International Leadership of Texas

Garland High

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

ILTexas High School is a college preparatory experience focused on creating well rounded, global leaders possessing personal humility, cultural empathy, and social responsibility. Our graduates are prepared to start their journey, leave their mark, and begin their legacy. â€‹

Value Statement

Others Before Self

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

The CNA was developed using multiple data sources, including academic performance, attendance, behavior, and disaggregated data for EB, SPED, and Eco Dis. Federal and state program requirements, including Title 1, SPED, and Dyslexia, were reviewed and addressed. CNA findings identified achievement gaps among student groups and informed campus priorities, goals, instructional strategies (MRS and writing focus), and PD needs.

Demographics

Summary

International Leadership of Texas Garland High school is an open-enrollment public charter high school. We have a capacity for a total of 800 students and 196 international students. Domestic students are enrolled via the district lottery procedures, however the high school still has open seating as we are projecting at 750/800 for 26-27 (100 of that being international students). Our college prep high school focuses on servant leadership and tri-literacy. This overall student population comes from various backgrounds including public, private, charter from Texas and various other states, and countries. Our diverse student population is comprised of 65% Hispanic, 8.44% White, 14.24% Black, 9.44% Asian, 2.81% Two or More, 0.33% Native Hawaiian, 0.17% American Indian. Also it is important to note that 219 students, 36% of students are Emergent Bilinguals. 470 students are identified "AT-RISK". We also serve 30 students that are military connected.

Overall staff is numbered at 72, with 49 classroom teachers. 33% Hispanic/Latino, 36% White, 6% Black, 24% Asian makes up the teaching staff population.

School Population	Count	Percent
Student Total	**616**	**100%**
9th Grade	156	25.32%
10th Grade	152	24.68%
11th Grade	151	24.51%
12th Grade	157	25.49%

Student Demographics	Count	Percent
Gender		
Female	327	53.08%
Male	289	46.92%
Ethnicity		
Hispanic-Latino	381	61.85%
Race		
American Indian - Alaskan Native	2	0.32%
Asian	77	12.50%
Black - African American	85	13.80%
Native Hawaiian - Pacific Islander	1	0.16%
White	57	9.25%
Two-or-More	13	2.11%
conomic Disadvantage		
Economic Disadvantage Total	433	70.29%
Free Meals	186	30.19%
Reduced-Price Meals	77	12.50%
Other Economic Disadvantage	170	27.60%

Strengths

ILTexas is a school of choice, which means that families make a determination to be part of the campus.

Strengthens bonds between school and family. Students are here with a purpose and mission focus .

Diversity of Learners - connect well with our mission of "international" leaders - diverse student population representing multiple racial, ethnic, cultural, and linguistic back grounds.

Strong Emergent Bilingual population supports multilingual learning which aligns with the ILTexas trilingual educational model.

International students from China, Korea, and Vietnam give all students a unique learning experience from most US High Schools.

The diversity support our core mission to prepare students for exceptional leadership roles in the international community.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	75% Passing rate of English 1 EOC - 25%DNM 79% Passing rate of English 2 EOC - 21% DNM 73% passing rate of Algebra 1 EOC - 27%DNM 94% passing rate of Biology EOC - 6% DNM 94% passing rate of US HIST EOC - 6% DNM	Emerging Bilinguals, 504, SPED continue to make up larger portion of students - inclusivity and strategy to help these students needs to be more intentional

★ = Priority

Student Learning

Summary

High School EOC performance demonstrates significant academic growth with the campus projected to earn an 86 (B) for Domain 1 performance, a 9% increase in Domain 1 Performance. Passing rates improved in English 1,2, Algebra 1, and Biology with Algebra showing the largest gain at 18%. While U.S. History continues to maintain a 94% passing rate, it remains an area for continued monitoring. Overall, student achievement trends reflect positive academic progress core tested subjects.

Statement

75% Passing rate of English 1 EOC - increase of 12% from last year

79% Passing rate of English 2 EOC - increase of 7% from last year

73% passing rate of Algebra 1 EOC - 18% increase from last year

94% passing rate of Biology EOC - 6% DNM - 3% increase from last year

94% passing rate of US HIST EOC - 6% DNM - 4% more failed this year

Strengths

- GOLD Award Recognition from College Board and AP (increase from Silver Award)
- Continuity of students from ILTexas K-8 attending HS - continuity of mission
- Best school rating in US News and World Report Best School
- 100% 4-year graduation rate
- $68 Million + in scholarships awarded
- Increased number of AP courses and AP participation

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Despite the benefits (MRS), its adoption in high schools was different due to different training, restricted resources, and implementation barriers. Addressing these challenges is essential to develop a sustainable and fully applicable system that supports diverse student responses and learning outcomes in secondary education. 7/18 - 38% of core teachers had some semblance of some strategy usage.	New system and learning new expectations through live coaching and PD
2 ★	75% Passing rate of English 1 EOC - 25%DNM 79% Passing rate of English 2 EOC - 21% DNM 73% passing rate of Algebra 1 EOC - 27%DNM 94% passing rate of Biology EOC - 6% DNM 94% passing rate of US HIST EOC - 6% DNM	Emerging Bilinguals, 504, SPED continue to make up larger portion of students - inclusivity and strategy to help these students needs to be more intentional
3 ★	Student attendance average 96.29% 2023-2024 - 94.8% 24-25 SY, 95.19% for 26-27 SY	Transportation, health, or socio-emotional barriers contributing to absenteeism: External factors such as unreliable transportation, health issues (including mental health), or lack of engagement and belonging may be contributing to students' inconsistent attendance and reduced motivation to attend daily.
4	Increased student reliance on AI-generated responses impacting to some degree opportunities for critical thinking, problem-solving, independent learning, and authentic demonstration of knowledge	More AI tools available, easier access, inconsistent expectations, limited instruction on ethical use
5	Inconsistent hall pass procedures and student movement practices resulting in lost instructional time, reduced accountability, and challenges with protecting learning environment.	Inconsistencies of usage with schoolwide hall pass system, limited monitoring procedures.

★ = Priority

School Processes & Programs

Summary

ILTexas fulfills its mission of developing global citizens by educating the body, mind, and character of every student through interconnected programs and processes that support safety, good order and discipline, learning, and teaching. Students participate in a rigorous curriculum that includes English, Mathematics, Science, Social Studies, Mandarin Chinese, Spanish, Fitness, and Leadership, with opportunities for AP, Dual Credit, Fine Arts, Career and Technical Education, MCJROTC, Kung Fu, Student Government, Student Council, and community service. Learning is supported through a 1:1 technology program, digital instructional resources, intervention courses, college counseling, and international partnerships that promote global awareness and postsecondary success. Teachers are supported through ongoing professional development, collaborative Professional Learning Communities (PLCs), Grade Level Advisors and Content Leads, and shared decision-making processes. Campus leadership ensures effective communication, planning, and support through weekly Cabinet meetings, PLC collaboration, and the Red-Yellow-Green feedback process. Together, these programs and systems create a safe, orderly, and student-centered environment where academic excellence, leadership development, and the principle of “Others Before Self” guide all we do.

Strengths

- Principal Advisory Committee (made up of student leaders communicates monthly directly to Principal)
- Increased number of safety audits and checks to ensure maximizing safety
- School calendar system and meeting from Leadership - sets up successful communication loop for all stakeholders
- School has its own technology assistant.
- One to one chromebooks for students.
- Over 35% of campus in MCJROTC - leadership culture
- Teachers have laptop and access to interactive white board in every room.
- Over 25 clubs and organizations - including many that are student created
- Grade Level and Content Area PLC provides support for all teachers - planning and student information
- Professional development through Region X, College Board, in addition to campus and district based PD - Compliance training required to be completed by 100% of staff
- School has two guidance counselors and one college ASP counselor

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Student attendance average 96.29% 2023-2024 - 94.8% 24-25 SY, 95.19% for 26-27 SY	Transportation, health, or socio-emotional barriers contributing to absenteeism: External factors such as unreliable transportation, health issues (including mental health), or lack of engagement and belonging may be contributing to students' inconsistent attendance and reduced motivation to attend daily.
2	During the 25-26 SY, campus administrators documented 1012 entries in Project ED related to student report, attendance, and behavioral concerns. The volume of entries suggests a need for more efficient systems to monitor student movement, improve accountability, and maximize instructional time. However, 63% of this contact was not connected to behavior or academics - administrative.	Knowledge gap to project Ed on how to - importance gap on how important for impact at Tier 2 and 3 level
3	Student access to immediate health services is limited in AM on some days with vacancy position for RN	Does not currently have a FT RN to provide on site medical support and health related interventions - currently aided by Nurse Assistant and Substitute Paramedic
4	Service Hours and Community Impact - ILTexas GHS connected to Rotary, Garland Volunteer Coordinator, Garland Youth Council, however need to increase additional community connections to have more avenues for students to complete service hours across all grade levels.	Bring more standardized awareness to students and families of where to check for Service Opportunities (Sunday Message, every Sunday and MCJROTC)

★ = Priority

Perceptions

Summary

At IL Texas Garland students and staff feel safe. Students are empowered to improve our community through our "Others Before Self" project in which every student must research a community need, formulate a solution, present the solution to peers and then each grade level class chooses one project to implement. Student feedback from Principal Advisory Meeting - students feel safe overall. We have connected with City of Garland Volunteer Department to provide true service centered opportunities for students.

At IL Texas our student's social and emotional health and safety is important to our service. Counselors and Leadership teachers use Rhithm as a check-in for SEL.

Students state the ILTexas pledge every morning during announcements, and can recite the ILTexas mission.

IL Texas Garland started the year with an active PTO. Parent survey to be scheduled to go out this summer of 2026. All grade levels are required to complete a service project that incorporate athlos characteristics to serve the greater community. All students are required to complete 60 hours of community service in order to graduate. Garland Volunteer Department views ILTexas GHS as a natural and great space to connect with students that are service oriented - continued collaboration with Garland City leaders and volunteergarland.org.

Parents are regularly contacted by teachers regarding both successes and areas of improvement. Students have constant access to student grades and progress through the Skyward parent portal.

Sunday Evening Message is sent home to parents every week to notify them of upcoming events. Communication is reinforced through FB, campus website and informal "Coffee with the Principal" meetings and Open Houses. FB posts stay centered on student experience and on brand with our unique mission. At Open House and Coffee with the Principal - families have the opportunity to ask questions and interface face to face with members of staff. Parents are informed of absences, special messages and Eagle Academy via School Messenger - in Spanish and English, and Remind101. We use WeChat to communicate with parents in China , Vietnam, and Korea. Parents can use Skyward Family Access to track grades and absences.

Strengths

Based upon the survey of students, staff, and community, our strengths include - strong sense of equality, strong sense of safety and very strong sense of a challenging and motivating curriculum. There is a community feeling to the school and a lack of 'cliques'.

Students planned and led the International Festival, and multiple cultural events throughout the year.

Student participation in extra-curriculars increased.

Service Expo feedback very positive from multiple stakeholders

Principal member of East Richardson Rotary and supports with Interact Club

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	75% Passing rate of English 1 EOC - 25%DNM 79% Passing rate of English 2 EOC - 21% DNM 73% passing rate of Algebra 1 EOC - 27%DNM 94% passing rate of Biology EOC - 6% DNM 94% passing rate of US HIST EOC - 6% DNM	Emerging Bilinguals, 504, SPED continue to make up larger portion of students - inclusivity and strategy to help these students needs to be more intentional
2 ★	Student attendance average 96.29% 2023-2024 - 94.8% 24-25 SY, 95.19% for 26-27 SY	Transportation, health, or socio-emotional barriers contributing to absenteeism: External factors such as unreliable transportation, health issues (including mental health), or lack of engagement and belonging may be contributing to students' inconsistent attendance and reduced motivation to attend daily.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **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**

- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dual-credit and/or college prep course completion data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

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

☑ **High Priority**

By the end of the 26-27 school year, 45% of all ILTexas students will perform at the meets level of achievement on STAAR for all content areas and all content areas and 40% of EB students will perform at the meets level of achievement on STAAR all content areas

Evaluation Data Source: STAAR EOC RESULTS

Strategy 1

Smart Pass Raptor Technology usage to monitor movement of students in building to ensure learning time is preserved to the maximum degree. This system also helps in a safety sense so we are aware where all kids are at all times.

Strategy's Expected Result/Impact: Increased student Achievement and safety

Staff Responsible for Monitoring: Principal, AP's, and GLA's

Problem Statements: Demographics 1 - Student Learning 2

Funding Sources: Raptor Technology Computer System (already used on ILTexas campuses) 211 - Title 1-A, $2,147

Title I: 2.5.2

Formative Reviews

November	January	May	June

Strategy 2

Utilization of Peer to Peer tutoring (NHS and Mentor to Mentors), and Mandatory Tutoring as needed

Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates

Staff Responsible for Monitoring: Associate Principal, Lead SPED teacher, Counselors

Funding Sources: Tutorial Staff Pay 211 - Title 1-A, $1,000

Formative Reviews

November	January	May	June

Strategy 3

Utilize supplemental instructional materials, computer/web based programs - but most importantly increased use of Multiple Response Strategies, and focus on Good First Instruction - with elements of NES Model.

Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates

Staff Responsible for Monitoring: AP

Funding Sources: Supplemental Resource or Tutorial Staff Pay 211 - Title 1-A, $12,000, 211 - Title 1-A, $20,000

Formative Reviews

November	January	May	June

Strategy 4

Use Saturday School and after-school tutoring and extended year services such as Summer School in order to provide additional instruction for students in Math, English, Science and Social Studies based on data analysis of student needs - additionally strategic scheduling for intervention classes during the general school day

Strategy's Expected Result/Impact: Increase in student scores on state exams

Staff Responsible for Monitoring: Associate Principal, GLAs

Funding Sources: Tutorial Staff Pay 211 - Title 1-A, $3,000

Formative Reviews

November	January	May	June

Strategy 5

ILTexas will provide parents of Emergent Bilingual students learning opportunities to support their children at home, understand the importance of state assessments, and receive college and career information. Provide students with 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: Increased student performance, increased parent engagement

Staff Responsible for Monitoring: AP

Funding Sources: Tutorial Staff Pay 263 - Title III, $1,500, 263 - Title III, $3,500

Formative Reviews

November	January	May	June

Strategy 6

By the end of the academic year, students will demonstrate measurable growth in reading proficiency by participating in regular library visits and selecting library books that match their reading levels and interests.

Strategy's Expected Result/Impact: Increased student performance,

Staff Responsible for Monitoring: Administration/Librarian

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

Formative Reviews

November	January	May	June

Strategy 7

Provide ongoing , CNA identified professional development focused on data-driven instruction, STAAR item analysis, rigor, EB strategies to increase percentage of students meeting Meets or Masters - Most often using MRS strategies in the classroom (Multiple Response Strategies)

Strategy's Expected Result/Impact: High Student Achievement and Growth

Staff Responsible for Monitoring: Principal, AP, GLA, Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	January	May	June

Strategy 8 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Provide a STAAR Family Engagement event where students and families participate in interactive activities aligned to tested standards and receive strategies and resources to support learning at home, increasing student readiness and performance on STAAR assessment.

Strategy's Expected Result/Impact: Increased student preparedness and improved student achievement

Staff Responsible for Monitoring: Principal, AP, GLA, Content Leads, STAAR Teachers

Funding Sources: 211 - Title I School Improvement, $1,000

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	May	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	75% Passing rate of English 1 EOC - 25%DNM 79% Passing rate of English 2 EOC - 21% DNM 73% passing rate of Algebra 1 EOC - 27%DNM 94% passing rate of Biology EOC - 6% DNM 94% passing rate of US HIST EOC - 6% DNM	Emerging Bilinguals, 504, SPED continue to make up larger portion of students - inclusivity and strategy to help these students needs to be more intentional

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	75% Passing rate of English 1 EOC - 25%DNM 79% Passing rate of English 2 EOC - 21% DNM 73% passing rate of Algebra 1 EOC - 27%DNM 94% passing rate of Biology EOC - 6% DNM 94% passing rate of US HIST EOC - 6% DNM	Emerging Bilinguals, 504, SPED continue to make up larger portion of students - inclusivity and strategy to help these students needs to be more intentional

Performance Objective 2 ☑ High Priority

By the end of the 26-27 school year, 40% of all ILTexas students will perform at the meets level of achievement on STAAR Math and 40% of EB students will perform at the meets level of achievement on STAAR Math.

Evaluation Data Source: STAAR EOC RESULTS

Strategy 1

Utilization of Peer to Peer tutoring (NHS and Mentor to Mentors), and Mandatory Tutoring as needed

Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates

Staff Responsible for Monitoring: Associate Principal, Lead SPED teacher, Counselors

Funding Sources: School Climate 461 - Campus Activity, $1,000

Formative Reviews

November	January	May	June

Strategy 2

Use Saturday School and after-school tutoring to provide additional instruction for students in Math, English, Science and Social Studies

Strategy's Expected Result/Impact: Increase in student scores on state exams

Staff Responsible for Monitoring: Associate Principal, GLAs

Funding Sources: Tutorial Staff Pay 211 - Title 1-A, $3,000

Formative Reviews

November	January	May	June

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase to over 95% by June 2027. Also utilizing purchase and use of SAT Cards to help support preparation.

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

Strategy 1

Schedule 100% seniors who have not CCMR by July 15, 2026 into a math or English class with

College Bridge program and also provide OnRamps Course (Physics and Government)

Strategy's Expected Result/Impact: 100% of seniors will complete CCMR readiness in both English and Math

Staff Responsible for Monitoring: Associate

Funding Sources: Tutorial Staff Pay to ensure also complete in Tutoring as well 211 - Title I School Improvement, $1,000

Formative Reviews

November	January	May	June

Strategy 2

Campus will use Title funds to facilitate student registration of AP Exams.

Strategy's Expected Result/Impact: Increased enrollment in AP exams

Staff Responsible for Monitoring: Associate Principal

Funding Sources: AP Exam cost support 211 - Title I School Improvement, $15,000

Formative Reviews

November	January	May	June

Strategy 3

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 school.

Funding Sources: 244 - Carl Perkins, , AV TECH class resources 211 - Title 1-A, $13,500

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

Formative Reviews

November	January	May	June

Strategy 4

Host an AI Family Learning Night focused on learning and writing in an AI world, providing guidance on ethical AI use and strategies to strengthen academic writing.

Strategy's Expected Result/Impact: Students and families will gain a better understanding of responsible AI use and expectations for college-level writing

Staff Responsible for Monitoring: Principal, AP, GLA, ELAR

Funding Sources: 211 - Title 1-A, $500

Title I: 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	May	June

Performance Objective 4

By the end of the 26-27 school year, 40% of all ILTexas students will perform at the meets level of achievement on STAAR Social Studies and 40% of EB students will perform at the meets level of achievement on STAAR Social Studies.

Evaluation Data Source: STAAR EOC RESULTS

Strategy 1

Utilization of Peer to Peer tutoring (NHS and Mentor to Mentors), and Mandatory Tutoring as needed

Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates

Staff Responsible for Monitoring: Associate Principal, Lead SPED teacher, Counselors

Funding Sources: SChool Climate 461 - Campus Activity, $500

Formative Reviews

November	January	May	June

Strategy 2

Utilize supplemental instructional materials, computer/web based programs - ProjectEd, Rhithm, Study Island, Flocabulary, MAP, Interim Assessment, Google Classroom, Kahoot, Lead4ward

Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates

Staff Responsible for Monitoring: AP

Funding Sources: Additional REsources and Tutorial Staff Pay for implementation 211 - Title 1-A, $12,000

Formative Reviews

November	January	May	June

Strategy 3

Use Saturday School and after-school tutoring to provide additional instruction for students in Math, English, Science and Social Studies

Strategy's Expected Result/Impact: Increase in student scores on state exams

Staff Responsible for Monitoring: Associate Principal, GLAs

Funding Sources: Tutorial Staff Pay 211 - Title 1-A, $10,000

Formative Reviews

November	January	May	June

Strategy 4

Utilize supplemental instructional materials, computer/web based programs - ProjectEd, Rhithm, Study Island, Edgenuity, Google Classroom, Quill, IXL,

Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates

Staff Responsible for Monitoring: AP

Funding Sources: SUpplemental and Tutorial Staff Pay 211 - Title 1-A, $12,000

Formative Reviews

November	January	May	June

Strategy 5

Use Saturday School and after-school tutoring to provide additional instruction for students in Math, English, Science and Social Studies

Strategy's Expected Result/Impact: Increase in student scores on state exams

Staff Responsible for Monitoring: Associate Principal, GLAs

Funding Sources: Tutorial Staff Pay 211 - Title 1-A, $3,000

Formative Reviews

November	January	May	June

Performance Objective 5

By the end of the 26-27 school year, ILTexas students enrolled in the Special Education program will maintain a Meets achievement standard at a 15% rate for Math and a 25% rate for English Language Arts and Reading state assessments.

Evaluation Data Source: MAP, Interim assessments, STAAR

Strategy 1

Utilization of Peer to Peer tutoring (NHS and Mentor to Mentors), and Mandatory Tutoring as needed - parental support to ensure students are not missing these required sessions

Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates

Staff Responsible for Monitoring: Associate Principal, Lead SPED teacher, Counselors

Funding Sources: School Climate 461 - Campus Activity, $500

Formative Reviews

November	January	May	June

Strategy 2

Utilize supplemental instructional materials, computer/web based programs - ProjectEd, Rhithm, Mathia, Edgenuity, Google Classroom, Kahoot

Strategy's Expected Result/Impact: Increased level of mastery from students and decreased failure rates

Staff Responsible for Monitoring: AP

Funding Sources: Supplemental and Tutorial Staff Pay for implemenation 211 - Title 1-A, $12,000

Formative Reviews

November	January	May	June

Strategy 3

Use Saturday School and after-school tutoring to provide additional instruction for students in Math, English, Science and Social Studies - Weekly tutorials after school - building roster through interim assessment results for all students including SPED, Dyslexic, EB)

Strategy's Expected Result/Impact: Increase in student scores on state exams

Staff Responsible for Monitoring: Associate Principal, GLAs

Funding Sources: Tutorial Staff Pay 211 - Title 1-A, $3,000

Formative Reviews

November	January	May	June

Performance Objective 6

92% of students will receive credit for 100% of their courses at the end of the 26-27 school year.

Evaluation Data Source: Skyward Failure Report

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Eagle Academy Implementation with High Fidelity and follow through to ASD if missed. Tutorial support for all students.

Strategy's Expected Result/Impact: Increased student achievement with courses

Staff Responsible for Monitoring: EA Coordinator, Guides, and Teachers supporting with teachers

Problem Statements: Demographics 1 - Student Learning 2

Funding Sources: Staffed Coordinator, Guide, Clerk and Teachers for Tutoring (we have on site) 211 - Title 1-A, $20,000

Title I: 2.5.3

Formative Reviews

November	January	May	June

Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	75% Passing rate of English 1 EOC - 25%DNM 79% Passing rate of English 2 EOC - 21% DNM 73% passing rate of Algebra 1 EOC - 27%DNM 94% passing rate of Biology EOC - 6% DNM 94% passing rate of US HIST EOC - 6% DNM	Emerging Bilinguals, 504, SPED continue to make up larger portion of students - inclusivity and strategy to help these students needs to be more intentional

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	75% Passing rate of English 1 EOC - 25%DNM 79% Passing rate of English 2 EOC - 21% DNM 73% passing rate of Algebra 1 EOC - 27%DNM 94% passing rate of Biology EOC - 6% DNM 94% passing rate of US HIST EOC - 6% DNM	Emerging Bilinguals, 504, SPED continue to make up larger portion of students - inclusivity and strategy to help these students needs to be more intentional

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 least at Intermediate or above), 95% of students will have completed their service hour requirements and 75% of graduates will have met their Interactive Health Technology goals.

Performance Objective 1

By the end of 26-27 school year, the percentage of seniors receiving trilingual cord will increase to 65%

Evaluation Data Source: AAPPL Chinese & Spanish.

Strategy 1

100% of LOTE teachers will receive content specific professional development.

Strategy's Expected Result/Impact: Increased Teacher Efficacy

Staff Responsible for Monitoring: AP, Director of Spanish, Director of Chinese, IC

Funding Sources: Tutoring 211 - Title 1-A, $5,000

Formative Reviews

November	January	May	June

Performance Objective 2

By the end of 26-27 school year, 100% of students in 12th grade students will be tested by AAPPL Chinese and Spanish and receive score reports.

Strategy 1

Campus Testing Coordinator will need to follow district assessment calendar and attend AAPPL trainings. LOTE teachers will prepare students for AAPPL testing.

Strategy's Expected Result/Impact: The completion rate of AAPPL Chinese and Spanish testing will increase.

Staff Responsible for Monitoring: CTC

Funding Sources: Tutoring 211 - Title I School Improvement, $1,000

Formative Reviews

November	January	May	June

Performance Objective 3 ☑ High Priority

Students are provided volunteer opportunities over the Summer via PTO website and additionally our Sunday Message for Volunteer Opportunities.

Evaluation Data Source: Service Hour Submission to Counselors (Skyward Documented)

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

ILTexas will provide onboarding training for all new teachers in the classroom in the 2026-27 school year to help keep and retain teachers above 75%.

Strategy 1

Before new teachers enter a classroom, new teacher onboarding and training will be provided by the HQ curriculum departments who support the content the teacher will teach, but will include campus based activities to support new teachers.

Strategy's Expected Result/Impact: Increased teacher efficacy and retention

Staff Responsible for Monitoring: HR, Principal, IC

Funding Sources: 461 - Campus Activity, $1,000

Formative Reviews

November	January	May	June

Strategy 2

ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff in order to strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Reading assessment - WITH continued extension and PD with more in depth learning in content PLC's, and during learning walks on campus.

Strategy's Expected Result/Impact: Increased staff efficacy and retention

Staff Responsible for Monitoring: IC, AP, GLA, District Curriculum

Funding Sources: Subject Matter Experts 263 - Title III, $2,000

Formative Reviews

November	January	May	June

Performance Objective 2

By the end of 26-27 we will increase the percent retention of our special education, math and reading teachers by 85%

Strategy 1

Create incentive program for staff attendance - reward for 95% up attendance rate for teacher.

Strategy's Expected Result/Impact: Increased attendance for staff

Staff Responsible for Monitoring: Campus Admin

Funding Sources: School Climate 211 - Title I School Improvement, $1,000

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

Formative Reviews

November	January	May	June

Goal 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, an increase from 75% achieving a C or higher the previous year.

Performance Objective 1 ☑ High Priority

By June 1, 2027 our students will will meet preliminary - Domain 1 scores of 90% or higher as measured by preliminary results from TEA.

Evaluation Data Source: STAAR EOC Prelim Results

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Utilize Interim Assessment Data, Previous STAAR EOC Data/AL to determine who immediately is getting into Mandatory Tutorials

Strategy's Expected Result/Impact: Meets or Masters performance

Problem Statements: Demographics 1 - Student Learning 2

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	75% Passing rate of English 1 EOC - 25%DNM 79% Passing rate of English 2 EOC - 21% DNM 73% passing rate of Algebra 1 EOC - 27%DNM 94% passing rate of Biology EOC - 6% DNM 94% passing rate of US HIST EOC - 6% DNM	Emerging Bilinguals, 504, SPED continue to make up larger portion of students - inclusivity and strategy to help these students needs to be more intentional

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	75% Passing rate of English 1 EOC - 25%DNM 79% Passing rate of English 2 EOC - 21% DNM 73% passing rate of Algebra 1 EOC - 27%DNM 94% passing rate of Biology EOC - 6% DNM 94% passing rate of US HIST EOC - 6% DNM	Emerging Bilinguals, 504, SPED continue to make up larger portion of students - inclusivity and strategy to help these students needs to be more intentional

Goal 5

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 May 2027, we will implement monitoring system that includes quarterly checks of progress on both language proficiency and service hour completion. Students off track will receive targeted interventions, monitoring, and family communication, resulting in at least 75% of graduates meeting language goals, 95% completing service hours.

Evaluation Data Source: Skyward, AAPL

Strategy 1

Implement a quarterly Grad readiness Review process in which counselors, admin, and language teachers analyze student progress.

Strategy's Expected Result/Impact: Increased accountability early intervention

Staff Responsible for Monitoring: Admin, Counselors, GLA's

Problem Statements: Demographics 1 - Student Learning 2

Funding Sources: Parent Comm Materials 461 - Campus Activity,

Title I: 2.5.1, 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	May	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	75% Passing rate of English 1 EOC - 25%DNM 79% Passing rate of English 2 EOC - 21% DNM 73% passing rate of Algebra 1 EOC - 27%DNM 94% passing rate of Biology EOC - 6% DNM 94% passing rate of US HIST EOC - 6% DNM	Emerging Bilinguals, 504, SPED continue to make up larger portion of students - inclusivity and strategy to help these students needs to be more intentional

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	75% Passing rate of English 1 EOC - 25%DNM 79% Passing rate of English 2 EOC - 21% DNM 73% passing rate of Algebra 1 EOC - 27%DNM 94% passing rate of Biology EOC - 6% DNM 94% passing rate of US HIST EOC - 6% DNM	Emerging Bilinguals, 504, SPED continue to make up larger portion of students - inclusivity and strategy to help these students needs to be more intentional

Committees

Committees

2026-2027 Needs Assessment Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
June 2, 2026 @ 10:00 AM	GHS Conference Room	GHS CIP Meeting 6.12.26.pdf	--

Members

First Name	Last Name	Position	Committee Role
Rosales	Mr./Mrs.	Business Owner	Business Rep
Josue	Diaz	Garland City Volunteer Coordinator	Community Rep
Mackenzie	Berger	Student	Student
Maria Christina	DelosSantos	Teacher	Classroom Teacher
Joshua	Siemens	teacher	Classroom Teacher
Helena	Espinoza	Administrative Assistant	Paraprofessional
Gabriela	Argote	Registrar	Non-classroom Professional
Jeri	Davis	Lead Counselor	Counselor
Stephen	Sanders	teacher	Classroom Teacher
Mason	Adams	SPED teacher	Sped Teacher
Patsy	Berger	Parent of HS Student	Parent
Marco	De Leon	Principal	Administrator
Edward	Pittman	AP	Administrator

Funding Summary

Funding Summary

461 - Campus Activity

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	School Climate	--	$1,000.00
1	4	1	SChool Climate	--	$500.00
1	5	1	School Climate	--	$500.00
3	1	1		--	$1,000.00
5	1	1	Parent Comm Materials	--	$0.00
				Sub-Total	$3,000.00

211 - Title 1-A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Raptor Technology Computer System (already used on ILTexas campuses)	--	$2,147.00
1	1	2	Tutorial Staff Pay	--	$1,000.00
1	1	3	Supplemental Resource or Tutorial Staff Pay	--	$12,000.00
1	1	3		--	$20,000.00
1	1	4	Tutorial Staff Pay	--	$3,000.00
1	1	6	Books	--	$10,000.00
1	2	2	Tutorial Staff Pay	--	$3,000.00
1	3	3	AV TECH class resources	--	$13,500.00
1	3	4		--	$500.00
1	4	2	Additional REsources and Tutorial Staff Pay for implementation	--	$12,000.00
1	4	3	Tutorial Staff Pay	--	$10,000.00
1	4	4	SUpplemental and Tutorial Staff Pay	--	$12,000.00
1	4	5	Tutorial Staff Pay	--	$3,000.00
1	5	2	Supplemental and Tutorial Staff Pay for implemenation	--	$12,000.00
1	5	3	Tutorial Staff Pay	--	$3,000.00
1	6	1	Staffed Coordinator, Guide, Clerk and Teachers for Tutoring (we have on site)	--	$20,000.00
2	1	1	Tutoring	--	$5,000.00
				Sub-Total	$142,147.00

244 - Carl Perkins

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

263 - Title III

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Tutorial Staff Pay	--	$1,500.00
1	1	5		--	$3,500.00
3	1	2	Subject Matter Experts	--	$2,000.00
				Sub-Total	$7,000.00

211 - Title I School Improvement

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8		--	$1,000.00
1	3	1	Tutorial Staff Pay to ensure also complete in Tutoring as well	--	$1,000.00
1	3	2	AP Exam cost support	--	$15,000.00
2	2	1	Tutoring	--	$1,000.00
3	2	1	School Climate	--	$1,000.00
				Sub-Total	$19,000.00