International Leadership of Texas

Heritage Middle School

2026-2027 Campus Improvement Plan

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Table of Contents

Comprehensive Needs Assessment 3

Demographics 4

Student Learning 7

School Processes & Programs 9

Perceptions 12

Priority Problem Statements 14

Goals 16

Goal 1 : By the end of the 26-27 school year, 100% of ILTexas campuses will receiv... 17

Goal 2 : By the end of the 26-27 school year, at least 75% of students graduate me... 19

Goal 3 : By the end of the 26-27 school year ILTexas will retain 76% of teachers, a... 21

Funding Summary 23

211 - Title 1-A 24

211 - Title I School Improvement 24

Comprehensive Needs Assessment

Demographics

Summary

Our student population comes from varied academic backgrounds, including different public-school districts, charter schools, private schools, and homeschooling. Enrollment goal is 1,400 students. Diverse races and ethnicities are represented among our students as shown

Student Demographics	Count	Percent
Gender		
Female	96	52.46%
Male	87	47.54%
Ethnicity		
Hispanic-Latino	53	28.96%
Race		
American Indian - Alaskan Native	3	1.64%
Asian	18	9.84%
Black - African American	83	45.36%
Native Hawaiian - Pacific Islander	0	0.00%
White	13	7.10%
Two-or-More	13	7.10%

Mansfield Heritage K8, located at 10701 Heritage Pkwy, Grand Prairie, TX 76065. ILTexas Mansfield Heritage K8 was the newest campus to be built in Tarrant County. ILTexas MHK8 serves scholars in grades PreK to 8th. Our school uses the lottery system to enroll scholars. 54% our students are considered at an economical disadvantage.

Economic Disadvantage		
Economic Disadvantage Total	100	54.64%
Free Meals	32	17.49%
Reduced-Price Meals	33	18.03%
Other Economic Disadvantage	35	19.13%

Strengths

Our school is ethnically diverse. The 24/25 school year was the first year of MHK8 being opened to students and enrollment is increasing.

School Population	Count	Percent
Student Total	**183**	**100%**
6th Grade	70	38.25%
7th Grade	59	32.24%
8th Grade	54	29.51%

Our school serves all scholars including but not limited to: gifted and talented, emergent bilinguals, exceptional education, fine arts, and athletics. We are a language/leadership school and our scholars graduate mastering the English, Chinese, and Spanish languages. Our school places emphasis on strengthening the mind, body, and character. These together help our scholars to be able to compete in the global society.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Per RDA, 26% of EL/EB students scored at Beginner/ Intermediate levels after multiple years in U.S. schools.	Lack of ESL certified teachers and insufficient implementation of sheltered instruction strategies.
2	Special Education students in STAAR tested grade levels, for Math and ELAR/Reading, performed between 10% and 23% lower than their general education peers at the Meets level.	Due to mid-year staff turnover, post-pandemic, instructional use of research-based pedagogy drastically decreased.
3 ★	There is a need to increase student attendance and absence reporting.	Campus staff are unable to track and keep up with truancy prevention and truancy officer requirements.
4 ★	We are in the need of increased opportunities for parental input, involvement and engagement.	Being a charter school system, our families do not always live near the school and distance and the feel of community can be a challenge.

★ = Priority

Student Learning

Summary

Campus Interim Scores	Charter Rank	Approaches	Meets	Masters
3rd Math	1st	60.40%	42.95%	27.52%
3rd Reading	4th	60.54%	47.62%	29.93%
4th Math	1st	79.19%	73.83%	67.11%
4th Reading	3rd	74.48%	60%	51.03%
5th Math	1st	73.65%	54.05%	33.78%
5th Reading	1st	84%	73.33%	58%
5th Science	1st	68.87%	54.30%	44.37%
6th Reading	4th	72.11%	64.63%	46.26%
6th Math	1st	63.95%	49.66%	40.82%
7th Reading	3rd	77.14%	65.71%	50.71%
7th Math	3rd	66.90%	57.75%	29.58%
8th Reading	3rd	77.05%	59.02%	36.07%
English I	6th	98.39%	88.71%	58.06%
Algebra I	2nd	83.62%	72.41%	48.28%
8th Science	2nd	75.81%	58.87%	39.52%
8th Social Studies	4th	55.08%	46.61%	33.90%

Strengths

All students receive instruction in both Spanish and Mandarin Chinese beginning in Pre K and continuing through 8th Grade.

Students at the Pre K through 1st Grade levels participate in a two-way dual language program

All campuses across the district operate on a common master schedule to allow for common planning times and inter-district PLC opportunities on a daily and weekly basis

Data Days are set aside for teachers to understand where students are and to purposefully plan for instruction, accelerated learning, and extensions

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	ILTexas does not meet the federal requirement of 36% on TELPAS. ILTexas EL/EB students scored 35% on TELPAS.	Lack of ESL certified teachers and the need for more training on implementation of EB strategies
2	Per RDA, 26% of EL/EB students scored at Beginner/ Intermediate levels after multiple years in U.S. schools.	Lack of ESL certified teachers and insufficient implementation of sheltered instruction strategies.
3	Special Education students in STAAR tested grade levels, for Math and ELAR/Reading, performed between 10% and 23% lower than their general education peers at the Meets level.	Due to mid-year staff turnover, post-pandemic, instructional use of research-based pedagogy drastically decreased.

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School Processes & Programs

Summary

*We teach the state required curriculum (TEKS) & ILTexas adopted High Quality Instructional Materials (HQIM)

*Charterwide, ILTexas follows the same scope and sequence (YAG: Year at a Glance & daily pacing tools) for our 8 coure departments (Math, RLA, Science, Social Studies, Chinese, Spanish, Fitness & Leadership)

*ILTexas High School Personal Graduation Plans (PGP) Guidelines

*Adjustments and focus areas will be data driven and based off of Leadership Report Card/Lead4ward Priority Clusters (Priority TEKS Clusters) & MAP data (for relevant courses).

*Emphasis will be placed on data highlighting the most crucial gaps and priority TEKS (not only highly weighted, but also those foundational for vertically aligned next course) while also addressing socio-cultural competence.

*Teacher course specific support and resources are available on the teacher C&I Landing Page(which has a deeper dive into each department).

Program Model:

*PK - 1 will follow our research based K-5 Two-Way DLI Program Model to teach content through language and language through content.

Note: While we begin teaching the curriculum day 1, an emphasis and priority will be placed on building relationships and setting norms the first days of school

As a campus going into their second year of being open, the utmost priority is student safety with an emphasis on establishing quality routines and procedures with the second priority being academic success for all studnets.

We have staff with a diverse background, with teachers that are new to teaching, coming from other ILTexas campuses, or are new to the charter. To ensure student success, there must be an emphasis on aligning curriculum and instruction across the campus and charter. To support with this, MHK8 will collaborate effectively with instructional coaches and support all of our teachers. There is a need to strengthen the content knowledge with our teachers in order for teachers to learn the depth and complexity of standards and TEKS guidelines. The charter data and campus data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Teachers will utilize the IPP planning process for all core subject areas, as well as analyze data based on the state, district and local assessments in order to be data driven. Teachers will need to differentiate instruction based on students' needs and learning styles in order to reach a diverse group of students.

Staff Recruitment and Retention: Our goal is to recruit and retain high caliber staff. We use sources such as, campus website, the Teacher Job Network (TJN), District and Region 10 and 11 job fairs, social media, and word of mouth. Our goal is that all teachers are highly qualified. We have teachers in alternative certification programs as well as visiting teachers from other countries to support our district mission of being a trilingual school district. Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. As a charter, we have a mentor program to support first year teachers, and there is district, campus, and grade level support provided to all new staff.

Technology: All staff members have been provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, students in grades 3-8 are provided their own Chromebooks. Likewise, students in K-3 classrooms utilize one tablet, or Chromebook creating a 1:1 ratio for technology. Due to virtual learning, all students K-8 had a 1:1 ratio chromebooks. We utilize the following academic resources to assist us in our daily learning and communication: Kahoot, Measuring Up, Dojo, Study Island, IStation, Reading A-Z, Stemscopes, Kuder, MAP, STAAR-AR, Imagine Math, Splash Math, All in Learning, Google Classroom, and Seesaw; and finally, technology pieces that also encourage and engage parents through the use of programs such as Edmodo, Peachjar, Dojo, Smores, Facebook, Call-Messenger and Parent Portal. With the use of this kind of technology we have increased our parent communication, improved behavior, while continuing to make teaching and the delivery more engaging, attainable, and fun. Virtual learning allowed us to provide more technology support to parents through a technology help desk. Resources (Eduphoria, Forethought, Staff Climate Survey)

Strengths

Curriculum, Instruction, and Assessment: Low turnover among staff allows for consistency in content areas which ultimately results in stronger content knowledge and effective use of instructional practices. With the support of subject matter experts, teachers are able to get more support in areas of lesson design, curriculum alignment, data analysis, and data-driven instruction.

Staff Recruitment and Retention: After completing our first year open only 2 teachers will not be returning for the 25/26 school year.

Technology: Each student in grades K-8 has access to technology via chromebooks. Students in grades 3th-8th receive their own personal chromebook for academic usage.

School Processes & Program Strengths: The campus does a great job of adhering to the many cultural and international festivities that are mandated by the district. Strong systems are in place to ensure organizational and academic strengths.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Some students do not have access to high quality instruction because 70.3% of ILTexas teachers have less than 6 years of experience teaching.	Due to funding limitations with a free, public charter schools struggle with competitive pay scales in comparison to bigger public ISDs.
2	On the STAAR Math test, 0 out of 13 targets were met for percentage of students performing at the Meets grade level standard and only 1 out of 12 targets were met for academic growth in math.	With changing standards and instructional programs, our teachers need additional support and instructional strategies training.
3	Per RDA, 26% of EL/EB students scored at Beginner/ Intermediate levels after multiple years in U.S. schools.	Lack of ESL certified teachers and insufficient implementation of sheltered instruction strategies.

★ = Priority

Perceptions

Summary

As a campus, our climate and culture survey indicates that majority of our campus staff feel as if our campus' environment is positive and encouraging. Our staff does a great job of collaborating and working together for the greater good. The campus does a great job of reinforcing the district's vision and mission. For this school year, the campus will work on streamlining systems related to student discipline and strengthening staff morale overall.

The students have access to interventions, Fitness Win, Eagle Academy, and tutoring to help them succeed in the next grade level. This year, students received one-on-one mentoring to understand their scores and identify areas for growth needed for the school year.

The mentoring program that assists the new teachers is helpful. The teachers get a sense of relieve and feel supported when they receive positive feedback from their mentor.

Teachers highlight the diversity of the school and the languages students are learning. The school officer helps everyone feel safe, and our safety committee is an effective system in place. We celebrate teachers and cultures, and teachers feel they make lasting friendships.

Teachers feel supported by administration. The teacher success plans are in place for teachers that need it. There are multiple opportunities for professional developments, weekly and every 6 weeks. Teachers feel they need more time to work on their assignments they need to catch up on.

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Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	We are in the need of increased opportunities for parental input, involvement and engagement.	Being a charter school system, our families do not always live near the school and distance and the feel of community can be a challenge.
2	We need to ensure that the translation system for non-English speaking parents attending campus meetings/performances is always accessible and functional	While ILTexas has invested in the translation systems for use at campus and district functions, we often times cannot locate them, or they are not functional.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	There is a need to increase student attendance and absence reporting.	Campus staff are unable to track and keep up with truancy prevention and truancy officer requirements.
2 ★	We are in the need of increased opportunities for parental input, involvement and engagement.	Being a charter school system, our families do not always live near the school and distance and the feel of community can be a challenge.
3 ★	ILTexas does not meet the federal requirement of 36% on TELPAS. ILTexas EL/EB students scored 35% on TELPAS.	Lack of ESL certified teachers and the need for more training on implementation of EB strategies
4 ★	Some students do not have access to high quality instruction because 70.3% of ILTexas teachers have less than 6 years of experience teaching.	Due to funding limitations with a free, public charter schools struggle with competitive pay scales in comparison to bigger public ISDs.
5 ★	We are in the need of increased opportunities for parental input, involvement and engagement.	Being a charter school system, our families do not always live near the school and distance and the feel of community can be a challenge.

★ = 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 ___% achieving a C or higher the previous year (to be updated once our ratings come out in August).

Performance Objective 1 ☑ High Priority

By the end of the 2026-2027 school year, all Special Populations (to include AA student group, EC Disadv student group, 2 or more races student group, SPED, Bilingual, and ESL students) will perform at the Meets Performance Level on State Assessments by 10-15%.

Evaluation Data Source: Benchmark and STAAR data

Strategy 1

Provide PD to all teachers regarding differentiation and small group instruction to target the identified student population.

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

Staff Responsible for Monitoring: Campus Leadership, Dean, IC

Funding Sources: Databases, Tech/Communication, Office Supplies 211 - Title I School Improvement,

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Strategy 2 ☑ Targeted Support Strategy

Provide instructional materials for students in Reading/ILA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessments (including Kamico, STAAR Master, Measuring UP, MAP, etc.)

Strategy's Expected Result/Impact: Increased student academic achievement

Staff Responsible for Monitoring: Administrators, GLAs, ICs, and teachers

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

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Strategy 3 ☑ Targeted Support Strategy

Provide online programs and instructional materials for ELAR, math, science, and social studies to include Study Island, Mathia, Zearn,
IXL, iStation, MAP, Measuring Up, and other online resources to enhance instruction and increase student academic
achievement.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Dean, ICs, Admin

Funding Sources: Supplies and contracted services 211 - Title 1-A, $40,000

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

ESF Levers: 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

☑ **High Priority**

By the end of the 2026-2027 school year, the parent survey will reflect effective communication between the school and the stakeholders, and parent volunteer numbers will be at least 50.

Strategy 1

Build capacity of families and staff to partner effectively to improve student outcomes by providing professional development for staff on the value and utility of parents, and providing parents with resources to support student learning outside of the classroom.

Funding Sources: Tech/Communications, Databases, Office Supplies 211 - Title I School Improvement,

Formative Reviews

November	January	May	June

Strategy 2

Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost.

Funding Sources: Databases, Tech/Communications, Office Supplies 211 - Title I School Improvement,

Formative Reviews

November	January	May	June

Strategy 3

Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the compact will be made available at no cost. (Elementary only: Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences).

Funding Sources: Office Supplies, Databases, Tech/Communications 211 - Title I School Improvement,

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

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

Evaluation Data Source: Increase Teacher Retention

Strategy 1

Each curriculum and instruction department will provide continuous training in the TEKS and instructional
strategies through content PLC meetings, data day analysis, professional learning days, and other professional learning
opportunities.

Strategy's Expected Result/Impact: Increase Teacher Retention

Staff Responsible for Monitoring: Campus Leadership Curriculum and Instruction Departments

Funding Sources: Office Supplies, Tech/Communications, Databases 211 - Title I School Improvement,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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

Provide vendor training and coaching support for math, Reading and Special Education teachers implementing new curriculum

Strategy's Expected Result/Impact: Teachers will feel successful in the classroom because they are able to use the
adopted curriculum effectively and their students are successful on assessments.

Staff Responsible for Monitoring: Subject matter experts and Campus leadership

Funding Sources: Office Supplies, Tech/Communications, Databases 211 - Title I School Improvement,

Formative Reviews

November	January	May	June

Funding Summary

Funding Summary

211 - Title 1-A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies	--	$15,000.00
1	1	3	Supplies and contracted services	--	$40,000.00
				Sub-Total	$55,000.00

211 - Title I School Improvement

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Databases, Tech/Communication, Office Supplies	--	$0.00
2	1	1	Tech/Communications, Databases, Office Supplies	--	$0.00
2	1	2	Databases, Tech/Communications, Office Supplies	--	$0.00
2	1	3	Office Supplies, Databases, Tech/ Communications	--	$0.00
3	1	1	Office Supplies, Tech/Communications, Databases	--	$0.00
3	2	1	Office Supplies, Tech/Communications, Databases	--	$0.00
				Sub-Total	$0.00