategy

By the end of the academic year, retain and support highly effective Chinese and Spanish teachers by providing training in classroom management, PBIS (Positive Behavioral Interventions and Supports), and sheltered instruction techniques to better support bilingual students. The strategy involves providing targeted support and training sessions to Chinese teachers, focusing on professional growth and improving support for bilingual students. Directly addresses the need for effective classroom instruction and support for bilingual students, contributing to their academic success and overall school performance

Strategy's Expected Result/Impact: Improved classroom management, increased teacher effectiveness, and better support for bilingual students, leading to enhanced academic outcomes and retention of highly effective Chinese and Spanish teachers within the school.

Staff Responsible for Monitoring: Administration, HQ, Teachers, district coaches

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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By the end of the 25-26 school year ILTexas will retain 76% of teachers, an increase from 73.88% achieved in the school year 22-23 (will update in August).

Goal 3

Teacher Retention Rates 2022 - 2023

District / Campus [--] = No Data

(057848) - International Leadership Of Texas (IlTexas) 63.15%

(057848025) - IlTexas Houston Windmill Lakes EL 38.98%

(057848026) - IlTexas Houston Windmill Lakes Middle 31.25%

Performance Objective 1

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

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Increase in the percentage of new teachers who remain with ILTexas beyond their first year.

Expected Results: High satisfaction scores from surveys and feedback forms regarding the onboarding experience. improvement in student performance metrics as a result of enhanced teaching quality.

Positive feedback on the relevance and effectiveness of monthly workshops and ongoing training sessions.

Positive evaluations from both mentors and mentees regarding the support and guidance provided.

Participation in Professional Learning Communities: High levels of participation and engagement in PLCs within

curriculum departments.

By achieving these expected results, ILTexas will not only support the growth and development of new teachers but

also enhance the overall educational experience for students, leading to a thriving school community

Staff Responsible for Monitoring: Administration, GLAs, District personeel, coaches, dean

Funding Sources: Title 1 Training 211 - Title 1-A, \$20,000

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 3: Positive School Culture

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Before new teachers enter a classroom, new teacher onboarding and training will be provided by the curriculum departments that support the content the teacher will teach. An asynchronous onboarding plan will be created and implemented to support teachers who join ILTexas after the initial August training

Strategy's Expected Result/Impact: By implementing this strategy, ILTexas will ensure that new teachers who join after the initial August training receive comprehensive and flexible onboarding support, allowing them to integrate smoothly into the school community and perform effectively in their roles. This will increase our retention by 10%.

Staff Responsible for Monitoring: Administration, dean, Instructional coaches, district

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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

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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 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Increase in the percentage of new teachers who remain with ILTexas beyond their first year.

Expected Results: High satisfaction scores from surveys and feedback forms regarding the onboarding experience.

improvement in student performance metrics as a result of enhanced teaching quality.

Positive feedback on the relevance and effectiveness of monthly workshops and ongoing training sessions.

Positive evaluations from both mentors and mentees regarding the support and guidance provided.

Participation in Professional Learning Communities: High levels of participation and engagement in PLCs within

curriculum departments.

By achieving these expected results, ILTexas will not only support the growth and development of new teachers but

also enhance the overall educational experience for students, leading to a thriving school community

Staff Responsible for Monitoring: Administration, GLAs, District personnel, coaches, dean

Funding Sources: Title 1 211 - Title 1-A, \$20,000

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 3: Positive School Culture

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Before new teachers enter a classroom, new teacher onboarding and training will be provided by the curriculum departments that support the content the teacher will teach. An asynchronous onboarding plan will be created and implemented to support teachers who join ILTexas after the initial August training

Strategy's Expected Result/Impact: By implementing this strategy, ILTexas will ensure that new teachers who join after the initial August training receive comprehensive and flexible onboarding support, allowing them to integrate smoothly into the school community and perform effectively in their roles. This will increase our retention by 10%.

Staff Responsible for Monitoring: Administration, dean, Instructional coaches, district

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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, 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

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No Progress				
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Goal 4

Strengthen partnerships with families and community stakeholders to support student academic success, promote school readiness, and increase meaningful engagement in the educational process

Performance Objective 1 High Priority

By the end of the 2025-2026 school year, we will increase opportunities for parent and family engagement by implement events aligned to academic priorities and ensure 100% compliance with Title I parent involvement requirements, as measured by documented activities, attendance logs, and stakeholder feedback.

Evaluation Data Source: sign in sheet, agenda, feedback

Strategy 1

Provide professional development opportunities for staff and parents on best practices to create a culturally competent and inclusive environment for families

Strategy's Expected Result/Impact: Strategy's Expected Result/Impact
Increased awareness and understanding among staff and parents of diverse cultural backgrounds, values, and communication styles.

At least 85% of participants will report greater confidence in their ability to create inclusive and welcoming environments for all families (measured through post-PD surveys).

Observable improvements in family-school relationships, especially with underrepresented or marginalized groups, as reflected in engagement data and feedback.

Growth in inclusive instructional and communication practices within classrooms and parent interactions.

Staff Responsible for Monitoring: Administration, GLAs, Counselors, Teachers

Problem Statements: Demographics 1, 2, 4, 5 - Student Learning 1, 2, 4, 5 - School Processes & Programs 1, 2, 4, 5 - Perceptions 1, 2, 4

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

Title I: 2.5.1, 2.5.2

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Strategy 2

Support transition from elementary to middle school by holding Transition meetings for families

to provide information on graduation plans, and college and career readiness.

Strategy's Expected Result/Impact: Strategy's Expected Result/Impact

By May 2026, the campus will host at least two Transition Meetings for all 5th grade families to provide information on middle school expectations, graduation plans, and college and career readiness, resulting in at least 80% of families attending and a 10% increase in parent-reported confidence (as measured by post-event surveys) in supporting their child's middle school transition.

Staff Responsible for Monitoring: Administration, Glas, Teachers, Counselors

Problem Statements: Demographics 1, 2, 4, 6 - Student Learning 1, 2, 4, 6 - School Processes & Programs 1, 2, 4, 6 - Perceptions 1, 2, 5

Funding Sources: 211 - Title 1-A, \$10,000

Title I: 2.5.1, 2.5.2, 2.5.3

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

ELL, SPED and at risks students struggle academically and often score low on our state and district assessments.

Last year we focused on ESL and SPED strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field

2

Attendance percentage has not reached 97% for the academic school year.

There have been outbreaks of flu and colds, and some of our students have chronic health conditions that cause absences. Additionally, some families do not emphasize the importance of attendance and punctuality. Transportation issues have caused students to miss school, and prior family obligations interfere with attendance. This year, we also experienced an increase in severe weather conditions.

4

Data reflects that some of the standards need reteaching and differentiation to effectively teach a concept or skill. While instructional activities and strategies follow the TEKS, teachers need to differentiate instruction based on students' needs and learning styles.

Teachers administer several assessments throughout the year, but some struggle to use assessment results to drive instruction effectively.

5

Decline in performance of SPED students on STAAR with new guidelines and state requirements.

There is turnover in personnel, including K-5 SPED teachers and instructional assistants. As a result, the school did not consistently have certified, highly qualified K-5 SPED teachers throughout the year. Teachers need to learn how to differentiate based on our students needs.

6

WML has improved to decrease discipline referrals and increase student engagement in order to improve the culture.

There is a lack of adherence to PBIS (Positive Behavioral Interventions and Supports) and CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) strategies.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

ELL, SPED and at risks students struggle academically and often score low on our state and district assessments.

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

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Data reflects that some of the standards need reteaching and differentiation to effectively teach a concept or skill. While instructional activities and strategies follow the TEKS, teachers need to differentiate instruction based on students' needs and learning styles.

Teachers administer several assessments throughout the year, but some struggle to use assessment results to drive instruction effectively.

Decline in performance of SPED students on STAAR with new guidelines and state requirements.

There is turnover in personnel, including K-5 SPED teachers and instructional assistants. As a result, the school did not consistently have certified, highly

5

qualified K-5 SPED teachers throughout the year. Teachers need to learn how to differentiate based on our students needs.

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WML has improved to decrease discipline referrals and increase student engagement in order to improve the culture.

There is a lack of adherence to PBIS (Positive Behavioral Interventions and Supports) and CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) strategies.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

ELL, SPED and at risks students struggle academically and often score low on our state and district assessments.

Last year we focused on ESL and SPED strategies and equipped our teachers with effective ESL strategies that can be implemented in every classroom. Follow through and feedback is needed for our teachers to continue growing in that field

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4

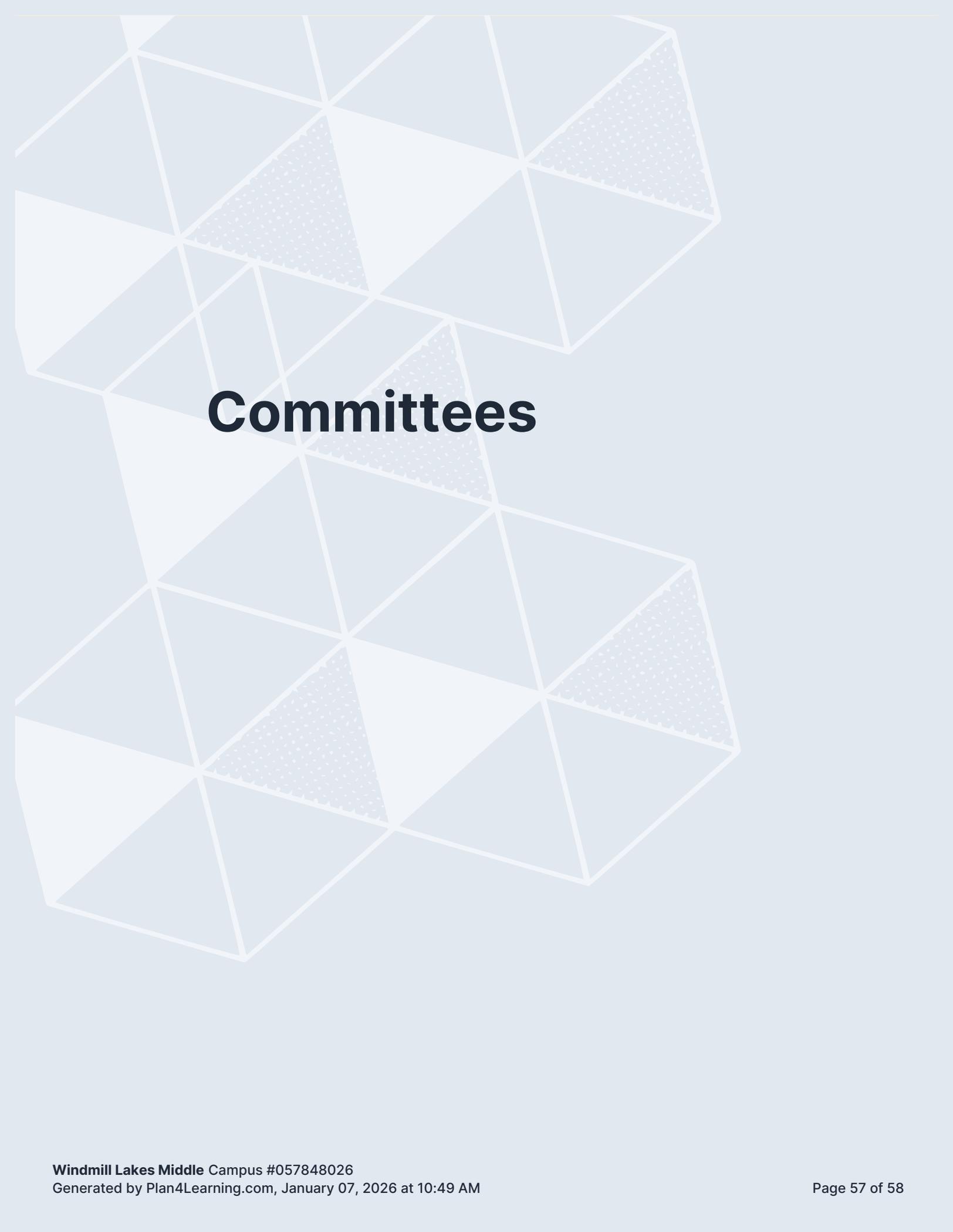
Decline in performance of SPED students on STAAR with new guidelines and state requirements.

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There is a lack of adherence to PBIS (Positive Behavioral Interventions and Supports) and CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) strategies.



Committees

Committees

2025 Campus Advisory Council

Members

First Name	Last Name	Position	Committee Role
Julissa	Jimenez	Student	Student
Emanuel	Moreno	Student	Student
Paola	Neyra	Paraprofessional	Paraprofessional
Amiel	Vasquez	Balloons Interprise	Business Representative
Kania	Martinez	Parent	Parent
Emerald	Watkins	Sped Coordinator	District-level Professional
Johnathan	Lowery	Teacher	Classroom Teacher
Kayla	Pinkney	Teacher	Classroom Teacher
Lizbeth	Alejandro Cancel	Teacher	Classroom Teacher
Naquisha	Frederick	Teacher	Classroom Teacher
Jillian	Wells	Teacher	Classroom Teacher
Mackenzie	Simmons	Teacher	Classroom Teacher
Valdeno	Plnnock	Assistant Principal	Assistant Principal
Mayra	Arreola	Principal	Administrator