International Leadership of Texas

Aggieland High School

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

ILTexas Aggieland High School will grow and nurture students while guiding them as they reach their academic capacity. While attending ILTexas, students will grow in their leadership and academics. At the same time, learners will develop a love for serving others and a desire to live a healthy lifestyle.

Value Statement

All students have value. All students have potential. All students have the right to high expectations, caring teachers and a loving learning environment. Our job is to receive students as they are, then move them forward as much as possible. School and parent collaboration is paramount.

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Comprehensive Needs Assessment

Demographics

Summary

ILTexas Aggieland High School's expected enrollment for the 2025 - 2026 school year is 290 - 300 scholars creating a strong sense of community/family. Aggieland High School scholars are exceptional and diverse learners. The staff at AHS work to cultivate a safe learning environment to grow students academically and in their servant leadership. AHS empowers its scholars to become leaders by providing students with opportunities such as Cybersecurity, Language and Leadership Camp, Washington DC Student Ambassador Program, Ole Miss Chinese program partnership, trip to Taiwan, Leadership Speaker Series, and more.

Three cohorts have made it through AHS at 100% graduation rate. Aggieland HS works with Academic Success Program (college advising) to help our all of our students apply and gain acceptance into a 4-year university and have access to an affordable education.

School Population

	Count	Percent
Student Total	**224**	**100%**
9th Grade	56	25.00%
10th Grade	67	29.91%
11th Grade	53	23.66%
12th Grade	48	21.43%

Student Demographics

	Count	Percent
Gender		
Female	127	56.70%
Male	97	43.30%
Ethnicity		
Hispanic-Latino	109	48.66%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	11	4.91%
Black - African American	19	8.48%
Native Hawaiian - Pacific Islander	2	0.89%
White	77	34.38%
Two-or-More	6	2.68%

Student Programs

	Count	Percent
Dyslexia	14	6.25%
Gifted and Talented	60	26.79%
Regional Day School Program for the Deaf	0	0.00%
Section 504	29	12.95%
Special Education (SPED)	33	14.73%
Bilingual/ESL		
Emergent Bilingual (EB)	31	13.84%
Bilingual	0	0.00%

	Count	Percent
English as a Second Language (ESL)	19	8.48%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	11	4.91%
Title I Part A		
Schoolwide Program	224	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	124	55.36%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	0	0.00%
Intervention Indicator	16	7.14%
Migrant	3	1.34%
Military Connected	18	8.04%
Transfer In Students	0	0%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	88	39.29%
Free Meals	20	8.93%
Reduced-Price Meals	18	8.04%
Other Economic Disadvantage	50	22.32%
Homeless and Unaccompanied Youth		
Homeless Status Total	0	0.00%
Shelter	0	0.00%
Doubled Up	0	0.00%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	0	0.00%
Is Unaccompanied Youth	0	0.00%

Special Education Services

	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	7	21.21%
Auditory impairment	0	0.00%
Visual impairment	1	3.03%
Deaf-Blind	0	0.00%
Intellectual disability	2	6.06%
Emotional disturbance	3	9.09%
Learning disability	15	45.45%
Speech impairment	1	3.03%
Autism	4	12.12%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	1	3.03%
Homebound	0	0.00%
Hospital Class	0	0.00%

	Count	Percent
Mainstream	9	27.27%
Resource Room	22	66.67%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	1	3.03%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

College and Career Readiness School Models

	Count	Percent
Associate Degree *Does not include leavers*	0	0.00%
Early College High School (ECHS)	0	0.00%
New Tech	0	0.00%
P-Tech	0	0.00%
T-Stem	0	0.00%

Staff Information

	Count	Percent
Administrative Support	6	15.79%
Teacher	28	73.68%
Educational Aide	4	10.53%
Auxiliary	0	0.00%

Strengths

The exceptionalities of our students create for diverse learning environments. Over 30% of our students are recognized as Gift and Talented and over 13% of our student body is served under Special Education. Being a charter school, AHS families choose to be Eagles. Because of this, students, along with their families, take greater ownership of their education. Also, because of this, our students come from a wider geographic area also adding to the diversity of our student body.

Aggieland High School offers 18 Advanced Placement courses for students Freshmen year through Senior year.

The average class size is 18 students allowing for teachers to work closely with students throughout class time.

Problem Statements Identifying Demographics Needs

	Problem Statement	**Root Cause**
1 ⭐	A significant portion of the instructional staff lacks full certification and/or has limited classroom experience, which may impact instructional quality, student achievement, and the overall effectiveness of our campus improvement efforts.	The campus is located in an area with a limited pool of certified applicants, particularly in high-need subjects or grade levels due to certified teachers moving to bigger city areas such as Houston or Dallas.

⭐ **= Priority**

Student Learning

Summary

Graduation Rate: 100%

CCMR: Cohort 2023: 100%, Cohort 2024: 93.75%, Cohort 2025: 96%

Drop-Out: 0%

2025 EOC Scores:

Test: Approaches, Meets, Masters

Algebra I: 40%, 40%, 0%

English I: 20%, 47%, 4%

English II: 16%, 69%, 9%

Biology: 25%, 47%, 26%

US History: 10%, 17%, 71%

2024 Scores

Test: Approaches, Meets, Masters

Algebra I: 53%, 5%, 11%

English I: 10%, 54%, 20%

English II: 5%, 66%, 17%

Biology: 29%, 40%, 28%

US History: 12%, 29%, 57%

Strengths

100% graduation rate

- around $16 million in merit based scholarships earned by scholars
- Majority of students perform higher on AP exams and EOC exams than state averages.

Problem Statements Identifying Student Learning Needs

	Problem Statement	**Root Cause**
1 ★	Although the gap is closing, students in special populations--including English Learners, students receiving Special Education services, and students identified as Economically Disadvantaged--are not performing at the level of their peers in the Meets and Masters levels of the STAAR/EOC assessments.	Core instruction does not consistently include scaffolds, accommodations, or extensions tailored to the specific needs of special populations.
2 ★	While our current instruction effectively supports many students in reaching the Meets Grade Level standard on STAAR/EOC, it does not consistently provide the depth, rigor, and enrichment needed to move students to the Masters Grade Level.	Data analysis is centered around identifying gaps and reteaching for low-performing students, with less emphasis on identifying students ready for acceleration or extension.
3 ★	A significant number of students are not meeting the college readiness benchmark on the SAT, which directly impacts their ability to qualify as College, Career, and Military Ready (CCMR) by their senior year. This gap may limit postsecondary opportunities.	There is limited participation in sustained, high-quality SAT preparation and aligned instruction throughout high school. SAT-specific skills such as academic vocabulary, evidence-based reading, and data analysis are not embedded consistently into core instruction, and students may lack familiarity with the SAT format, time constraints, and college readiness standards.

★ **= Priority**

School Processes & Programs

Summary

Mission:

Spanish and Chinese Language Courses

Fitness (and MCJROTC) for every student, every year to promote

Leadership Course for every student, every year

Eagle Academy and Tutorials so students can master content and not allow missing work to "snow ball" to an unmanageable level.

Students serve 15 community service hours a year and complete Others Before Self Projects.

Media Specialist to assist teachers and students with Instructional Technology.

Strengths

- Master Schedule (groups Teachers in Grade Level and Content Level Teams for collaboration)
- Technology - teachers/students have access to a variety of platforms and we are a 1:1 Chromebook to Student campus
- Students have the opportunity to accelerate through coursework.
- 17 AP course offerings
- Eagle Academy
- Clubs and Organizations

Problem Statements Identifying School Processes & Programs Needs

|	**Problem Statement**	**Root Cause**
1 ★	Current staffing structures, impacted by low student numbers, require teachers to take on a broader range of courses and responsibilities limiting the time and capacity available for instructional planning, collaboration, and targeted student support.	The campus is currently housed in a temporary facility, which may impact families' perceptions of long-term stability and investment and does not offer certain specialized programs such as Agriculture or Medical pathways, which limits the ability to attract students interested in these pathways.

★ **= Priority**

Summary

Our number one priority is safety, and AHS performed well with that priority this past year. Student Academic Success is our second priority. We achieve this by: Relationships, Relevance, and Rigor to get results. We also performed average - slightly above average. AHS has been a stand alone campus for and processes and procedures need to be fine tuned to increase our communication, parental and community involvement.

Staff Retention: 69%

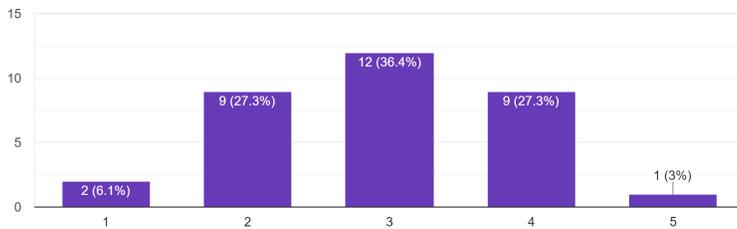**Student/Parent Survey Results:**

Communication - School Events: On a scale from 1 to 5 with 1 being needs major improvement and 5 being awesome, how would you rate communication for campus events?
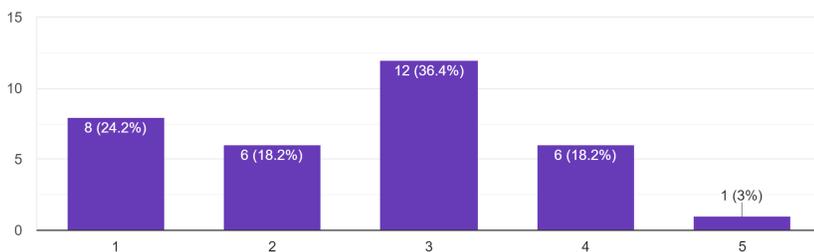33 responses
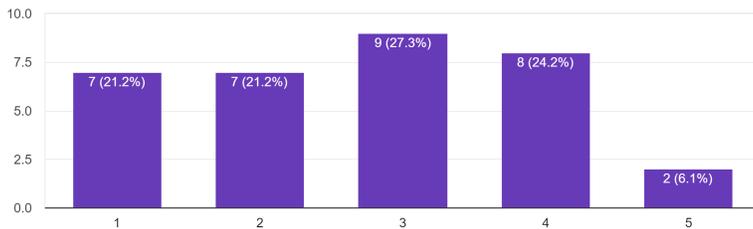
Communication - Courses/Classwork (teachers): On a scale from 1 to 5 with 1 being major improvement and 5 being awesome, how would you...mmunication for Courses/Classwork (teachers)?
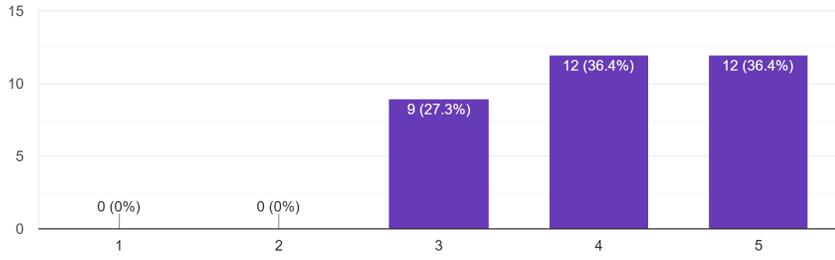33 responses

Communication - Overall: On a scale from 1 to 5 with 1 being needs major improvement and 5 being awesome, how would you rate communication overall?
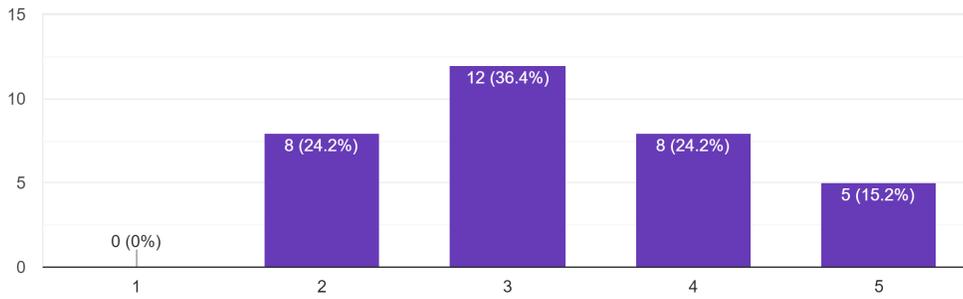33 responses

Safety and Security - On a scale from 1 to 5 with 1 being needs major improvement and 5 being awesome, how would you rate safety and security overall?
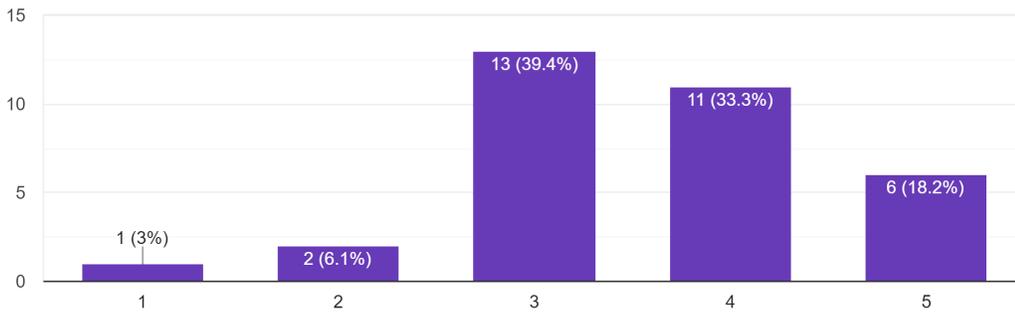
33 responses

Instruction - On a scale from 1 to 5 with 1 being needs major improvement and 5 being awesome, how would you rate instruction overall?

33 responses

Staff Relationships with (parents/students): On a scale from 1 to 5 with 1 being needs major improvement and 5 being awesome, how would you staff relationships overall?

33 responses

School Events: On a scale from 1 to 5 with 1 being needs major improvement and 5 being awesome, how would you rate School Events overall?

33 responses

School Culture: On a scale from 1 to 5 with 1 being needs major improvement and 5 being awesome, how would you rate culture overall?

33 responses

Strengths
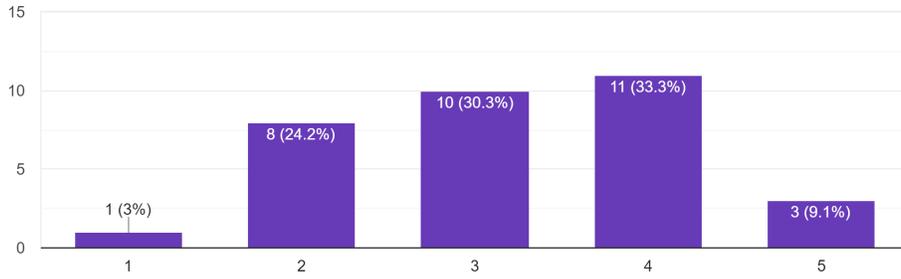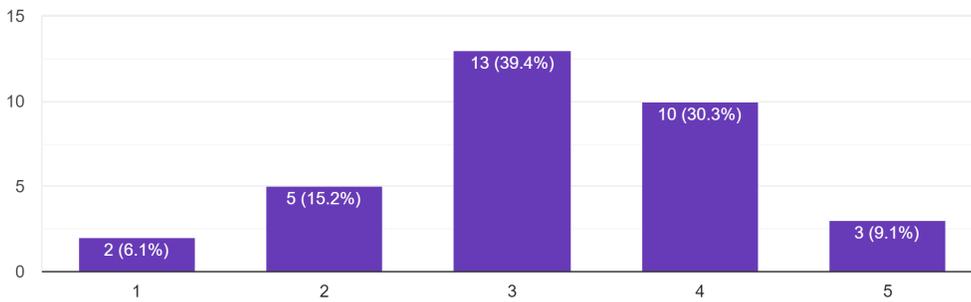
- Campus Safety
- Servant Leadership (OBS projects, Service Hours)
- Instruction
- Cultural Events throughout the year

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ The campus is experiencing low levels of parental involvement in school events, communication, and decision-making. This lack of engagement contributes to weaker family-school connections, which may negatively impact student retention and long-term investment in the campus community.	There are limited systems and opportunities in place to actively engage parents in meaningful ways. Communication methods have not been accessible or two-way, and school events have not always been designed to meet the diverse needs, schedules, and interests of the parent community-- leading to decreased participation and a sense of disconnect from the school.

★ **= Priority**

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	A significant portion of the instructional staff lacks full certification and/or has limited classroom experience, which may impact instructional quality, student achievement, and the overall effectiveness of our campus improvement efforts.	The campus is located in an area with a limited pool of certified applicants, particularly in high-need subjects or grade levels due to certified teachers moving to bigger city areas such as Houston or Dallas.
2 ★	While our current instruction effectively supports many students in reaching the Meets Grade Level standard on STAAR/EOC, it does not consistently provide the depth, rigor, and enrichment needed to move students to the Masters Grade Level.	Data analysis is centered around identifying gaps and reteaching for low-performing students, with less emphasis on identifying students ready for acceleration or extension.
3 ★	Although the gap is closing, students in special populations--including English Learners, students receiving Special Education services, and students identified as Economically Disadvantaged--are not performing at the level of their peers in the Meets and Masters levels of the STAAR/EOC assessments.	Core instruction does not consistently include scaffolds, accommodations, or extensions tailored to the specific needs of special populations.
4 ★	Current staffing structures, impacted by low student numbers, require teachers to take on a broader range of courses and responsibilities limiting the time and capacity available for instructional planning, collaboration, and targeted student support.	The campus is currently housed in a temporary facility, which may impact families' perceptions of long-term stability and investment and does not offer certain specialized programs such as Agriculture or Medical pathways, which limits the ability to attract students interested in these pathways.
5 ★	The campus is experiencing low levels of parental involvement in school events, communication, and decision-making. This lack of engagement contributes to weaker family-school connections, which may negatively impact student retention and long-term investment in the campus community.	There are limited systems and opportunities in place to actively engage parents in meaningful ways. Communication methods have not been accessible or two-way, and school events have not always been designed to meet the diverse needs, schedules, and interests of the parent community-- leading to decreased participation and a sense of disconnect from the school.

6 ⭐

A significant number of students are not meeting the college readiness benchmark on the SAT, which directly impacts their ability to qualify as College, Career, and Military Ready (CCMR) by their senior year. This gap may limit postsecondary opportunities.

There is limited participation in sustained, high-quality SAT preparation and aligned instruction throughout high school. SAT-specific skills such as academic vocabulary, evidence-based reading, and data analysis are not embedded consistently into core instruction, and students may lack familiarity with the SAT format, time constraints, and college readiness standards.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**

- ☑ **Campus goals**

- ☑ **HB3 CCMR goals**

- ☑ **Campus/District improvement plans (current and prior years)**

- ☑ **Planning and decision making committee(s) meeting data**

- ☑ **State and federal planning requirements**

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**

- ☑ **Student Achievement Domain**

- ☑ **Student Progress Domain**

- ☑ **Closing the Gaps Domain**

- ☑ **Federal Report Card and accountability data**

Student Data: Assessments

- ☑ **STAAR End-of-Course current and longitudinal results, including all versions**

- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

- ☑ **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**

- ☑ **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**

- ☑ **SAT and/or ACT assessment data**

- ☑ **Local benchmark or common assessments data**

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

☑ Special education/non-special education population including discipline, progress and participation data

☑ Section 504 data

☑ Gifted and talented data

☑ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

☑ Completion rates and/or graduation rates data

☑ Attendance data

☑ Discipline records

☑ Student surveys and/or other feedback

☑ Class size averages by grade and subject

☑ Enrollment trends

Employee Data

☑ Professional learning communities (PLC) data

☑ Teacher/Student Ratio

☑ State certified and high quality staff data

☑ T-TESS data

Parent/Community Data

☑ Parent surveys and/or other feedback

Support Systems and Other Data

☑ Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1

ILTexas: 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 ☑ HB3 Goal

AHS: By the end of the 25-26 school year, 85% of Juniors will score at least a 530 on the math section and a 480 or higher on their Reading section of the SAT and meet STAAR standards for all content areas

Evaluation Data Source: Summative Assessments, Practice SAT, SAT

Strategy 1

Supplemental SAT preparation will be spiraled into courses throughout the year.

Strategy's Expected Result/Impact: Increase in SAT Scores.

Staff Responsible for Monitoring: Admin and Teachers

Problem Statements: Student Learning 2, 3

Funding Sources: SAT Prep 211 - Title 1-A, $50,000

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

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

Formative Reviews

November	January	May	June

Strategy 2

Provide technology and instructional resources to support teacher instruction, and promote student engagement in core content classroom. (such as, hybrid instructional tools - monitors, headphones, cameras, microphones to help students overcome fear of public speaking to actively engage in classroom presentations. etc.)

Strategy's Expected Result/Impact: Increase of students with Meets level achievement in Core Content Classrooms.

Staff Responsible for Monitoring: Teachers, Admin

Funding Sources: CMO 2 FY24, , Headphones, Microphones, Cameras, Monitors 211 - Title 1-A, $400

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

November	January	May	June

Strategy 3 ✅ **Targeted Support Strategy**

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

Problem Statements: Student Learning 1

Funding Sources: Supplies 211 - Title 1-A, $20,000, CMO 2 FY24, $50,000

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

November	January	May	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Although the gap is closing, students in special populations--including English Learners, students receiving Special Education services, and students identified as Economically Disadvantaged--are not performing at the level of their peers in the Meets and Masters levels of the STAAR/EOC assessments.	Core instruction does not consistently include scaffolds, accommodations, or extensions tailored to the specific needs of special populations.
2	While our current instruction effectively supports many students in reaching the Meets Grade Level standard on STAAR/EOC, it does not consistently provide the depth, rigor, and enrichment needed to move students to the Masters Grade Level.	Data analysis is centered around identifying gaps and reteaching for low-performing students, with less emphasis on identifying students ready for acceleration or extension.
3	A significant number of students are not meeting the college readiness benchmark on the SAT, which directly impacts their ability to qualify as College, Career, and Military Ready (CCMR) by their senior year. This gap may limit postsecondary opportunities.	There is limited participation in sustained, high-quality SAT preparation and aligned instruction throughout high school. SAT-specific skills such as academic vocabulary, evidence-based reading, and data analysis are not embedded consistently into core instruction, and students may lack familiarity with the SAT format, time constraints, and college readiness standards.

Performance Objective 2

By the end of the 25-26 school year, English I scores for Meets in special education from 37.5% to 60%. (update in August 2025)

Evaluation Data Source: Charter Benchmarks/Interim Assessments and EOC.

Strategy 1

Teachers will provide tutoring outside of school hours to provide additional support and practice.

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

Staff Responsible for Monitoring: Teachers, Admin

Problem Statements: Student Learning 1, 2

Funding Sources: Teacher Supplemental Hours 211 - Title 1-A, $6,000

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Strategy 2

ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability.

Strategy's Expected Result/Impact: to support Emergent Bilingual students with focus on increasing the Meets
Target goal on the STAAR Reading assessment.

Staff Responsible for Monitoring: Admin

Problem Statements: Demographics 1

Funding Sources: PD Trainings (Kagen, Sedlitz) 263 - Title III, $2,500, PD Trainings (Lead4ward) 211 - Title 1-A, $2,000

Title I: 2.5.2, 2.5.3

TEA Priorities: 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 5: Effective Instruction

Formative Reviews

November	January	May	June

Strategy 3

ILTexas will provide parents of Emergent Bilingual students learning opportunities and instructional materials. 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: to support their children at home, understand the importance of state assessments, and receive college and career information.

Staff Responsible for Monitoring: Admin

Problem Statements: Student Learning 1, 3 - Perceptions 1

Funding Sources: Supplemental Teacher Time 263 - Title III, $300, Supplies 263 - Title III, $3,500

Formative Reviews

November	January	May	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	A significant portion of the instructional staff lacks full certification and/or has limited classroom experience, which may impact instructional quality, student achievement, and the overall effectiveness of our campus improvement efforts.	The campus is located in an area with a limited pool of certified applicants, particularly in high-need subjects or grade levels due to certified teachers moving to bigger city areas such as Houston or Dallas.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Although the gap is closing, students in special populations--including English Learners, students receiving Special Education services, and students identified as Economically Disadvantaged--are not performing at the level of their peers in the Meets and Masters levels of the STAAR/EOC assessments.	Core instruction does not consistently include scaffolds, accommodations, or extensions tailored to the specific needs of special populations.
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standards.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 The campus is experiencing low levels of parental involvement in school events, communication, and decision-making. This lack of engagement contributes to weaker family-school connections, which may negatively impact student retention and long-term investment in the campus community.	There are limited systems and opportunities in place to actively engage parents in meaningful ways. Communication methods have not been accessible or two-way, and school events have not always been designed to meet the diverse needs, schedules, and interests of the parent community-- leading to decreased participation and a sense of disconnect from the school.

Performance Objective 3 ☑ High Priority

The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase to over 90% by June 2026.

Strategy 1

Provide Career & Technical Education resources including but not limited to teacher professional development, hardware, software, peripherals, online resources, and industry based tools to support the established Programs of Study at the high school.

Strategy's Expected Result/Impact: Increase Academic Achievement

Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of CTE, Campus Principals, Deans of Instruction, Instructional Coaches

Problem Statements: Student Learning 3

Funding Sources: 244 - Carl Perkins, , CMO 2 FY24, $30,000

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
3 A significant number of students are not meeting the college readiness benchmark on the SAT, which directly impacts their ability to qualify as College, Career, and Military Ready (CCMR) by their senior year. This gap may limit postsecondary opportunities.	There is limited participation in sustained, high-quality SAT preparation and aligned instruction throughout high school. SAT-specific skills such as academic vocabulary, evidence-based reading, and data analysis are not embedded consistently into core instruction, and students may lack familiarity with the SAT format, time constraints, and college readiness standards.

Goal 2

ILTexas: 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

AHS: By the end of the 25-26 school year, at least 75% of students graduate meeting language level of at least Intermediate on AAPPL, 100% of students will have completed their service hour requirements, Interactive Health Technology goals, and be considered college, career, military ready.

Evaluation Data Source: AAPPL, Service Hours in Skyward, Leadership Logs

Strategy 1

Provide language acquisition classes/cultural immersion family nights for families to increase language acquisition and cultural immersion.

Strategy's Expected Result/Impact: increase family support/involvement and increased language proficiency

Staff Responsible for Monitoring: Teachers and Admin

Problem Statements: Student Learning 1 - Perceptions 1

Funding Sources: Supplemental Time 211 - Title 1-A, $500, Book Resources for Families 263 - Title III, $500

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November	January	May	June

Strategy 2

Title funds will be utilized to cover the cost of two AP exams per student, to incentivize and attract students to take AP courses and exams. This will help eliminate educational barriers and promote access to postsecondary education.

Strategy's Expected Result/Impact: Allow students access to AP Exams

Staff Responsible for Monitoring: AP, Budget Clerk

Problem Statements: Student Learning 2, 3

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

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	May	June

Strategy 3

Targeted language intervention and enrichment programs after school for students performing below Intermediate level, including after-school tutoring and language labs.

Strategy's Expected Result/Impact: Increased level of tri-literacy from students

Staff Responsible for Monitoring: LOTE Teachers

Funding Sources: Supplemental Pay Tutoring 420 - State, $600

Title I: 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Although the gap is closing, students in special populations--including English Learners, students receiving Special Education services, and students identified as Economically Disadvantaged--are not performing at the level of their peers in the Meets and Masters levels of the STAAR/EOC assessments.	Core instruction does not consistently include scaffolds, accommodations, or extensions tailored to the specific needs of special populations.
2	While our current instruction effectively supports many students in reaching the Meets Grade Level standard on STAAR/EOC, it does not consistently provide the depth, rigor, and enrichment needed to move students to the Masters Grade Level.	Data analysis is centered around identifying gaps and reteaching for low-performing students, with less emphasis on identifying students ready for acceleration or extension.
3	A significant number of students are not meeting the college readiness benchmark on the SAT, which directly impacts their ability to qualify as College, Career, and Military Ready (CCMR) by their senior year. This gap may limit postsecondary opportunities.	There is limited participation in sustained, high-quality SAT preparation and aligned instruction throughout high school. SAT-specific skills such as academic vocabulary, evidence-based reading, and data analysis are not embedded consistently into core instruction, and students may lack familiarity with the SAT format, time constraints, and college readiness standards.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The campus is experiencing low levels of parental involvement in school events, communication, and decision-making. This lack of engagement contributes to weaker family-school connections, which may negatively impact student retention and long-term investment in the campus community.	There are limited systems and opportunities in place to actively engage parents in meaningful ways. Communication methods have not been accessible or two-way, and school events have not always been designed to meet the diverse needs, schedules, and interests of the parent community-- leading to decreased participation and a sense of disconnect from the school.

ILTexas: By the end of the 25-26 school year ILTexas will retain 76% of teachers, an increase from 73.88% achieved in the school year 23-24(will update in August).

Performance Objective 1   ✅ **High Priority**

AHS: By the end of the 25-26 school year ILTexas AHS will maintain 90% of teachers, 24-25 school year ended with 96% teacher retention.

Evaluation Data Source: Teacher Surveys and Staff Retention Numbers

Strategy 1

Support Teacher implementation of high quality instructional materials.

Strategy's Expected Result/Impact: Increased Teacher Retention and Student Achievement.

Staff Responsible for Monitoring: Admin, Subject Matter Experts

Funding Sources: HQIM and Lab Equipment 211 - Title 1-A, $5,000

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November	January	May	June

Strategy 2

Support teacher growth through professional development.

Strategy's Expected Result/Impact: Retention of teachers, increased engagement from students, and higher
performance within the classroom

Staff Responsible for Monitoring: Principal, AP, Subject Matter Experts

Funding Sources: Materials for PD Trainings/Books 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 3: Positive School Culture

Formative Reviews

November	January	May	June

Strategy 3

Host campus showcase events, student exhibitions, and open houses to reconnect families with the campus environment and climate.

Strategy's Expected Result/Impact: Increase family engagement, motivate students to perform in higher level thinking/rigorous instruction, increased retention

Staff Responsible for Monitoring: Teachers, Admin

Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Funding Sources: Supplemental Pay, Engaging/Enrichment Resources 461 - Campus Activity, $1,000

TEA Priorities: Connect high school to career and college, 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

Formative Reviews

November	January	May	June

Performance Objective 1 Problem Statements Identifying Student Learning
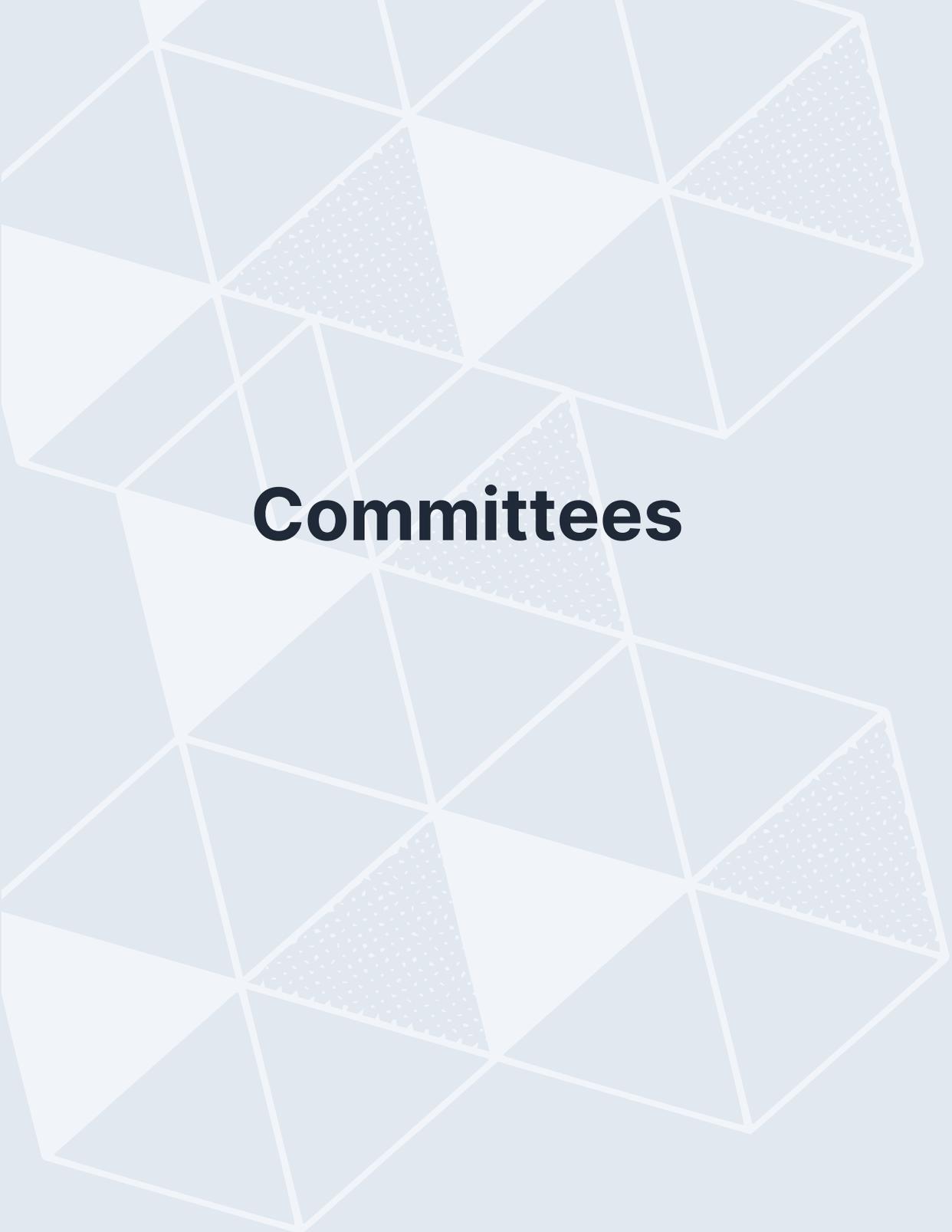
Problem Statement	Root Cause
1 Although the gap is closing, students in special populations--including English Learners, students receiving Special Education services, and students identified as Economically Disadvantaged--are not performing at the level of their peers in the Meets and Masters levels of the STAAR/EOC assessments.	Core instruction does not consistently include scaffolds, accommodations, or extensions tailored to the specific needs of special populations.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Current staffing structures, impacted by low student numbers, require teachers to take on a broader range of courses and responsibilities limiting the time and capacity available for instructional planning, collaboration, and targeted student support.	The campus is currently housed in a temporary facility, which may impact families' perceptions of long-term stability and investment and does not offer certain specialized programs such as Agriculture or Medical pathways, which limits the ability to attract students interested in these pathways.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 The campus is experiencing low levels of parental involvement in school events, communication, and decision-making. This lack of engagement contributes to weaker family-school connections, which may negatively impact student retention and long-term investment in the campus community.	There are limited systems and opportunities in place to actively engage parents in meaningful ways. Communication methods have not been accessible or two-way, and school events have not always been designed to meet the diverse needs, schedules, and interests of the parent community--leading to decreased participation and a sense of disconnect from the school.

Committees

Committees

2025-2026 Site Based Decision Making Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 27, 2025 @ 10:00 AM	AHS	--	--

Members

First Name	Last Name	Position	Committee Role
Christopher	Phillips	Teacher	Teacher
Aaron	Hoelker	Parent	Parent
Victoria	Elliot	Parent	Parent
Kelly	Rice	Parent	Parent
Aurora	Lillard	Student	Student
Connor	Schoppe	Student	Student
Aime	Sommerfeld	Teacher	Classroom Teacher
Megan	Wilson	Librarian	Teacher
Joseph	Sanchez	Teacher/SPED	Classroom Teacher
Rachel	Lacy	Community Member	Community Representative
Leslea	Hoffpauir	Business Representative	Business Representative
Cortney	Foster	Math Subject Matter Expert	District-level Professional
Jeri	Jerviss-Flasowski	Attendance/Registrar	Pupil Related Services
Dena	Favors	SPED Teacher	SPED Representative
Sheila	Smith	AP	Administrator
Linda	Birdwell	Principal	Administrator
Kendel	Hastings	Admin Assistant	Paraprofessional