International Leadership of Texas

Arlington Elementary

2026-2027 Campus Improvement Plan

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Mission Statement

The mission of 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

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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 754 elementary scholars through a lottery-based enrollment system. Approximately 84% of our students are economically disadvantaged, and a significant number are identified as at risk or emergent bilingual.

Diverse Student Community

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

School Population	Count	Percent
Student Total	**720**	**100%**
Pre-Kindergarten Grade	88	12.22%
Kindergarten Grade	79	10.97%
1st Grade	84	11.67%
2nd Grade	110	15.28%
3rd Grade	116	16.11%
4th Grade	121	16.81%
5th Grade	122	16.94%

Student Demographics	Count	Percent
Gender		
Female	366	50.83%
Male	354	49.17%
Ethnicity		
Hispanic-Latino	433	60.14%
Race		
American Indian - Alaskan Native	3	0.42%
Asian	6	0.83%
Black - African American	219	30.42%
Native Hawaiian - Pacific Islander	0	0.00%
White	37	5.14%
Two-or-More	22	3.06%
Economic Disadvantage		
Economic Disadvantage Total	608	84.44%
Free Meals	178	24.72%
Reduced-Price Meals	77	10.69%
Other Economic Disadvantage	353	49.03%

Strengths

At ILTexas Arlington K-8, we are proud to serve a beautifully diverse community of scholars across the elementary school.

Ethnicity		
Hispanic-Latino	433	60.14%
Race		
American Indian - Alaskan Native	3	0.42%
Asian	6	0.83%
Black - African American	219	30.42%
Native Hawaiian - Pacific Islander	0	0.00%
White	37	5.14%
Two-or-More	22	3.06%

Our school proudly supports *all* scholars, including those who are gifted and talented, emergent bilinguals, exceptional education students, and those involved in fine arts and athletics. As a language and leadership academy, our scholars graduate with mastery in English, Chinese, and Spanish—giving them a powerful advantage in today's global society.

At ILTexas Arlington K-8, we focus on strengthening the mind, body, and character of every student. This well-rounded approach prepares our scholars to lead and succeed in any environment.

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

ILTexas Arlington Elementary School currently holds an overall campus rating of B (83). This rating reflects strong academic growth and continued improvement across multiple accountability indicators, as well as progress in student learning and instructional practices.

Outlook

With continued focus and targeted support, we anticipate significant gains this school year and are on track to earn an A rating for the elementary campus. Our scholars' TELPAS proficiency is also increasing and tracking in the right direction.

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**80**	**B**	
Student Achievement		**65**	**D**	**0%**
STAAR Performance	38	65		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**80**	**B**	**70%**
Academic Growth	71	80	B	✓
Relative Performance (Eco Dis: 84.4%)		70	C	
Closing the Gaps	**58**	**79**	**C**	**30%**

Strengths

One of the campus's most significant strengths has been the strategic implementation of multiple data-driven interventions rooted in the analysis of Interim and MAP assessment results, resulting in measurable academic growth across student groups. Through intentional monitoring of student performance data, the campus was able to identify areas of need, respond with targeted instructional supports, and cultivate a culture centered on continuous improvement and student achievement.

In addition, the campus successfully launched a comprehensive school-wide initiative designed 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 that included structured after-school tutoring programs and rigorous Saturday bootcamps with an intentional emphasis on strengthening student performance in Math and Reading. These efforts provided scholars with 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	ILTexas Arlington Elementary's overall rating dropped from an 83 (B) to an 80 (B) from 2025 to 2026 due to an 8-point collapse in Closing the Gaps (87 to 79/C) and a stagnant STAAR Performance score (37 to 38/D), leaving the campus unsustainably dependent on fluctuating growth data.	The campus relies on external, reactive remediation systems (Saturday bootcamps, tutoring) to capture student growth after gaps occur, rather than institutionalizing a high-rigor daily Tier 1 instructional design process that secures absolute Meets and Masters grade-level proficiency during 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 before 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.

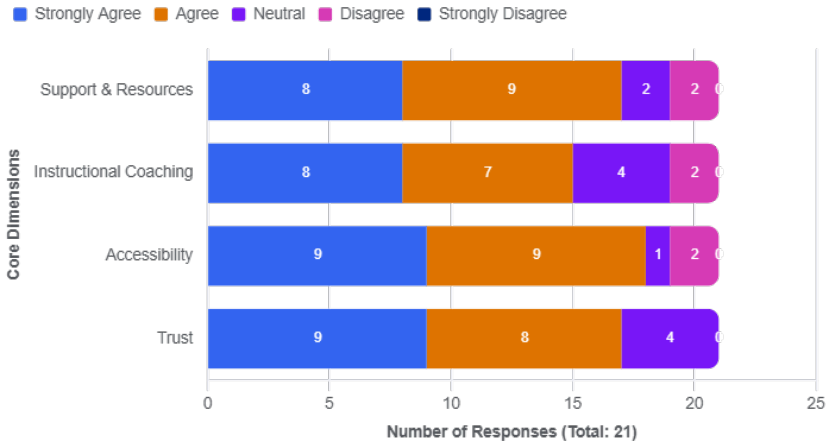
Problem Statements Identifying School Processes & Programs Needs

	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



- A Celebrated Community Identity: Our school is widely recognized and loved as a welcoming, high-performing community. Families and staff feel a deep sense of connection, and there is immense pride in our unique trilingual model and leadership focus.
- Navigating Daily Operational Demands: While our public reputation is stellar, our team is feeling the weight of long school days and late communication updates. This is paired with rigorous planning expectations, like deeply annotating over 20 multi-subject lessons two weeks in advance, which stretches staff energy.
- Coaching & Oversight: Our team heavily trusts campus leadership and feels incredibly safe. Right now, there is a wonderful opportunity to build on that trust as we actively shift from a compliance-checking mindset toward a highly supportive, hands-on coaching approach that lifts teachers up.

Strengths

- Outstanding Academic Progress: Our incredible 9/10 Student Progress rating outpaces neighboring districts, proving that our small-group setups and digital interventions truly help students thrive.
- A Nurturing Onboarding Pipeline: We have built a phenomenal environment for new teachers to grow. Thanks to dedicated practice days, real-time live coaching, and tight-knit grade-level teams, new educators find their footing quickly.
- Values-Driven Culture: Our school community beautifully rallies behind our core motto, “Others Before Self,” creating a diverse, respectful environment where 82% of students report feeling completely safe.
- Committed and Skilled Talent: We are incredibly lucky to have a dedicated group of educators who love the special education community and are actively pursuing advanced training, like CALT and specialized math certifications, to best serve our kids.

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 2026-2027 school year, the campus will achieve an A rating (90+) by raising its raw STAAR Performance score from 38 to 55 and Closing the Gaps from 79 to 89+ through high-rigor Tier 1 instruction.

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

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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

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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

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 higher.

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

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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

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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

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Goal 2

By May 2027, the campus will protect its Domain 3 performance metrics by ensuring at least 78% of Emergent Bilingual scholars advance on TELPAS and 75% of Special Education (SpEd) scholars meet their individualized growth or proficiency targets on campus assessments.

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

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Performance Objective 2

By the end of 26-27 school year, the percentage of seniors receiving trilingual cord will increase from 40% to 45%.

Evaluation Data Source: AAPPL Chinese & Spanish.

Performance Objective 3

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

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Performance Objective 4

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

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Performance Objective 5

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

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Performance Objective 6 ☑ 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 lLTexas 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

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Goal 3

By June 2027, the campus will retain at least 76% of its teaching staff by shifting weekly Demo Days and PLCs into high-support development loops to stabilize daily classroom instructional quality.

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

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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

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