International Leadership of Texas

Arlington Middle

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
November 20, 2026 at 12:37 PM

Mission Statement

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

Vision

The vision of Arlington K-8 is to become the premier K-8 campus in ILTexas. While focusing on the district's mission and core values, Arlington K-8 will continue to excel academically while earning campus distinctions based off the state of Texas requirements.

Value Statement

Others Before Self

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 11

Perceptions 15

Goals 17

Goal 1 : By the end of the 26-27 school year, 100% of ILTexas campuses will receiv... 18

Goal 2 : By the end of the 26-27 school year, at least 75% of students graduate me... 23

Goal 3 : By the end of the 26-27 school year ILTexas will retain 76% of teachers, a... 27

Funding Summary 29

244 - Carl Perkins 30

Comprehensive Needs Assessment

Demographics

Summary

About ILTexas Arlington K-8

ILTexas Arlington K-8, located at 4950 S Bowen Rd, Arlington, TX 76017, serves a diverse student population in grades PK-8. Our campus is committed to fostering a positive learning environment where every student is encouraged to thrive academically and socially. With a focus on high expectations, academic excellence, and inclusivity, we offer a variety of educational programs designed to meet the needs of our diverse learners. Our staff is dedicated to building strong relationships with families and the community to ensure the success of every scholar.

Our Scholars

Our campus currently serves 416 middle school scholars through a lottery-based enrollment system. Approximately 80% of our students are economically disadvantaged, and a significant number are identified as at risk or emergent bilingual.

A Diverse Student Community

We embrace a diverse student population representing a variety of racial and ethnic backgrounds:

Student Demographics	Count	Percent
Gender		
Female	174	44.85%
Male	214	55.15%
Ethnicity		
Hispanic-Latino	244	62.89%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	8	2.06%
Black - African American	102	26.29%
Native Hawaiian - Pacific Islander	0	0.00%
White	18	4.64%
Two-or-More	16	4.12%

School Population		Count	Percent
Student Total		**388**	**100%**
6th Grade		117	30.15%
7th Grade		141	36.34%
8th Grade		130	33.51%
Economic Disadvantage			
Economic Disadvantage Total	314	80.93%	
Free Meals	127	32.73%	
Reduced-Price Meals	42	10.82%	
Other Economic Disadvantage	145	37.37%	

Staff & Faculty

Our teachers bring a wide range of experience and dedication to our scholars. We work hard to retain high-quality staff while continuing to recruit talented professionals who align with our mission. We maintain a strong teacher-student ratio and benefit from the support of highly qualified paraprofessionals.

Strengths

Demographic Strengths

ILTexas Arlington K-8 is a proudly ethnically diverse campus that serves a total of 1,067 scholars from Kindergarten through 8th grade. Our school community reflects a wide range of backgrounds and cultures, helping prepare our scholars to thrive in a global society.

Student Demographics	Count	Percent
Gender		
Female	174	44.85%
Male	214	55.15%
Ethnicity		
Hispanic-Latino	244	62.89%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	8	2.06%
Black - African American	102	26.29%
Native Hawaiian - Pacific Islander	0	0.00%
White	18	4.64%
Two-or-More	16	4.12%

Our campus serves all learners, including gifted and talented students, emergent bilinguals, exceptional education students, and those involved in fine arts and athletics. As a language and leadership school, our scholars graduate with mastery of English, Chinese, and Spanish, positioning them to lead and succeed in a multilingual, multicultural world.

We emphasize developing the mind, body, and character, providing well-rounded support to our scholars academically, socially, and emotionally.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Over the past three years, enrollment has increased; however, gaps remain in reading and math performance for EB, African American, and SPED scholars, indicating a need for more targeted and responsive instruction.	There is a need for stronger data analysis and consistent reflection on curriculum and instructional practices to ensure strategies effectively meet the needs of all students.

★ = Priority

Student Learning

Summary

Accountability Rating and Academic Performance

ILTexas Arlington Middle School earned an overall B rating, demonstrating acceptable performance by serving many students well. However, additional academic support is needed to reach a greater number of scholars. Student performance data indicates progress in Reading achievement but continued challenges in Mathematics.

Growth Over Time

This overall improvement follows a rating of F (58) during the 2023-24 school year. Since then, the campus has shown notable growth, increasing its score by 6 points and earning a B rating. This growth reflects steady progress, with continued opportunities for improvement.

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**83**	**B**	
Student Achievement		**73**	**C**	**0%**
STAAR Performance	41	73		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**82**	**B**	**70%**
Academic Growth	71	82	B	✓
Relative Performance (Eco Dis: 80.9%)		82	B	
Closing the Gaps	**64**	**85**	**B**	**30%**

Strengths

Data-Driven Interventions

One of the campus's most significant strengths has been the strategic implementation of multiple data-driven interventions grounded in the analysis of Interim and MAP assessment results. These efforts have produced measurable academic growth across student groups. By intentionally monitoring student performance data, the campus identified areas of need, responded with targeted instructional supports, and cultivated a culture centered on continuous improvement and student achievement.

"Level Up" Initiative

In addition, the campus successfully launched a comprehensive, school-wide initiative to "level up" every scholar by a minimum of 10 points, reinforcing high expectations and a collective commitment to academic excellence. To support this goal, the campus implemented focused intervention systems, including structured after-school tutoring and rigorous Saturday bootcamps, with an intentional emphasis on strengthening student performance in Math and Reading. These programs gave scholars additional instructional time, targeted skill remediation, and accelerated learning opportunities that contributed to sustained academic progress throughout the year.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	The campus rating remains capped at a B because a low raw STAAR Performance component score (37 in 2025 to 41 in 2026) completely nullified the Student Achievement domain both years, exposing a persistent gap where daily Tier 1 instruction (particularly in Mathematics) ails to convert massive student growth into absolute Meets and Masters grade-level proficiency.	Systems rely on externalized, reactive remediation programs (Saturday bootcamps, tutoring) to drive performance gains after learning gaps occur, rather than institutionalizing a proactive, high-rigor Tier 1 PLC design process that embeds the advanced cognitive depth required to secure absolute Meets and Masters proficiency during initial core instruction.

★ = Priority

School Processes & Programs

Summary

Educator Recruitment, Placement, and Retention

ILTexas recruits high-quality educators through targeted outreach, partnerships, and internal pipelines. Candidates are selected through structured interviews and performance-based evaluations. Teachers are strategically assigned based on student needs and individual strengths to ensure equitable access to effective instruction, with our strongest teachers intentionally placed in the classrooms and subjects where they can have the greatest impact on student achievement.

New educators are supported through onboarding, mentorship, and ongoing professional development. Retention efforts focus on strong leadership, opportunities for growth, and a positive school culture.

Leadership Development

The campus intentionally develops instructional leaders at all levels through structured exposure, coaching, and ongoing training. Grade Level Administrators (GLAs) mentor and develop teachers to become future GLAs. Assistant Principals (APs) coach GLAs to prepare them for advancement into AP roles, and the Principal provides targeted guidance and leadership development to equip APs for future principalship.

GLAs participate in learning walks alongside the administrative team, engaging in reflective, collaborative discussions about instructional practices and next steps for improvement. GLAs, teachers, and other campus leaders also facilitate professional development sessions during campus PD days, strengthening their leadership skills and instructional impact.

These opportunities are reinforced through real-world application. When campus leaders are off-site, emerging leaders step in to assume leadership responsibilities, allowing them to practice decision-making in authentic contexts. The campus also hosts weekly Demo Days, during which teachers engage in structured practice of giving and receiving feedback. This ongoing cycle of observation, reflection, and feedback fosters a strong culture of continuous improvement and builds leadership capacity across the entire campus.

Progress Monitoring

Progress is tracked through ongoing data monitoring, including common assessments, progress checks, and PLC discussions. We regularly review results, adjust strategies as needed, and provide feedback and support to ensure we are moving toward our intended outcomes and performance objectives.

Campus Programs

ILTexas operates a variety of programs designed to support student success, including core academic instruction, intervention programs (RTI/MTSS), bilingual/ESL services, special education, gifted and talented, and social-emotional learning supports. Each program is aligned with our campus vision, mission, goals, and values by focusing on student growth, equity, and high-quality instruction.

These programs promote both a safe learning environment and high expectations by encouraging positive behavior, providing academic and emotional support, and ensuring all students are challenged to meet rigorous standards. Together, they create a structured and supportive environment where students can achieve success.

Instruction and Lesson Planning

Our lesson plans and instruction are data-driven and aligned to the TEKS, with a focus on the standards assessed on state assessments. Teachers use student data from formative and summative assessments, including STAAR Interims and classroom-based data, to guide instructional decisions and adjust lessons to meet student needs.

Lesson plans are designed to incorporate higher-order thinking skills by including opportunities for critical thinking, problem-solving, and student discussion. Teachers intentionally plan rigorous questions and tasks that require students to analyze, justify, and apply their learning using a variety of Multiple Response strategies, such as Think, Ink, Pair, Share; whiteboards; and response

cards.

Technology Integration

Our campus has a structured plan for integrating technology to enhance both instruction and administrative efficiency. Technology is intentionally embedded into daily teaching practices to support student engagement, differentiation, and data-driven instruction.

In the classroom, teachers use a variety of digital platforms, including Amira, Flocabulary, Studies Weekly, Measuring Up Live, Benchmark, Zearn, Blooket, Savvas, Seesaw, Gimkit, and Bluebonnet. These platforms allow teachers to deliver interactive lessons, monitor student progress, provide immediate feedback, track performance in real time, and adjust instruction based on data. Students also engage with technology through research, collaborative activities, and skill-based practice aligned to the TEKS.

Findings show that technology integration has increased student engagement, improved access to instructional resources, and strengthened teachers' ability to differentiate instruction. It has also enhanced collaboration among staff and supported more informed instructional decisions through consistent data analysis.

Student Transitions

Early Childhood to Elementary School

- Host kindergarten roundup and campus orientation events for students and families.
- Provide parent information sessions on routines, expectations, curriculum, and attendance.
- Offer campus tours and classroom visits before the first day of school.
- Provide counseling and social-emotional support for students adjusting to a new environment.

Elementary to Middle School

- Organize campus visits and student shadowing opportunities.
- Hold parent nights to explain schedules, grading policies, extracurricular activities, and behavioral expectations.
- Review academic data, intervention plans, special education services, 504 plans, and English learner supports prior to placement.

Middle School to High School

- Host high school orientation programs, course fairs, and graduation plan meetings.
- Identify at-risk students early and implement intervention plans focused on attendance, academics, and engagement.
- Promote involvement in clubs, athletics, fine arts, and leadership opportunities to increase connectedness.

Strengths

Instructional Planning and Feedback

Our campus supports powerful teaching and learning through intentional planning, alignment, and continuous feedback. Administration ensures that teachers consistently develop and submit high-quality lesson plans on time, aligned to the TEKS and our year-long scope and sequence.

We hold weekly instructional planning meetings where teachers unpack standards, clarify learning objectives, and collaborate on effective instructional strategies. These meetings build a strong understanding of the content and promote consistency across classrooms.

Our campus also hosts regular Demo Days, where teachers present lessons in front of administrators and colleagues to receive targeted feedback. Teachers use this feedback to refine their instruction before delivering lessons to students, strengthening overall instructional effectiveness.

All curriculum resources are TEKS-aligned and accessible through the curriculum and instruction platform, ensuring that teachers have the tools and guidance needed to deliver rigorous, standards-based instruction.

Student Technology Use

Each student enrolled at ILTexas is assigned a personal device for instructional purposes. Students sign an appropriate use of technology agreement and receive instruction on safe technology use. Our first priority is to ensure data privacy, safety, and security, followed closely by fostering parental involvement in technology.

ILTexas delivers an educational program that embeds technology practices in ways that keep scholars engaged and enthusiastic, so they do not grow weary of technology as the year progresses. Chromebooks support daily instruction and digital learning, and platforms such as Google Classroom are used to organize assignments, communication, and instructional resources. Students are expected to follow digital citizenship guidelines and appropriate use policies.

Personalized and Blended Learning

Technology plays a critical role in supporting personalized and blended learning by collecting real-time data through adaptive programs and online assessments. This data allows teachers to monitor student progress, identify strengths and gaps, and adjust instruction through small-group instruction, targeted interventions, and enrichment opportunities.

In a blended learning environment, students engage in both teacher-led instruction and independent, technology-based learning at their own pace. This ensures that instruction is differentiated and responsive to individual student needs.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Highly structured administrative pipelines, weekly teacher Demo Days, and 1:1 blended learning systems are deeply optimized for operational compliance, digital engagement, and lesson delivery preparation, rather than systematically auditing and enforcing the advanced cognitive rigor required to convert daily instruction into absolute student mastery.	School processes, leadership development pathways, and progress-monitoring workflows are systemically designed around operational preparation, technology compliance, and tracking student progress, rather than institutionalizing a tightly calibrated administrative auditing protocol that forces daily instruction to match the exact depth-of-knowledge required for absolute grade-level mastery

★ = Priority

Perceptions

Summary

Campus Perception and Reputation

Our school is viewed as a top-performing, welcoming community that helps students make great progress. However, long school days and late communication make it difficult to sustain smooth operations over time.

Strengths

Professional Environment. Our school is an excellent place for new teachers to learn and grow. They receive live coaching, practice days, and strong support from their grade-level teams.

School Culture. Our community unites around the motto “Others Before Self.” We take pride in our trilingual classes, our leadership academy, and our diverse community, where 82% of students report feeling completely safe.

Areas for Growth and Next Steps

To build on these strengths and make our school an even better place to work, we are actively improving our daily operations and schedule. Leadership is shifting from strict monitoring to a more supportive approach with hands-on coaching. By refining the daily calendar and sharing information earlier, the school will protect teacher energy and retain great staff.

We are also expanding our social media presence on platforms such as ClassDojo and Facebook. These channels allow us to share updates more quickly, celebrate student success, and build stronger partnerships with our families.

Strengths

School Reputation

Our school is well known for excellent student progress and outstanding teacher training in a welcoming environment. The community sees the school as a leader in teaching, as demonstrated by a 9/10 Student Progress rating that exceeds those of nearby districts.

Collaboration and Teacher Support

This academic success is driven by close collaboration among teachers. Every teacher reports feeling supported by their grade-level team, and new teachers develop quickly thanks to practice days and live coaching.

Culture and Community

Beyond academics, our motto, “Others Before Self,” brings families and staff together. Our unique trilingual classes and Global Leadership Academy are valued by the community and prepare students for the world. The school also celebrates diverse cultures, helping everyone feel welcome. This work has built strong trust and created a very safe campus, where 82% of students and most parents report feeling completely secure.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Our campus is currently working through an operational friction point where keeping daily routines seamless and managing behaviors during large-group inclusion cycles can be challenging. This occasionally leads to classroom disruptions, material unreadiness, and teacher exhaustion.	At its core, this challenge stems from a historical focus on strict monitoring over proactive, on-the-ground support frameworks. When heavy, front-loaded planning expectations are required without protected internalization time or proactive classroom management training, our teachers are left with a very narrow window of energy to handle complex behavioral and special education needs in real time.

★ = Priority

Goals

Goal 1

By the end of the 26-27 school year, 100% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 85% achieving a C or higher the previous year.

Performance Objective 1

By the end of the 26-27 school year, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Reading/Language Arts and all other core subjects. 25% of EB students will perform at the meets level of achievement on STAAR Reading/Language Arts and other core subjects.

Strategy 1

Campus teachers, instructional coaches, and administrators will implement TEKS-aligned instruction using the ILTexas curriculum, with a strong focus on reading comprehension, academic vocabulary, and writing across all core subjects. Teachers will use weekly data meetings to plan targeted small-group instruction and interventions, especially for EB students using sheltered instruction strategies. This approach ensures lessons are aligned, responsive, and focused on closing gaps. Progress will be monitored through interim assessments and classroom data, allowing staff to adjust instruction in real time to increase the number of students reaching the Meets level.

Strategy's Expected Result/Impact: The expected result is increased student achievement across all core subjects, with at least 30% of all students and 25% of EB students reaching the Meets level on STAAR. Targeted instruction and consistent data use will close learning gaps, strengthen reading and language skills, and improve overall academic performance.

Staff Responsible for Monitoring: The staff responsible for monitoring include the campus administration team (principal and assistant principals), instructional coaches, department/grade-level leads, and the campus testing coordinator. These team members will work together to review data, track progress, and support teachers to ensure the goal is met.

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Performance Objective 2

By the end of the 26-27 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

Campus math teachers, instructional coaches, and administrators will implement TEKS-aligned instruction using the ILTexas curriculum, with a focus on problem-solving, math discourse, and academic vocabulary. Teachers will use weekly data meetings to plan targeted small-group instruction and interventions, especially for EB students using sheltered instruction strategies. This approach ensures instruction is aligned and responsive to student needs. Progress will be monitored through interim assessments and classroom data, allowing for timely adjustments. These actions will increase student understanding and move more students to the Meets level on STAAR Math.

Strategy's Expected Result/Impact: The expected result is improved math achievement across the campus, with at least 30% of all students and 25% of EB students reaching the Meets level on STAAR Math. Consistent, targeted instruction and data-driven interventions will strengthen problem-solving skills, close learning gaps, and increase overall student confidence and performance in math.

Staff Responsible for Monitoring: The staff responsible for monitoring include the principal, assistant principals, instructional coaches, math department and grade-level leads, and the campus testing coordinator. This team will review data regularly, track student progress, and support teachers to ensure the goal is met.

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Performance Objective 3 ☑ High Priority

The percent of graduates that demonstrate College, Career, and/or Military Readiness will maintain in the 90-99% range.

Evaluation Data Source: SAT, AP, DUAL CREDIT, CTE

Strategy 1

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

Strategy's Expected Result/Impact: Increased Academic Achievement

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

Funding Sources: 244 - Carl Perkins,

Formative Reviews

November	January	May	June

Performance Objective 4

By the end of the 26-27 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

Campus social studies teachers, instructional coaches, and administrators will implement TEKS-aligned instruction using the ILTexas curriculum, with a focus on primary source analysis, reading comprehension, and academic vocabulary. Teachers will use weekly data meetings to plan targeted small-group instruction and interventions, especially for EB students using sheltered instruction strategies. This ensures instruction is consistent and responsive to student needs. Progress will be monitored through interim assessments and classroom data, allowing for timely adjustments. These actions will strengthen content understanding, improve STAAR performance, and support the campus in achieving a C rating or high

Strategy's Expected Result/Impact: The expected result is improved student achievement in Social Studies, with at least 30% of all students and 25% of EB students reaching the Meets level on STAAR. Strengthened reading comprehension, vocabulary, and analysis skills will support performance across content areas and contribute to the campus earning an overall rating of C or higher.

Staff Responsible for Monitoring: The staff responsible for monitoring include the principal, assistant principals, instructional coaches, Social Studies department and grade-level leads, and the campus testing coordinator. This team will review data regularly, track progress, and support teachers to ensure the goal is met.

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Performance Objective 5

By the end of the 26-27 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 Reading Language Arts state assessments.

Evaluation Data Source: MAP, Interim assessments, STAAR

Strategy 1

Campus SPED teachers, general education teachers, instructional coaches, and administrators will implement TEKS-aligned instruction using the ILTexas curriculum, with a strong focus on IEP-aligned goals, accommodations, and co-teaching models. Teachers will use weekly data meetings to monitor progress and plan targeted small-group interventions. Sheltered instruction and differentiated strategies will support access to grade-level content. This approach ensures consistency and meets individual student needs. Progress will be tracked through interim assessments and classroom data, allowing for timely adjustments to maintain Meets performance and support the campus in achieving a C rating or higher.

Strategy's Expected Result/Impact: The expected result is consistent academic growth for students receiving Special Education services, maintaining at least a 9% Meets rate in Math and 10% in Reading/Language Arts. Improved access to grade-level content, targeted supports, and aligned instruction will close learning gaps and contribute to more campuses earning a C rating or higher.

Staff Responsible for Monitoring: The staff responsible for monitoring include the principal, assistant principals, SPED coordinator/department lead, instructional coaches, inclusion and resource teachers, and the campus testing coordinator. This team will review data regularly, ensure IEP implementation, and support teachers to maintain progress and meet performance goals.

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Performance Objective 6 ☑ High Priority

By the end of the 26-27 school year, 15% of all ILTexas students served under special education will perform at the meets level of achievement on STAAR an increase of 3 percentage points from the previous year.

Strategy 1

SPED and general education teachers, supported by instructional coaches and administrators, will implement TEKS-aligned instruction using the ILTexas curriculum with a strong focus on IEP goals, accommodations, and co-teaching. Teachers will use weekly data meetings to monitor progress and plan targeted small-group interventions. Lessons will include differentiated strategies, scaffolded supports, and frequent checks for understanding to ensure access to grade-level content. This approach is designed to close learning gaps, strengthen skills, and increase the number of students in special education reaching the Meets level on STAAR.

Strategy's Expected Result/Impact: The expected result is increased academic growth for students receiving special education services, with at least 15% reaching the Meets level on STAAR. Consistent, targeted instruction and strong IEP implementation will improve access to grade-level content, close learning gaps, and strengthen overall student performance.

Staff Responsible for Monitoring: The staff responsible for monitoring include the principal, assistant principals, SPED coordinator/department lead, instructional coaches, inclusion and resource teachers, and the campus testing coordinator. This team will review data regularly, ensure IEP implementation, and support teachers to track progress and meet performance goals.

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Goal 2

By the end of the 26-27 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 Individual Wellness Assessment goals.

Performance Objective 1

By the end of 26-27 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

Fine arts teachers, with support from instructional coaches and campus administrators, will deliver TEKS-aligned instruction using the ILTexas curriculum, with clear learning objectives and performance-based assessments for each course. Teachers will use rubrics, student portfolios, and regular skill checks to monitor progress and adjust instruction. Ongoing collaboration during PLCs will focus on sharing best practices and aligning instruction across grade levels. Targeted support and enrichment opportunities will be provided to ensure all students can master required skills. This approach will increase student engagement, skill development, and successful completion of fine arts TEKS.

Strategy's Expected Result/Impact: The expected result is that at least 90% of K-12 fine arts students will successfully master the required TEKS for their courses. Students will show increased skill development, creativity, and performance quality, along with higher engagement and confidence in fine arts, leading to consistent academic success across all programs.

Staff Responsible for Monitoring: The staff responsible for monitoring include the principal, assistant principals, fine arts department lead, instructional coaches, and fine arts teachers. This team will review student performance data, monitor TEKS mastery, and ensure instruction and assessments are aligned to support student success.

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Performance Objective 2

By the end of 26-27 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

LOTE teachers, classroom teachers, instructional coaches, and administrators will implement TEKS-aligned language instruction using the ILTexas curriculum, with a focus on consistent speaking, listening, reading, and writing practice in both Chinese and Spanish. Teachers will use daily language routines, structured conversations, and real-world application to build proficiency. PLCs will be used to align lessons and review student progress using proficiency checks and common assessments. Targeted small-group support will be provided for students needing additional practice. This approach will strengthen language acquisition and help students reach Novice Mid in Chinese and Novice High in Spanish.

Strategy's Expected Result/Impact: The expected result is that at least 50% of eligible 5th grade students will reach Novice Mid proficiency in Chinese and Novice High in Spanish. Students will show stronger speaking, listening, reading, and writing skills, increased confidence in using both languages, and greater readiness for continued language learning.

Staff Responsible for Monitoring: The staff responsible for monitoring include the principal, assistant principals, LOTE department lead, instructional coaches, and Chinese and Spanish teachers. This team will review proficiency data, track student progress, and ensure instruction is aligned to support students in meeting language goals.

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Performance Objective 3

By the end of 26-27 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

LOTE teachers, supported by instructional coaches and campus administrators, will deliver TEKS-aligned instruction using the ILTexas curriculum with a strong focus on real-world communication in Chinese and Spanish. Daily lessons will include structured speaking, listening, reading, and writing tasks, with an emphasis on academic vocabulary and conversation. Teachers will use proficiency-based assessments and regular data reviews in PLCs to monitor progress and adjust instruction. Targeted small-group support and enrichment opportunities will be provided to meet diverse learner needs. This approach will strengthen language fluency and help students reach Intermediate Low proficiency in both languages.

Strategy's Expected Result/Impact: The expected result is that at least 50% of eligible 8th grade students will reach Intermediate Low proficiency in both Chinese and Spanish. Students will demonstrate stronger communication skills, increased fluency, and greater confidence in real-world language use, preparing them for advanced language study.

Staff Responsible for Monitoring: The staff responsible for monitoring include the principal, assistant principals, LOTE department lead, instructional coaches, and Chinese and Spanish teachers. This team will review proficiency data, track student progress, and ensure instruction is aligned to support students in meeting language goals.

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Performance Objective 4

By the end of 26-27 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

LOTE teachers, campus testing coordinators, instructional coaches, and administrators will work together to ensure all students in grades 3-12 are scheduled and prepared for the AAPPL assessment in Chinese and Spanish. Teachers will embed regular language practice and test-aligned tasks into daily instruction using the ILTexas curriculum. The testing coordinator will create a clear testing schedule, track participation, and ensure all materials and devices are ready. Progress will be monitored through rosters and completion reports, with make-up sessions provided as needed. This process will ensure 100% student participation and timely distribution of score reports.

Strategy's Expected Result/Impact: The expected result is 100% of students in grades 3-12 will complete the AAPPL assessment in both Chinese and Spanish and receive score reports. This will provide clear data on language proficiency, guide instruction, and support student growth and program effectiveness.

Staff Responsible for Monitoring: The staff responsible for monitoring include the principal, assistant principals, campus testing coordinator, LOTE department lead, instructional coaches, and Chinese and Spanish teachers. This team will track testing participation, ensure scheduling and completion, and verify that all students receive their score reports.

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Performance Objective 5 ☑ High Priority

By the end of the 26-27 school year, all EB students will have made progress in English language acquisition and campuses will have met the long term target.

Evaluation Data Source: TELPAS

Strategy 1

Teachers, ESL/EB specialists, instructional coaches, and administrators will implement TEKS-aligned instruction using the ILTexas curriculum with a strong focus on language objectives, academic vocabulary, and structured speaking, reading, and writing tasks. Sheltered instruction strategies will be used daily to ensure EB students can access grade-level content. Teachers will monitor progress through TELPAS-aligned assessments, classroom data, and regular PLC discussions to adjust instruction. Targeted small-group support and language interventions will be provided as needed. This approach will strengthen English language development and ensure all EB students make measurable progress and meet long-term targets.

Strategy's Expected Result/Impact: The expected result is that all EB students will show measurable growth in English language acquisition, as evidenced by improved TELPAS performance and classroom data. Students will better access grade-level content, increase academic vocabulary, and demonstrate stronger speaking, reading, and writing skills, leading to campuses meeting long-term targets.

Staff Responsible for Monitoring: The staff responsible for monitoring include the principal, assistant principals, ESL/EB coordinator or specialist, instructional coaches, and classroom teachers. This team will review TELPAS data, monitor student progress, and support teachers to ensure EB students meet growth targets.

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Goal 3

By the end of the 26-27 school year ILTexas will retain 76% of teachers, an increase from 73.88% achieved the previous school year (will update in August).

Performance Objective 1

☑ **High Priority**

ILTexas will provide onboarding training for all new teachers in the classroom throughout the 26-27 School Year.

Strategy 1

Campus administrators, instructional coaches, and teacher leaders will work together to strengthen teacher retention by building a supportive, growth-focused environment. New teachers will be paired with mentors and receive ongoing coaching aligned to ILTexas curriculum and expectations. Regular check-ins, targeted professional development, and clear feedback will support teacher growth. Staff voice will be gathered through surveys and meetings to address concerns and improve working conditions. Recognition of staff efforts and consistent communication will help build morale. This approach will increase job satisfaction, strengthen instructional practice, and improve overall teacher retention.

Strategy's Expected Result/Impact: The expected result is increased teacher retention, meeting or exceeding the 76% target. Staff will feel more supported, valued, and confident in their roles, leading to improved morale, stronger instructional consistency, and a more stable learning environment for students.

Staff Responsible for Monitoring: The staff responsible for monitoring include the principal, assistant principals, HR representatives, instructional coaches, and department or grade-level leads. This team will track retention data, review staff feedback, and support initiatives to improve teacher satisfaction and retention.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Performance Objective 2

We will increase the percent retention of our special education, math and reading teachers by 3% by the end of the 26-27 School year.

Strategy 1

Campus administrators, instructional coaches, and department leads will focus on retaining special education, math, and reading teachers by strengthening support and professional growth. New and current teachers will be paired with mentors, receive targeted coaching, and have regular check-ins to address needs. PLCs will focus on collaboration, planning, and sharing effective strategies aligned to the ILTexas curriculum. Leadership will monitor workload, provide needed resources, and recognize staff contributions. Staff feedback will be used to make timely adjustments. This approach will improve job satisfaction, build teacher capacity, and increase retention in these critical areas.

Strategy's Expected Result/Impact: The expected result is a 3% increase in retention of special education, math, and reading teachers. Staff will feel better supported, more confident in their roles, and more connected to the campus, leading to improved morale, stronger instruction, and greater stability for students.

Staff Responsible for Monitoring: The staff responsible for monitoring include the principal, assistant principals, SPED coordinator, instructional coaches, and math and reading department or grade-level leads. This team will track retention data, review staff feedback, and provide ongoing support to ensure retention goals are met.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Funding Summary

Funding Summary

244 - Carl Perkins

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1		--	$0.00
				Sub-Total	$0.00