

**DISTRICTS IMPACTED BY EXPANSION INTO THE
CLEVELAND-NEW CANEY AREA**

Ms. Kelly Axton, Board President
Mr. Chris Trotter, Superintendent
Cleveland ISD
316 E Dallas St, Cleveland, TX 77327

Mr. Pete Vandver, Board President
Dr. Mark Keith, Superintendent
Tarkington ISD
2770 Fm 163 Cleveland, TX 77327

Mr. Cody Parrish, Board President
Mr. Scott Mackey, Superintendent
Hardin ISD
290 County Road 2003 North, Hardin, TX 77561

Kelley Barry, Board President
Mr. Tim Bartran, Superintendent
Hull Daisetta ISD
117 North Main, Daisetta TX 77533

Mr. Bruce Bell, Board President
Mr. Cody Abshier, Superintendent
Liberty ISD
1600 Grand Avenue
Liberty, Texas 77575

Mrs. Linda Harris, Board President
Dr. Jessica Johnson, Superintendent
Dayton ISD
100 Cherry Creek Road
Dayton, Texas 77535

Mr. Robert Sitton, Board President
Dr. Elizabeth Fagen, Superintendent
Humble ISD
10203 Birchridge Drive
Humble, Texas 77338

Mr. Chad Turner, Board President
Mr. Matt Calvert, Superintendent
New Caney ISD
21580 LOOP 494
New Caney, TX 77357

Ms. Suzanne Soto, Board President
Dr. Jeff Burke, Superintendent
Splendora ISD
23419 FM 2090, Splendora, TX 77372

Mr. Matt Fuller, Board President
Dr. Heath Morrison, Superintendent
Montgomery ISD
20774 Eva Street (Hwy 105 West), Montgomery, TX 77356

Mr. Cliff Williams, Board President
Dr. Tim Harkrider, Superintendent
Willis ISD
612 N. Campbell Street
Willis, TX 77378

Mr. Paul Buchanan, Board President
Dr. Bryan Taulton, Superintendent
Cold Spring-Oakhurst CISD
PO Box 39, Coldspring, TX 77331

Ms. Yvonne Johnson, Board President
Dr. Jason Hewitt, Superintendent
Shepherd ISD
1401 S. Byrd Avenue, Shepherd, TX 77371

Shane Barge, Board President
Darol Hail, Superintendent
New Waverly ISD
355 Front Street
New Waverly, Texas TX 77358

Mr. Paul Shanklin, Board President
Dr. LaTonya Goffney, Superintendent
Aldine ISD
2520 W. Thorne Blvd.
Houston, TX 77073

Ms. Eileen Palmer, Board President
Dr. King Davis, Superintendent
Sheldon ISD
11411 C.E. King Parkway
Houston, TX 77044

Ms. Tonya Eagleton, Board President
Mrs. Paula Patterson, Superintendent
Crosby ISD
14670 FM 2100
Crosby, TX 77532

Charter School Expansion Amendment Request Form

Texas Education Agency
Division of Charter School Authorizing and Administration

charteramendments@tea.texas.gov
(512) 463-9575

Name of Charter: County-District Number:

Name of Charter Holder: Requested Effective Date:

Expansion amendments may be approved only if applicants meet all expansion criteria as indicated in 19 Texas Administrative Code (TAC) §100.1033. The charter school must have operated in Texas for a minimum of three consecutive years and must have "Accredited" status on the most recent rating.

A separate expansion amendment form must be completed, signed, and submitted for each campus the charter school is requesting. All other types of expansion requests may be combined in a single form. Prior to the submission of an expansion request, the charter school governing board and superintendent must engage in and demonstrate that a Growth Analysis Plan (GAP) has been conducted as reflected in Section II below.

Completed amendment requests must include this amendment form including the signed attestations found at the end of the form, a signed and dated board resolution, and all applicable attachments.

SECTION I – Requested Expansion Part 1

Check the appropriate box(es) for the expansion requested.

1. ADD ADDITIONAL CAMPUS-complete responses under Section I, Part 2, item 1.
2. ADD ADDITIONAL GRADE LEVEL(S)-complete responses under Section I, Part 2, item 2.
3. EXPAND GEOGRAPHIC BOUNDARY-complete responses under Section I, Part 2, item 3.
4. INCREASE MAXIMUM STUDENT ENROLLMENT-complete responses under Section I, Part 2, item 4.

SECTION I – Requested Expansion Part 2

1. Additional Campus: *(complete items 1a.- 1j. for each campus expansion request)*

a. Is the proposed campus within the currently approved geographic boundary of the charter? Yes No
If no, check the GEOGRAPHIC BOUNDARY EXPANSION box in #3 above.

b. What is the proposed address of the requested campus?

(Approval of the requested campus does not imply TEA approval of the proposed address.)

c. What grade levels will be served at the proposed campus at capacity?

d. What is the estimated target number of students to be served at the proposed campus at capacity?

e. What is the estimated target number of students to be served in tested grades at the proposed campus at capacity?

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f. Is the proposed campus a residential facility? YES NO

g. If the amendment is approved, is a new campus number required? YES NO

If no, to which campus number will the new site be assigned?

h. If a new campus number is requested, will this campus be evaluated under standard accountability measures? YES NO

If no, submit an explanation as to how the campus will qualify for evaluation under alternative education accountability (AEA) measures.

(Must meet AEA criteria and apply during AEA registration period.)

i. If a new campus number is requested, what is the proposed name of the new campus?

ILTexas #1 K8 (K-5 School)

j. Provide evidence that the charter school has notified relevant districts of potential impact (**Attachment C: Evidence of Impact Notification(s) to relevant district(s)**)

❖ *A certificate of occupancy with an "E" occupant code or equivalent certificate must be obtained and submitted to the agency for review and approval prior to serving students.*

2. Additional Grade Levels (complete items 2a.- 2f. for grade-level expansion requests):

a. Current approved grade levels:

b. Grade levels requested:

Early Ed (3) Pre-K (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

c. Campuses to serve the proposed grade levels:

d. Estimated target number of students to be served in grades that will be evaluated under the accountability rating system:

e. Estimated target percentage of students, including the grade levels to be added, that will be evaluated under the accountability rating system?

f. Attach a TEKS-aligned scope and sequence for the corresponding grade levels requested in reading/ELA,

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math, science, social studies, fine arts, PE, technology applications, and any LOTEs as outlined in 19 TAC §74 as well as an analysis of the curricular materials that will be used and the rationale for how those materials were selected for each of the proposed grade levels. **(Attachment D: Scope and Sequence and accompanying documentation)**

3. Geographic Boundary: (complete 3a.-3b. for geographic expansion requests)

- a. List, in alphabetical order, the proposed independent school districts (ISDs) to be added to the charter’s currently approved geographic boundary:

Cleveland ISD, Tarkington ISD, New Caney ISD, Splendora ISD, Hardin ISD, Hull Daisetta ISD, Liberty ISD, Dayton ISD, Humble ISD, Montgomery ISD, Willis ISD, Cold Spring-Oakhurst CISD, Shepard ISD, New Waverly ISD, Aldine ISD, Sheldon ISD, Crosby ISD

- b. Provide evidence of notification(s) to the ISD(s) listed above of the geographic boundary request(s). **(Attachment E: Evidence of Notification to Districts)**

4. Maximum Student Enrollment: (complete 4a.-4b. for maximum enrollment expansion requests)

- a. Current approved maximum enrollment:
- b. Requested maximum student enrollment.

❖ *Only one maximum student enrollment increase is allowed during each calendar year.*

SECTION II – GROWTH ANALYSIS PLAN

Part 1 – Justification and Rationale for Expansion and Board Consideration

Complete Section II, Part 1 in its entirety for all expansion requests.

1. Rationale for Proposed Expansion – Narrative response limited to 500 words

Describe the perceived need for the charter expansion in the community in which the charter proposes to expand. Describe the information which leads the charter school to believe there is a demand or need for the proposed expansion. Include in the response a detailed rationale for the proposed expansion.

International Leadership of Texas has proven to be one of the most successful charter schools in the United States since our charter was approved in 2012. We have 21,000 students in 34 schools throughout Dallas, Fort Worth, Houston, and College Station. We are the only school system in the United States with a trilingual curriculum with 100% of our students learning English, Spanish, and Chinese. We have more students learning Chinese than any other organization in the +

2. Board Resolution

Provide a resolution adopted by the governing body of the charter holder, with printed names and signatures, demonstrating that a quorum of the members voted in favor of amending the charter in a duly called public meeting. **(Attachment A: Board resolution)**

- ❖ *The board resolution should include a statement indicating that the charter holder governing body has considered a business plan and has determined by majority vote of the board that the growth proposed is prudent. Include a list of current names if different from those submitted in the most recent Annual Governance Report.*

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3. Board Consideration

Provide a board agenda and minutes that show all elements linked to the proposed expansion, as included in the expansion application, were considered by the governing board in a duly called public meeting. (**Attachment B: Agenda and minutes**)


❖ *Draft minutes will be acceptable in lieu of final, board-approved minutes.*

SECTION II – Growth Analysis Plan Part 2 – Academic, Financial, and Operational Capacity Indicators


Complete Section II, Part 2 in its entirety for all applicable expansion requests.

Central Office capacity to support proposed expansion(s) – Narrative response limited to 250 words for each section.


1. Model – For **additional campus requests only**, describe the core elements of the school model and the steps taken to ensure that the school model as outlined in the charter contract will be faithfully replicated at the proposed campus(es).

Our unique curriculum teaches servant leadership as well as English, Spanish, and Chinese to all of our 21,000 students at 34 schools throughout Dallas, Fort Worth, Houston, and College Station. 


2. a. Talent: Capacity – For **all expansion requests**, describe the projected human resource capacity (the number of additional teachers and administrative support) required to implement the proposed expansion. This should include a reasonable number of administrators needed as well as teachers needed to comply with the charters identified teacher-student ratio to successfully implement the expansion.

Our schools have a 1:20 teacher to student cap for K-2 and a 1:26 cap for grades 3-8. When establishing a new ILTexas campus, our new campus principal hires the following administrative staff: Admin Assistant, Budget Clerk, Registrar, Enrollment Specialist, Attendance Clerk, Receptionist (2), Associate Principal, Instructional Coach, Assistant Principal (2), 6-8 Counselor, 3rd Grade Bilingual Instructional Aide, Facilities Manager, Special Education Lead, Temp (2 - enrollment 

2. b. Talent: Sourcing and Training – For **all expansion requests**, describe how the charter will recruit, hire, and train the teachers and administrators needed to support the expansion. Include the timeline for completing such activities.

When establishing a new ILTexas campus, it is critical that we hire a principal who lives our mission and understands our brand of education so that they can build a team and a culture at their school. We will hire our Principal 12 months prior to the start of the new school year and that individual will spend that time hiring their team and preparing them to open 

3. Central Office Support – For **all expansion requests**, describe how the charter has or will increase capacity at central office to support the successful expansion of the charter school. This should include a detailed description of central office supports implemented to facilitate the expansion and considerations for additional academic, financial, and operational alignment and enhancement.

ILTexas has a Headquarters team experienced in opening new ILTexas campuses and managing the rapid growth that we so commonly see when opening in a new area. The Headquarters team partners and collaborates with Area Superintendents and Campus Administration to ensure that every ILTexas campus has the support they need. Our HQ team provides the majority of administrative support services to campuses. Headquarters support includes, but is not limited to: Curriculum, Finance & Payroll, Human Resources, Legal, Information Technologies, Marketing, PEIMS, Child Nutrition, Equity, and Operations. 

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- 4. Community Engagement** – For all expansion requests, describe the how the charter will, post approval, engage the community. This may include broad-based approaches such as advertising and social media, personalized approaches including community meetings and other forms of personal outreach, and stakeholder support including identifying and meeting with key community leaders.

ILTexas has always benefited from a grassroots approach to expansions. Our parents are our greatest champions and do an incredible job of spreading the word of our program. For our ILTexas Brigadier General Ramirez K-5 project, we will continue leveraging our families and their word-of-mouth marketing efforts, with the addition of a targeted marketing

SECTION II – GROWTH ANALYSIS PLAN Part 3 – Student Equity Indicators

Complete Section II, Part 3 in its entirety for all expansion requests as applicable.

Responses are required for all expansion requests from charter schools that received a C, D, or F on their most recent Domain III rating. *Narrative response limited to 500 words for each section.*

1. Projected Student Population – *Narrative response limited to 500 words*

Provide the estimated percentages of students in each of the Domain III student groups in the proposed expansion area, compared with student populations you are currently serving. Describe strategies and supports that will be implemented to ensure success for all student groups.

The current ILTexas student population pretty closely mirrors the student population we anticipate serving in the Cleveland, TX area. Estimated Domain III sub-populations in the Cleveland area (based on Cleveland ISD data) compared to ILTexas charter demographics are as follows:

African American - Est. - 4.6% - ILTexas - 28%
Hispanic - Est. - 79.2% - ILTexas - 51%

2. Supports for Students with Disabilities – *Narrative response limited to 500 words*

Provide a summary of the charter’s efforts in meeting the needs of students with disabilities and Section 504 students, including an analysis of current performance, areas where growth is needed, and the specific strategies and supports that will be implemented to ensure success for these students.

Since the inception of ILTexas in 2013, the number of students identified in need of Special Education program services has experienced a 91% growth rate, with a 6% growth rate between the 19-20 and 20-21 school year. The expectation of ILTexas Special Populations’ students is to uphold the ILTexas Mission statement from exercising servant leadership to mastering the English, Spanish, and Mandarin Chinese languages. Special Populations’ students are provided with appropriate accommodations and/or modification in all areas, including the Spanish and Chinese language classes, through the ARD committee or 504 meeting decision-making.

3. Supports for Bilingual Students/English Learners – *Narrative response limited to 500 words*

Provide a summary of the charter’s efforts in meeting the needs of bilingual students/English learners, including an analysis of current performance and areas where growth is needed. and the specific strategies and supports that will be implemented to ensure success for these students.

Over the last eight years since ILTexas opened, the number of English learners (ELs) has increased steadily. The 2020 PEIMS snapshot reported 6,148 English learners, which represents 29% of the ILTexas student population.

ILTexas offers a Two-Way Dual Language Immersion Program (DLI) to all students in grades K-5. The goal of DLI is for all students to attain full proficiency in Spanish as well as English through the use of guided and independent multi-sensory experiences for language and literacy development in an academically challenging, research-based environment across all core content curriculum in order to promote bilingualism and biliteracy.

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SECTION III Supplemental Requirements

1. **Compliance Information for all Expansion Requests – as required by 19 TAC §100.1035, please include the following:**
 - a. Documentation identifying a board member's substantial interest in a business entity or in real property that relates to any charter business;
 - b. Documentation of a board member's abstentions from voting in cases of potential conflicts of interest;
 - c. Documentation, other than Annual Governance Reporting Forms, identifying family members and/or employees and/or contractors of the charter holder or charter school; **and**
 - d. Documentation that board members or employees whose criminal history checks deemed them ineligible to serve were removed from service; **or** a signed statement attesting that within the last three (3) years there have been no instances of nepotism, conflicts of interest, or revelations in criminal history checks that deemed any board members or employee ineligible to serve.
(Attachment F: Compliance Information)

- ❖ **Business Plan** — A business plan developed in accordance with the requirements outlined in 19 TAC §100.1033(b)(9)(A)(vii)(I-XI) and reviewed by the board shall be submitted within ten business days upon request by TEA.

- ❖ **By-laws and Articles of Incorporation** – Must be current and on file with the agency.

SECTION IV Expansion Amendment Request Checklist

Include for Expansion Amendment Requests:

- Attachment A: Board resolution** (required for **all** requests)
- Attachment B: Agenda and minutes** (required for **all** requests)
- Attachment C: Evidence of Impact Notification(s)** (required for **campus** expansion requests only)
- Attachment D: Scope and Sequence** (required for **grade-level** expansion requests only)
- Attachment E: Evidence of Notification to District(s)** (required for **geographic boundary** expansion requests only)
- Attachment F: Compliance Information** (required for **all** requests)

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SECTION V Attestations

Superintendent Attestation –

As the Superintendent of the charter school, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Superintendent Phone Number
Superintendent Signature Email Address
Date

Board President Attestation –

As the President of the governing body of the charter holder, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Board President Phone Number
Board President Signature Email Address
Date

Section 1 – Cont’d.

ILTexas received a 92 on the 19 Accountability Rating for College, Career, and Military Readiness. In 2018, we had 72% of graduates enrolled in a Texas institute of higher education, which is higher than the State average 53% and Cleveland ISD 26%. The ILTexas graduating class earned more than \$57,000,000 in merit based scholarships and received acceptances into top universities, including: Stanford, The University of Chicago, Carleton College, Middlebury College, Duke University, Beijing Language and Culture University, and Notre Dame.

Additionally, 20% of our high school students are currently part of our MCJROTC program, which further prepares them for exceptional leadership roles in the international community. The expectation of all ILTexas students is that they will be accepted into a four-year college or university. We support this expectation by partnering with Academic Success Program, a college advising program, that helps them acquire scholarships, submit applications, and navigate financial aid, all at no cost to students or their families.

While there are high performing school systems in the Cleveland area, there is no other school system that can provide students with our unique brand of education. Not only do we teach all our students’ mastery of the English, Spanish, and Chinese languages, we also provide them with opportunities to immerse themselves in the beauty of these cultures through the 105 international educators we recruit from around the world to teach them.

Our educational model produces a service-minded, internationally focused student with the integrity, intelligence, and adaptability that are integral to forging exceptional international leaders. There is no other school system that can provide an education like ILTexas.

Section 2 – Cont’d.

To support the mental health needs of our students and staff, each ILTexas K-8 campus has three counselors. Unlike other charters or ISD’s, our counselors are dedicated mental health counselors, focused solely on the social and emotional needs of our campus populations. We also have a registered nurse and nurses aid at every campus for any physical health needs.

All ILTexas campuses are staffed with an armed Peace Officer, and safety initiatives are led by our Safety and Security Director, who was a former police chief.

All schools follow the same scope and sequence (Year at a glance and daily pacing tools) developed by a team led by Dr. Laura Carrasco. Adjustments and campus-specific focus areas are data driven and based on STAAR data for relevant courses, supplemented by MAP data, and Lead4ward Leadership Report Card helping identify priority TEKS clusters.

Section 3 – Cont’d.

Our principals are supported in the hiring process by our HQ level Talent Recruiters, of which one holds a master’s degree, and the other two hold BA’s in Business and Human Resources.

Benefits like the ILTexas Teacher Merit Pay Program, which puts teachers on a path to a \$100,000 salary by giving 90% of the money we receive from TIA directly to the teacher who earned the designation, and our Aspiring Administrators Academy (AAA), which provides our staff an opportunity to grow within our organization not only attracts education professionals to our program, it also keeps them here as well.

Section 4 – Cont’d.

All ILTexas staff are welcomed into any new school year with a week-long extensive professional development session that helps elevate their skill sets, while also helping them understand and embrace our mission and our “why.” New to ILTexas teachers receive an additional week-long PD as part of our New Teacher Training. New campus administrators are also included in a New Administrators Boot Camp conducted by Area Superintendents, Headquarters Directors and our Executive Director of Professional Development.

New teachers are also provided with a mentor teacher who offers coaching and instructional support throughout the year and new to the profession teachers receive additional monthly PD sessions.

Section 5 – Cont’d.

At ILTexas, our motto is Others Before Self, and we teach our students to be servant leaders. When we expand into new communities, our goal is to provide students with an exceptional, accessible education, while also supporting the needs of the community we serve. As a charter, we’ve made a habit of routinely meeting with local officials and community leaders to seek out ways in which we can provide support and services to our students, their families, and our community neighbors.

Section 6 – Cont’d.

Our Families in Transition Department has a team of community liaisons, staffed at the area level that support our economically disadvantaged students through community services, uniform programs, free meals, and other resources. We also staff behavior specialists, utilize PBIS, provide instructional coaches, and will add a Dean of Instruction, paid out of federal funds for our highest need campuses.

Finally, as a language school, we are already fully equipped to help any student master the English, Spanish and Chinese languages, regardless of the language they come to us speaking.

Section 7 – Cont’d.

To date, ILTexas has a total of 451 students enrolled into these intervention programs. This year, our students have experienced a 6% Lexile Growth, 15% Fluency Growth, and 11% Quantile Growth in the Fall 2020 semester.

All Special Education staff will receive on-going training and Professional Learning Communities (PLC's) one or more times per week, with a concentration on evidence-based instructional strategies to support Read, Math, and Writing instruction. Additionally, all campus and instructional staff have access to trained Special Education Academic and Behavior Specialists, positively impacting student success through teacher growth and support in lesson development, classroom management, and the implementation of well-developed Individualized Education Plans (IEPs) with fidelity.

Special Populations teams work together to ensure the individual needs of disabled students are met as well as those of non-disabled students. The Special Education and 504 teams begin by ensuring appropriate child-find and initial evaluations/reevaluations and that eligible students receive Free and Appropriate Education (FAPE) through the provision of a IEP or Section 504 plan to meet the individual educational needs of eligible students as adequately as the needs of nondisabled students are met with a focus on providing education to students with disabilities in the least restrictive environment.

The Special Populations Department establishes standards and procedures in the identification and evaluation process, including implementation of procedural safeguards regarding the identification, evaluation, placement, or provision of FAPE to a student and meaningful parental participation. This also includes providing students with disabilities equal access to non/academic and/or extracurricular services and safeguards relating to a student's disability during disciplinary proceedings.

Additionally, because we are committed to completing every student IEP, we also contract out student services as needed to ensure every need is met.

Section 8 – Cont'd.

The 2019 Results Driven Accountability (RDA) shows that ILTexas has not been staged for the Bilingual/ESL program:

Grades 6-8

	ILTexas	State
Reading	65%	58%
Science	77%	58%
Social Studies	52%	40%
Writing	61%	46%

High School

	ILTexas	State
Science	81%	71%
Social Studies	93%	75%
English	61%	35%

However, there are areas that still need improvement such as Reading, Math, and Writing in elementary grades. The Dual Language and English Learner Departments provide targeted support to teachers by bringing in experts in the field of dual language and ESL, through modeling of best practices, and by offering teachers ongoing professional learning opportunities.

100% of ILTexas students are language learners and 100% of the teachers are language teachers. ILTexas has a targeted and focused professional development plan to build staff capacity in serving ELs. All ILTexas teachers are trained in Sheltered Instruction. The goal of sheltered instruction is to help ELs develop content knowledge, language proficiency, and academic skills at the same time. The EL Department at ILTexas offers targeted support to staff so that they can address the specific needs of their ELs. The EL Department and campus leadership continuously support and monitor implementation of Sheltered Instruction and differentiation based on ELs' English proficiency level. EL coaches and coordinators participate in grade level Professional Learning Communities (PLCs) and support lesson planning by including the ELPS and providing Sheltered Instruction strategies.

ILTexas has an internal system to monitor EL progress in language acquisition in all four domains, as it will be reflected on TELPAS. Teachers monitor each EL student progress three times a year in all four domains: listening, speaking, reading, and writing. Based on students' English proficiency level, teachers adjust the linguistic accommodations to provide appropriate scaffolds to ensure student progress to the next proficiency level.

EL student progress is closely monitored through data received from classroom observations and assessment tools such as K-8 Reading Assessments, iStation, End-of-Cycle Assessment, MAP Assessments, and EL Progress Monitoring. Data is used to plan for further support that addresses EL student growth.

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b. What is the proposed address of the requested campus?

(Approval of the requested campus does not imply TEA approval of the proposed address.)

c. What grade levels will be served at the proposed campus at capacity?

d. What is the estimated target number of students to be served at the proposed campus at capacity?

e. What is the estimated target number of students to be served in tested grades at the proposed campus at capacity?

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f. Is the proposed campus a residential facility? YES NO

g. If the amendment is approved, is a new campus number required? YES NO

If no, to which campus number will the new site be assigned?

h. If a new campus number is requested, will this campus be evaluated under standard accountability measures? YES NO

If no, submit an explanation as to how the campus will qualify for evaluation under alternative education accountability (AEA) measures.

(Must meet AEA criteria and apply during AEA registration period.)

i. If a new campus number is requested, what is the proposed name of the new campus?

ILTexas #1 K8 (6-8 School)

j. Provide evidence that the charter school has notified relevant districts of potential impact (**Attachment C: Evidence of Impact Notification(s) to relevant district(s)**)

❖ *A certificate of occupancy with an "E" occupant code or equivalent certificate must be obtained and submitted to the agency for review and approval prior to serving students.*

2. Additional Grade Levels (complete items 2a.- 2f. for grade-level expansion requests):

a. Current approved grade levels:

b. Grade levels requested:

Early Ed (3) Pre-K (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

c. Campuses to serve the proposed grade levels:

d. Estimated target number of students to be served in grades that will be evaluated under the accountability rating system:

e. Estimated target percentage of students, including the grade levels to be added, that will be evaluated under the accountability rating system?

f. Attach a TEKS-aligned scope and sequence for the corresponding grade levels requested in reading/ELA,

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math, science, social studies, fine arts, PE, technology applications, and any LOTE as outlined in 19 TAC §74 as well as an analysis of the curricular materials that will be used and the rationale for how those materials were selected for each of the proposed grade levels. **(Attachment D: Scope and Sequence and accompanying documentation)**

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- a. List, in alphabetical order, the proposed independent school districts (ISDs) to be added to the charter's currently approved geographic boundary:

Cleveland ISD, Tarkington ISD, New Caney ISD, Splendora ISD, Hardin ISD, Hull Daisetta ISD, Liberty ISD, Dayton ISD, Humble ISD, Montgomery ISD, Willis ISD, Cold Spring-Oakhurst CISD, Shepard ISD, New Waverly ISD, Aldine ISD, Sheldon ISD, Crosby ISD

- b. Provide evidence of notification(s) to the ISD(s) listed above of the geographic boundary request(s). **(Attachment E: Evidence of Notification to Districts)**

4. Maximum Student Enrollment: (complete 4a.-4b. for maximum enrollment expansion requests)

- a. Current approved maximum enrollment:

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Charter School Expansion Amendment Request Form

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Charter School Expansion Amendment Request Form

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(Attachment F: Compliance Information)

- ❖ **Business Plan** — A business plan developed in accordance with the requirements outlined in 19 TAC §100.1033(b)(9)(A)(vii)(I-XI) and reviewed by the board shall be submitted within ten business days upon request by TEA.

- ❖ **By-laws and Articles of Incorporation** – Must be current and on file with the agency.

SECTION IV Expansion Amendment Request Checklist

Include for Expansion Amendment Requests:

- Attachment A: Board resolution** (required for **all** requests)
- Attachment B: Agenda and minutes** (required for **all** requests)
- Attachment C: Evidence of Impact Notification(s)** (required for **campus** expansion requests only)
- Attachment D: Scope and Sequence** (required for **grade-level** expansion requests only)
- Attachment E: Evidence of Notification to District(s)** (required for **geographic boundary** expansion requests only)
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Charter School Expansion Amendment Request Form

SECTION V Attestations

Superintendent Attestation –

As the Superintendent of the charter school, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Superintendent Phone Number
Superintendent Signature Email Address
Date

Board President Attestation –

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Printed Name of Board President Phone Number
Board President Signature Email Address
Date

Section 1 – Cont’d.

ILTexas received a 92 on the 19 Accountability Rating for College, Career, and Military Readiness. In 2018, we had 72% of graduates enrolled in a Texas institute of higher education, which is higher than the State average 53% and Cleveland ISD 26%. The ILTexas graduating class earned more than \$57,000,000 in merit based scholarships and received acceptances into top universities, including: Stanford, The University of Chicago, Carleton College, Middlebury College, Duke University, Beijing Language and Culture University, and Notre Dame.

Additionally, 20% of our high school students are currently part of our MCJROTC program, which further prepares them for exceptional leadership roles in the international community. The expectation of all ILTexas students is that they will be accepted into a four-year college or university. We support this expectation by partnering with Academic Success Program, a college advising program, that helps them acquire scholarships, submit applications, and navigate financial aid, all at no cost to students or their families.

While there are high performing school systems in the Cleveland area, there is no other school system that can provide students with our unique brand of education. Not only do we teach all our students’ mastery of the English, Spanish, and Chinese languages, we also provide them with opportunities to immerse themselves in the beauty of these cultures through the 105 international educators we recruit from around the world to teach them.

Our educational model produces a service-minded, internationally focused student with the integrity, intelligence, and adaptability that are integral to forging exceptional international leaders. There is no other school system that can provide an education like ILTexas.

Section 2 – Cont’d.

To support the mental health needs of our students and staff, each ILTexas K-8 campus has three counselors. Unlike other charters or ISD’s, our counselors are dedicated mental health counselors, focused solely on the social and emotional needs of our campus populations. We also have a registered nurse and nurses aid at every campus for any physical health needs.

All ILTexas campuses are staffed with an armed Peace Officer, and safety initiatives are led by our Safety and Security Director, who was a former police chief.

All schools follow the same scope and sequence (Year at a glance and daily pacing tools) developed by a team led by Dr. Laura Carrasco. Adjustments and campus-specific focus areas are data driven and based on STAAR data for relevant courses, supplemented by MAP data, and Lead4ward Leadership Report Card helping identify priority TEKS clusters.

Section 3 – Cont’d.

Our principals are supported in the hiring process by our HQ level Talent Recruiters, of which one holds a master’s degree, and the other two hold BA’s in Business and Human Resources.

Benefits like the ILTexas Teacher Merit Pay Program, which puts teachers on a path to a \$100,000 salary by giving 90% of the money we receive from TIA directly to the teacher who earned the designation, and our Aspiring Administrators Academy (AAA), which provides our staff an opportunity to grow within our organization not only attracts education professionals to our program, it also keeps them here as well.

Section 4 – Cont’d.

All ILTexas staff are welcomed into any new school year with a week-long extensive professional development session that helps elevate their skill sets, while also helping them understand and embrace our mission and our “why.” New to ILTexas teachers receive an additional week-long PD as part of our New Teacher Training. New campus administrators are also included in a New Administrators Boot Camp conducted by Area Superintendents, Headquarters Directors and our Executive Director of Professional Development.

New teachers are also provided with a mentor teacher who offers coaching and instructional support throughout the year and new to the profession teachers receive additional monthly PD sessions.

Section 5 – Cont’d.

At ILTexas, our motto is Others Before Self, and we teach our students to be servant leaders. When we expand into new communities, our goal is to provide students with an exceptional, accessible education, while also supporting the needs of the community we serve. As a charter, we’ve made a habit of routinely meeting with local officials and community leaders to seek out ways in which we can provide support and services to our students, their families, and our community neighbors.

Section 6 – Cont’d.

Our Families in Transition Department has a team of community liaisons, staffed at the area level that support our economically disadvantaged students through community services, uniform programs, free meals, and other resources. We also staff behavior specialists, utilize PBIS, provide instructional coaches, and will add a Dean of Instruction, paid out of federal funds for our highest need campuses.

Finally, as a language school, we are already fully equipped to help any student master the English, Spanish and Chinese languages, regardless of the language they come to us speaking.

Section 7 – Cont’d.

To date, ILTexas has a total of 451 students enrolled into these intervention programs. This year, our students have experienced a 6% Lexile Growth, 15% Fluency Growth, and 11% Quantile Growth in the Fall 2020 semester.

All Special Education staff will receive on-going training and Professional Learning Communities (PLC's) one or more times per week, with a concentration on evidence-based instructional strategies to support Read, Math, and Writing instruction. Additionally, all campus and instructional staff have access to trained Special Education Academic and Behavior Specialists, positively impacting student success through teacher growth and support in lesson development, classroom management, and the implementation of well-developed Individualized Education Plans (IEPs) with fidelity.

Special Populations teams work together to ensure the individual needs of disabled students are met as well as those of non-disabled students. The Special Education and 504 teams begin by ensuring appropriate child-find and initial evaluations/reevaluations and that eligible students receive Free and Appropriate Education (FAPE) through the provision of a IEP or Section 504 plan to meet the individual educational needs of eligible students as adequately as the needs of nondisabled students are met with a focus on providing education to students with disabilities in the least restrictive environment.

The Special Populations Department establishes standards and procedures in the identification and evaluation process, including implementation of procedural safeguards regarding the identification, evaluation, placement, or provision of FAPE to a student and meaningful parental participation. This also includes providing students with disabilities equal access to non/academic and/or extracurricular services and safeguards relating to a student's disability during disciplinary proceedings.

Additionally, because we are committed to completing every student IEP, we also contract out student services as needed to ensure every need is met.

Section 8 – Cont'd.

The 2019 Results Driven Accountability (RDA) shows that ILTexas has not been staged for the Bilingual/ESL program:

Grades 6-8

	ILTexas	State
Reading	65%	58%
Science	77%	58%
Social Studies	52%	40%
Writing	61%	46%

High School

	ILTexas	State
Science	81%	71%
Social Studies	93%	75%
English	61%	35%

However, there are areas that still need improvement such as Reading, Math, and Writing in elementary grades. The Dual Language and English Learner Departments provide targeted support to teachers by bringing in experts in the field of dual language and ESL, through modeling of best practices, and by offering teachers ongoing professional learning opportunities.

100% of ILTexas students are language learners and 100% of the teachers are language teachers. ILTexas has a targeted and focused professional development plan to build staff capacity in serving ELs. All ILTexas teachers are trained in Sheltered Instruction. The goal of sheltered instruction is to help ELs develop content knowledge, language proficiency, and academic skills at the same time. The EL Department at ILTexas offers targeted support to staff so that they can address the specific needs of their ELs. The EL Department and campus leadership continuously support and monitor implementation of Sheltered Instruction and differentiation based on ELs' English proficiency level. EL coaches and coordinators participate in grade level Professional Learning Communities (PLCs) and support lesson planning by including the ELPS and providing Sheltered Instruction strategies.

ILTexas has an internal system to monitor EL progress in language acquisition in all four domains, as it will be reflected on TELPAS. Teachers monitor each EL student progress three times a year in all four domains: listening, speaking, reading, and writing. Based on students' English proficiency level, teachers adjust the linguistic accommodations to provide appropriate scaffolds to ensure student progress to the next proficiency level.

EL student progress is closely monitored through data received from classroom observations and assessment tools such as K-8 Reading Assessments, iStation, End-of-Cycle Assessment, MAP Assessments, and EL Progress Monitoring. Data is used to plan for further support that addresses EL student growth.

Charter School Expansion Amendment Request Form

Texas Education Agency
Division of Charter School Authorizing and Administration

charteramendments@tea.texas.gov
(512) 463-9575

Name of Charter: County-District Number:

Name of Charter Holder: Requested Effective Date:

Expansion amendments may be approved only if applicants meet all expansion criteria as indicated in 19 Texas Administrative Code (TAC) §100.1033. The charter school must have operated in Texas for a minimum of three consecutive years and must have "Accredited" status on the most recent rating.

A separate expansion amendment form must be completed, signed, and submitted for each campus the charter school is requesting. All other types of expansion requests may be combined in a single form. Prior to the submission of an expansion request, the charter school governing board and superintendent must engage in and demonstrate that a Growth Analysis Plan (GAP) has been conducted as reflected in Section II below.

Completed amendment requests must include this amendment form including the signed attestations found at the end of the form, a signed and dated board resolution, and all applicable attachments.

SECTION I – Requested Expansion Part 1

Check the appropriate box(es) for the expansion requested.

1. ADD ADDITIONAL CAMPUS-complete responses under Section I, Part 2, item 1.
2. ADD ADDITIONAL GRADE LEVEL(S)-complete responses under Section I, Part 2, item 2.
3. EXPAND GEOGRAPHIC BOUNDARY-complete responses under Section I, Part 2, item 3.
4. INCREASE MAXIMUM STUDENT ENROLLMENT-complete responses under Section I, Part 2, item 4.

SECTION I – Requested Expansion Part 2

1. Additional Campus: *(complete items 1a.- 1j. for each campus expansion request)*

a. Is the proposed campus within the currently approved geographic boundary of the charter? Yes No
If no, check the GEOGRAPHIC BOUNDARY EXPANSION box in #3 above.

b. What is the proposed address of the requested campus?

(Approval of the requested campus does not imply TEA approval of the proposed address.)

c. What grade levels will be served at the proposed campus at capacity?

d. What is the estimated target number of students to be served at the proposed campus at capacity?

e. What is the estimated target number of students to be served in tested grades at the proposed campus at capacity?

Charter School Expansion Amendment Request Form

f. Is the proposed campus a residential facility? YES NO

g. If the amendment is approved, is a new campus number required? YES NO

If no, to which campus number will the new site be assigned?

h. If a new campus number is requested, will this campus be evaluated under standard accountability measures? YES NO

If no, submit an explanation as to how the campus will qualify for evaluation under alternative education accountability (AEA) measures.

(Must meet AEA criteria and apply during AEA registration period.)

i. If a new campus number is requested, what is the proposed name of the new campus?

ILTexas #2 K8 (K-5 School)

j. Provide evidence that the charter school has notified relevant districts of potential impact (**Attachment C: Evidence of Impact Notification(s) to relevant district(s)**)

❖ *A certificate of occupancy with an "E" occupant code or equivalent certificate must be obtained and submitted to the agency for review and approval prior to serving students.*

2. Additional Grade Levels (complete items 2a.- 2f. for grade-level expansion requests):

a. Current approved grade levels:

b. Grade levels requested:

Early Ed (3) Pre-K (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

c. Campuses to serve the proposed grade levels:

d. Estimated target number of students to be served in grades that will be evaluated under the accountability rating system:

e. Estimated target percentage of students, including the grade levels to be added, that will be evaluated under the accountability rating system?

f. Attach a TEKS-aligned scope and sequence for the corresponding grade levels requested in reading/ELA,

Charter School Expansion Amendment Request Form

math, science, social studies, fine arts, PE, technology applications, and any LOTE as outlined in 19 TAC §74 as well as an analysis of the curricular materials that will be used and the rationale for how those materials were selected for each of the proposed grade levels. **(Attachment D: Scope and Sequence and accompanying documentation)**

3. Geographic Boundary: (complete 3a.-3b. for geographic expansion requests)

- a. List, in alphabetical order, the proposed independent school districts (ISDs) to be added to the charter's currently approved geographic boundary:

Cleveland ISD, Tarkington ISD, New Caney ISD, Splendora ISD, Hardin ISD, Hull Daisetta ISD, Liberty ISD, Dayton ISD, Humble ISD, Montgomery ISD, Willis ISD, Cold Spring-Oakhurst CISD, Shepard ISD, New Waverly ISD, Aldine ISD, Sheldon ISD, Crosby ISD

- b. Provide evidence of notification(s) to the ISD(s) listed above of the geographic boundary request(s). **(Attachment E: Evidence of Notification to Districts)**

4. Maximum Student Enrollment: (complete 4a.-4b. for maximum enrollment expansion requests)

- a. Current approved maximum enrollment:

- b. Requested maximum student enrollment.

❖ Only one maximum student enrollment increase is allowed during each calendar year.

SECTION II – GROWTH ANALYSIS PLAN

Part 1 – Justification and Rationale for Expansion and Board Consideration

Complete Section II, Part 1 in its entirety for all expansion requests.

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- ❖ **Business Plan** — A business plan developed in accordance with the requirements outlined in 19 TAC §100.1033(b)(9)(A)(vii)(I-XI) and reviewed by the board shall be submitted within ten business days upon request by TEA.

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Include for Expansion Amendment Requests:

- Attachment A: Board resolution** (required for **all** requests)
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Charter School Expansion Amendment Request Form

SECTION V Attestations

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Special Populations teams work together to ensure the individual needs of disabled students are met as well as those of non-disabled students. The Special Education and 504 teams begin by ensuring appropriate child-find and initial evaluations/reevaluations and that eligible students receive Free and Appropriate Education (FAPE) through the provision of a IEP or Section 504 plan to meet the individual educational needs of eligible students as adequately as the needs of nondisabled students are met with a focus on providing education to students with disabilities in the least restrictive environment.

The Special Populations Department establishes standards and procedures in the identification and evaluation process, including implementation of procedural safeguards regarding the identification, evaluation, placement, or provision of FAPE to a student and meaningful parental participation. This also includes providing students with disabilities equal access to non/academic and/or extracurricular services and safeguards relating to a student's disability during disciplinary proceedings.

Additionally, because we are committed to completing every student IEP, we also contract out student services as needed to ensure every need is met.

Section 8 – Cont'd.

The 2019 Results Driven Accountability (RDA) shows that ILTexas has not been staged for the Bilingual/ESL program:

Grades 6-8

	ILTexas	State
Reading	65%	58%
Science	77%	58%
Social Studies	52%	40%
Writing	61%	46%

High School

	ILTexas	State
Science	81%	71%
Social Studies	93%	75%
English	61%	35%

However, there are areas that still need improvement such as Reading, Math, and Writing in elementary grades. The Dual Language and English Learner Departments provide targeted support to teachers by bringing in experts in the field of dual language and ESL, through modeling of best practices, and by offering teachers ongoing professional learning opportunities.

100% of ILTexas students are language learners and 100% of the teachers are language teachers. ILTexas has a targeted and focused professional development plan to build staff capacity in serving ELs. All ILTexas teachers are trained in Sheltered Instruction. The goal of sheltered instruction is to help ELs develop content knowledge, language proficiency, and academic skills at the same time. The EL Department at ILTexas offers targeted support to staff so that they can address the specific needs of their ELs. The EL Department and campus leadership continuously support and monitor implementation of Sheltered Instruction and differentiation based on ELs' English proficiency level. EL coaches and coordinators participate in grade level Professional Learning Communities (PLCs) and support lesson planning by including the ELPS and providing Sheltered Instruction strategies.

ILTexas has an internal system to monitor EL progress in language acquisition in all four domains, as it will be reflected on TELPAS. Teachers monitor each EL student progress three times a year in all four domains: listening, speaking, reading, and writing. Based on students' English proficiency level, teachers adjust the linguistic accommodations to provide appropriate scaffolds to ensure student progress to the next proficiency level.

EL student progress is closely monitored through data received from classroom observations and assessment tools such as K-8 Reading Assessments, iStation, End-of-Cycle Assessment, MAP Assessments, and EL Progress Monitoring. Data is used to plan for further support that addresses EL student growth.

Charter School Expansion Amendment Request Form

Texas Education Agency
Division of Charter School Authorizing and Administration

charteramendments@tea.texas.gov
(512) 463-9575

Name of Charter: County-District Number:

Name of Charter Holder: Requested Effective Date:

Expansion amendments may be approved only if applicants meet all expansion criteria as indicated in 19 Texas Administrative Code (TAC) §100.1033. The charter school must have operated in Texas for a minimum of three consecutive years and must have "Accredited" status on the most recent rating.

A separate expansion amendment form must be completed, signed, and submitted for each campus the charter school is requesting. All other types of expansion requests may be combined in a single form. Prior to the submission of an expansion request, the charter school governing board and superintendent must engage in and demonstrate that a Growth Analysis Plan (GAP) has been conducted as reflected in Section II below.

Completed amendment requests must include this amendment form including the signed attestations found at the end of the form, a signed and dated board resolution, and all applicable attachments.

SECTION I – Requested Expansion Part 1

Check the appropriate box(es) for the expansion requested.

1. ADD ADDITIONAL CAMPUS-complete responses under Section I, Part 2, item 1.
2. ADD ADDITIONAL GRADE LEVEL(S)-complete responses under Section I, Part 2, item 2.
3. EXPAND GEOGRAPHIC BOUNDARY-complete responses under Section I, Part 2, item 3.
4. INCREASE MAXIMUM STUDENT ENROLLMENT-complete responses under Section I, Part 2, item 4.

SECTION I – Requested Expansion Part 2

1. Additional Campus: *(complete items 1a.- 1j. for each campus expansion request)*

a. Is the proposed campus within the currently approved geographic boundary of the charter? Yes No
If no, check the GEOGRAPHIC BOUNDARY EXPANSION box in #3 above.

b. What is the proposed address of the requested campus?

(Approval of the requested campus does not imply TEA approval of the proposed address.)

c. What grade levels will be served at the proposed campus at capacity?

d. What is the estimated target number of students to be served at the proposed campus at capacity?

e. What is the estimated target number of students to be served in tested grades at the proposed campus at capacity?

Charter School Expansion Amendment Request Form

f. Is the proposed campus a residential facility? YES NO

g. If the amendment is approved, is a new campus number required? YES NO

If no, to which campus number will the new site be assigned?

h. If a new campus number is requested, will this campus be evaluated under standard accountability measures? YES NO

If no, submit an explanation as to how the campus will qualify for evaluation under alternative education accountability (AEA) measures.

(Must meet AEA criteria and apply during AEA registration period.)

i. If a new campus number is requested, what is the proposed name of the new campus?

ILTexas #2 K8 (6-8 School)

j. Provide evidence that the charter school has notified relevant districts of potential impact (**Attachment C: Evidence of Impact Notification(s) to relevant district(s)**)

❖ *A certificate of occupancy with an "E" occupant code or equivalent certificate must be obtained and submitted to the agency for review and approval prior to serving students.*

2. Additional Grade Levels (complete items 2a.- 2f. for grade-level expansion requests):

a. Current approved grade levels:

b. Grade levels requested:

Early Ed (3) Pre-K (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

c. Campuses to serve the proposed grade levels:

d. Estimated target number of students to be served in grades that will be evaluated under the accountability rating system:

e. Estimated target percentage of students, including the grade levels to be added, that will be evaluated under the accountability rating system?

f. Attach a TEKS-aligned scope and sequence for the corresponding grade levels requested in reading/ELA,

Charter School Expansion Amendment Request Form

math, science, social studies, fine arts, PE, technology applications, and any LOTE as outlined in 19 TAC §74 as well as an analysis of the curricular materials that will be used and the rationale for how those materials were selected for each of the proposed grade levels. **(Attachment D: Scope and Sequence and accompanying documentation)**

3. Geographic Boundary: (complete 3a.-3b. for geographic expansion requests)

- a. List, in alphabetical order, the proposed independent school districts (ISDs) to be added to the charter's currently approved geographic boundary:

Cleveland ISD, Tarkington ISD, New Caney ISD, Splendora ISD, Hardin ISD, Hull Daisetta ISD, Liberty ISD, Dayton ISD, Humble ISD, Montgomery ISD, Willis ISD, Cold Spring-Oakhurst CISD, Shepard ISD, New Waverly ISD, Aldine ISD, Sheldon ISD, Crosby ISD

- b. Provide evidence of notification(s) to the ISD(s) listed above of the geographic boundary request(s). **(Attachment E: Evidence of Notification to Districts)**

4. Maximum Student Enrollment: (complete 4a.-4b. for maximum enrollment expansion requests)

- a. Current approved maximum enrollment:

- b. Requested maximum student enrollment.

❖ Only one maximum student enrollment increase is allowed during each calendar year.

SECTION II – GROWTH ANALYSIS PLAN

Part 1 – Justification and Rationale for Expansion and Board Consideration

Complete Section II, Part 1 in its entirety for all expansion requests.

1. Rationale for Proposed Expansion – Narrative response limited to 500 words

Describe the perceived need for the charter expansion in the community in which the charter proposes to expand. Describe the information which leads the charter school to believe there is a demand or need for the proposed expansion. Include in the response a detailed rationale for the proposed expansion.

International Leadership of Texas has proven to be one of the most successful charter schools in the United States since our charter was approved in 2012. We have 21,000 students in 34 schools throughout Dallas, Fort Worth, Houston, and College Station. We are the only school system in the United States with a trilingual curriculum with 100% of our students learning English, Spanish, and Chinese. We have more students learning Chinese than any other organization in the

2. Board Resolution

Provide a resolution adopted by the governing body of the charter holder, with printed names and signatures, demonstrating that a quorum of the members voted in favor of amending the charter in a duly called public meeting. **(Attachment A: Board resolution)**

- ❖ The board resolution should include a statement indicating that the charter holder governing body has considered a business plan and has determined by majority vote of the board that the growth proposed is prudent. Include a list of current names if different from those submitted in the most recent Annual Governance Report.

Charter School Expansion Amendment Request Form

3. Board Consideration

Provide a board agenda and minutes that show all elements linked to the proposed expansion, as included in the expansion application, were considered by the governing board in a duly called public meeting. (**Attachment B: Agenda and minutes**)

❖ *Draft minutes will be acceptable in lieu of final, board-approved minutes.*

SECTION II – Growth Analysis Plan Part 2 – Academic, Financial, and Operational Capacity Indicators


Complete Section II, Part 2 in its entirety for all applicable expansion requests.

Central Office capacity to support proposed expansion(s) – Narrative response limited to 250 words for each section.


1. Model – For **additional campus requests only**, describe the core elements of the school model and the steps taken to ensure that the school model as outlined in the charter contract will be faithfully replicated at the proposed campus(es).

Our unique curriculum teaches servant leadership as well as English, Spanish, and Chinese to all of our 21,000 students at 34 schools throughout Dallas, Fort Worth, Houston, and College Station. 


2. a. Talent: Capacity – For **all expansion requests**, describe the projected human resource capacity (the number of additional teachers and administrative support) required to implement the proposed expansion. This should include a reasonable number of administrators needed as well as teachers needed to comply with the charters identified teacher-student ratio to successfully implement the expansion.

Our schools have a 1:20 teacher to student cap for K-2 and a 1:26 cap for grades 3-8. When establishing a new ILTexas campus, our new campus principal hires the following administrative staff: Admin Assistant, Budget Clerk, Registrar, Enrollment Specialist, Attendance Clerk, Receptionist (2), Associate Principal, Instructional Coach, Assistant Principal (2), 6-8 Counselor, 3rd Grade Bilingual Instructional Aide, Facilities Manager, Special Education Lead, Temp (2 - enrollment 

2. b. Talent: Sourcing and Training – For **all expansion requests**, describe how the charter will recruit, hire, and train the teachers and administrators needed to support the expansion. Include the timeline for completing such activities.

When establishing a new ILTexas campus, it is critical that we hire a principal who lives our mission and understands our brand of education so that they can build a team and a culture at their school. We will hire our Principal 12 months prior to the start of the new school year and that individual will spend that time hiring their team and preparing them to open 

3. Central Office Support – For **all expansion requests**, describe how the charter has or will increase capacity at central office to support the successful expansion of the charter school. This should include a detailed description of central office supports implemented to facilitate the expansion and considerations for additional academic, financial, and operational alignment and enhancement.

ILTexas has a Headquarters team experienced in opening new ILTexas campuses and managing the rapid growth that we so commonly see when opening in a new area. The Headquarters team partners and collaborates with Area Superintendents and Campus Administration to ensure that every ILTexas campus has the support they need. Our HQ team provides the majority of administrative support services to campuses. Headquarters support includes, but is not limited to: Curriculum, Finance & Payroll, Human Resources, Legal, Information Technologies, Marketing, PEIMS, Child Nutrition, Equity, and Operations. 

Charter School Expansion Amendment Request Form

- 4. Community Engagement** – For all expansion requests, describe the how the charter will, post approval, engage the community. This may include broad-based approaches such as advertising and social media, personalized approaches including community meetings and other forms of personal outreach, and stakeholder support including identifying and meeting with key community leaders.

ILTexas has always benefited from a grassroots approach to expansions. Our parents are our greatest champions and do an incredible job of spreading the word of our program. For our ILTexas Sergeant Major Ramirez 6-8 project, we will continue leveraging our families and their word-of-mouth marketing efforts, with the addition of a targeted marketing strategy to

SECTION II – GROWTH ANALYSIS PLAN Part 3 – Student Equity Indicators

Complete Section II, Part 3 in its entirety for all expansion requests as applicable.

Responses are required for all expansion requests from charter schools that received a C, D, or F on their most recent Domain III rating. *Narrative response limited to 500 words for each section.*

1. Projected Student Population – *Narrative response limited to 500 words*

Provide the estimated percentages of students in each of the Domain III student groups in the proposed expansion area, compared with student populations you are currently serving. Describe strategies and supports that will be implemented to ensure success for all student groups.

The current ILTexas student population pretty closely mirrors the student population we anticipate serving in the Cleveland, TX area. Estimated Domain III sub-populations in the Cleveland area (based on Cleveland ISD data) compared to ILTexas charter demographics are as follows:

African American - Est. - 4.6% - ILTexas - 28%
Hispanic - Est. - 79.2% - ILTexas - 51%

2. Supports for Students with Disabilities – *Narrative response limited to 500 words*

Provide a summary of the charter’s efforts in meeting the needs of students with disabilities and Section 504 students, including an analysis of current performance, areas where growth is needed, and the specific strategies and supports that will be implemented to ensure success for these students.

Since the inception of ILTexas in 2013, the number of students identified in need of Special Education program services has experienced a 91% growth rate, with a 6% growth rate between the 19-20 and 20-21 school year. The expectation of ILTexas Special Populations’ students is to uphold the ILTexas Mission statement from exercising servant leadership to mastering the English, Spanish, and Mandarin Chinese languages. Special Populations’ students are provided with appropriate accommodations and/or modification in all areas, including the Spanish and Chinese language classes, through the ARD committee or 504 meeting decision-making.

3. Supports for Bilingual Students/English Learners – *Narrative response limited to 500 words*

Provide a summary of the charter’s efforts in meeting the needs of bilingual students/English learners, including an analysis of current performance and areas where growth is needed. and the specific strategies and supports that will be implemented to ensure success for these students.

Over the last eight years since ILTexas opened, the number of English learners (ELs) has increased steadily. The 2020 PEIMS snapshot reported 6,148 English learners, which represents 29% of the ILTexas student population.

ILTexas offers a Two-Way Dual Language Immersion Program (DLI) to all students in grades K-5. The goal of DLI is for all students to attain full proficiency in Spanish as well as English through the use of guided and independent multi-sensory experiences for language and literacy development in an academically challenging, research-based environment across all core content curriculum in order to promote bilingualism and biliteracy.

Charter School Expansion Amendment Request Form

SECTION III Supplemental Requirements

1. **Compliance Information for all Expansion Requests – as required by 19 TAC §100.1035, please include the following:**
 - a. Documentation identifying a board member's substantial interest in a business entity or in real property that relates to any charter business;
 - b. Documentation of a board member's abstentions from voting in cases of potential conflicts of interest;
 - c. Documentation, other than Annual Governance Reporting Forms, identifying family members and/or employees and/or contractors of the charter holder or charter school; **and**
 - d. Documentation that board members or employees whose criminal history checks deemed them ineligible to serve were removed from service; **or** a signed statement attesting that within the last three (3) years there have been no instances of nepotism, conflicts of interest, or revelations in criminal history checks that deemed any board members or employee ineligible to serve.
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Section 8 – Cont'd.

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Charter School Expansion Amendment Request Form

Texas Education Agency
Division of Charter School Authorizing and Administration

charteramendments@tea.texas.gov
(512) 463-9575

Name of Charter: County-District Number:

Name of Charter Holder: Requested Effective Date:

Expansion amendments may be approved only if applicants meet all expansion criteria as indicated in 19 Texas Administrative Code (TAC) §100.1033. The charter school must have operated in Texas for a minimum of three consecutive years and must have "Accredited" status on the most recent rating.

A separate expansion amendment form must be completed, signed, and submitted for each campus the charter school is requesting. All other types of expansion requests may be combined in a single form. Prior to the submission of an expansion request, the charter school governing board and superintendent must engage in and demonstrate that a Growth Analysis Plan (GAP) has been conducted as reflected in Section II below.

Completed amendment requests must include this amendment form including the signed attestations found at the end of the form, a signed and dated board resolution, and all applicable attachments.

SECTION I – Requested Expansion Part 1

Check the appropriate box(es) for the expansion requested.

1. ADD ADDITIONAL CAMPUS-complete responses under Section I, Part 2, item 1.
2. ADD ADDITIONAL GRADE LEVEL(S)-complete responses under Section I, Part 2, item 2.
3. EXPAND GEOGRAPHIC BOUNDARY-complete responses under Section I, Part 2, item 3.
4. INCREASE MAXIMUM STUDENT ENROLLMENT-complete responses under Section I, Part 2, item 4.

SECTION I – Requested Expansion Part 2

1. Additional Campus: *(complete items 1a.- 1j. for each campus expansion request)*

a. Is the proposed campus within the currently approved geographic boundary of the charter? Yes No
If no, check the GEOGRAPHIC BOUNDARY EXPANSION box in #3 above.

b. What is the proposed address of the requested campus?

(Approval of the requested campus does not imply TEA approval of the proposed address.)

c. What grade levels will be served at the proposed campus at capacity?

d. What is the estimated target number of students to be served at the proposed campus at capacity?

e. What is the estimated target number of students to be served in tested grades at the proposed campus at capacity?

Charter School Expansion Amendment Request Form

f. Is the proposed campus a residential facility? YES NO

g. If the amendment is approved, is a new campus number required? YES NO

If no, to which campus number will the new site be assigned?

h. If a new campus number is requested, will this campus be evaluated under standard accountability measures? YES NO

If no, submit an explanation as to how the campus will qualify for evaluation under alternative education accountability (AEA) measures.

(Must meet AEA criteria and apply during AEA registration period.)

i. If a new campus number is requested, what is the proposed name of the new campus?

ILTexas #3 High School

j. Provide evidence that the charter school has notified relevant districts of potential impact (**Attachment C: Evidence of Impact Notification(s) to relevant district(s)**)

❖ *A certificate of occupancy with an "E" occupant code or equivalent certificate must be obtained and submitted to the agency for review and approval prior to serving students.*

2. Additional Grade Levels (complete items 2a.- 2f. for grade-level expansion requests):

a. Current approved grade levels:

b. Grade levels requested:

Early Ed (3) Pre-K (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

c. Campuses to serve the proposed grade levels:

d. Estimated target number of students to be served in grades that will be evaluated under the accountability rating system:

e. Estimated target percentage of students, including the grade levels to be added, that will be evaluated under the accountability rating system?

f. Attach a TEKS-aligned scope and sequence for the corresponding grade levels requested in reading/ELA,

Charter School Expansion Amendment Request Form

math, science, social studies, fine arts, PE, technology applications, and any LOTE as outlined in 19 TAC §74 as well as an analysis of the curricular materials that will be used and the rationale for how those materials were selected for each of the proposed grade levels. **(Attachment D: Scope and Sequence and accompanying documentation)**

3. Geographic Boundary: (complete 3a.-3b. for geographic expansion requests)

- a. List, in alphabetical order, the proposed independent school districts (ISDs) to be added to the charter’s currently approved geographic boundary:

Aldine ISD, Cleveland ISD, Cold Spring Oak Hurst Consolidated ISD, Crosby ISD, Dayton ISD, Hardin ISD, Hull Daisetta ISD, Humble ISD, Liberty ISD, Montgomery ISD, New Caney ISD, New Waverly ISD, Sheldon ISD, Shepherd ISD, Splendora ISD, Tarkington ISD, Willis ISD

- b. Provide evidence of notification(s) to the ISD(s) listed above of the geographic boundary request(s). **(Attachment E: Evidence of Notification to Districts)**

4. Maximum Student Enrollment: (complete 4a.-4b. for maximum enrollment expansion requests)

- a. Current approved maximum enrollment:

- b. Requested maximum student enrollment.

❖ *Only one maximum student enrollment increase is allowed during each calendar year.*

SECTION II – GROWTH ANALYSIS PLAN

Part 1 – Justification and Rationale for Expansion and Board Consideration

Complete Section II, Part 1 in its entirety for all expansion requests.

1. Rationale for Proposed Expansion – Narrative response limited to 500 words

Describe the perceived need for the charter expansion in the community in which the charter proposes to expand. Describe the information which leads the charter school to believe there is a demand or need for the proposed expansion. Include in the response a detailed rationale for the proposed expansion.

International Leadership of Texas has proven to be one of the most successful charter schools in the United States since our charter was approved in 2012. We have 21,000 students in 34 schools throughout Dallas, Fort Worth, Houston, and College Station. We are the only school system in the United States with a trilingual curriculum with 100% of our students learning English, Spanish, and Chinese. We have more students learning Chinese than any other organization in the +

2. Board Resolution

Provide a resolution adopted by the governing body of the charter holder, with printed names and signatures, demonstrating that a quorum of the members voted in favor of amending the charter in a duly called public meeting. **(Attachment A: Board resolution)**

- ❖ *The board resolution should include a statement indicating that the charter holder governing body has considered a business plan and has determined by majority vote of the board that the growth proposed is prudent. Include a list of current names if different from those submitted in the most recent Annual Governance Report.*

Charter School Expansion Amendment Request Form

3. Board Consideration

Provide a board agenda and minutes that show all elements linked to the proposed expansion, as included in the expansion application, were considered by the governing board in a duly called public meeting. (**Attachment B: Agenda and minutes**)

❖ *Draft minutes will be acceptable in lieu of final, board-approved minutes.*

SECTION II – Growth Analysis Plan Part 2 – Academic, Financial, and Operational Capacity Indicators

Complete Section II, Part 2 in its entirety for all applicable expansion requests.

Central Office capacity to support proposed expansion(s) – Narrative response limited to 250 words for each section.

1. Model – For **additional campus requests only**, describe the core elements of the school model and the steps taken to ensure that the school model as outlined in the charter contract will be faithfully replicated at the proposed campus(es).

Our unique curriculum teaches servant leadership as well as English, Spanish, and Chinese to all of our 21,000 students at 34 schools throughout Dallas, Fort Worth, Houston, and College Station. +

2. a. Talent: Capacity – For **all expansion requests**, describe the projected human resource capacity (the number of additional teachers and administrative support) required to implement the proposed expansion. This should include a reasonable number of administrators needed as well as teachers needed to comply with the charters identified teacher-student ratio to successfully implement the expansion.

Our schools have a 1:32 teacher to student cap for High School grades 9-12. When establishing a new ILTexas campus, our new campus principal hires the following administrative staff: Admin Assistant, Budget Clerk, Registrar, Attendance Clerk, Receptionist, Associate Principal, Instructional Coach, Assistant Principal (1), Counselor (2), Instructional Aide (5), Facilities Manager, Special Education Lead, Nurse, Media Specialist, and Temp (2 - enrollment support). +

2. b. Talent: Sourcing and Training – For **all expansion requests**, describe how the charter will recruit, hire, and train the teachers and administrators needed to support the expansion. Include the timeline for completing such activities.

When establishing a new ILTexas campus, it is critical that we hire a principal who lives our mission and understands our brand of education so that they can build a team and a culture at their school. We will hire our Principal 12 months prior to the start of the new school year and that individual will spend that time hiring their team and preparing them to open. +

3. Central Office Support – For **all expansion requests**, describe how the charter has or will increase capacity at central office to support the successful expansion of the charter school. This should include a detailed description of central office supports implemented to facilitate the expansion and considerations for additional academic, financial, and operational alignment and enhancement.

ILTexas has a Headquarters team experienced in opening new ILTexas campuses and managing the rapid growth that we so commonly see when opening in a new area. The Headquarters team partners and collaborates with Area Superintendents and Campus Administration to ensure that every ILTexas campus has the support they need. Our HQ team provides the majority of administrative support services to campuses. Headquarters support includes, but is not limited to: Curriculum, Finance & Payroll, Human Resources, Legal, Information Technologies, Marketing, PEIMS, Child Nutrition, Equity, and Operations. +

Charter School Expansion Amendment Request Form

- 4. Community Engagement** – For all expansion requests, describe the how the charter will, post approval, engage the community. This may include broad-based approaches such as advertising and social media, personalized approaches including community meetings and other forms of personal outreach, and stakeholder support including identifying and meeting with key community leaders.

ILTexas has always benefited from a grassroots approach to expansions. Our parents are our greatest champions and do an incredible job of spreading the word of our program. For our ILTexas Liberty High School project, we will continue leveraging our families and their word-of-mouth marketing efforts, with the addition of a targeted marketing strategy to

SECTION II – GROWTH ANALYSIS PLAN Part 3 – Student Equity Indicators

Complete Section II, Part 3 in its entirety for all expansion requests as applicable.

Responses are required for all expansion requests from charter schools that received a C, D, or F on their most recent Domain III rating. *Narrative response limited to 500 words for each section.*

1. Projected Student Population – *Narrative response limited to 500 words*

Provide the estimated percentages of students in each of the Domain III student groups in the proposed expansion area, compared with student populations you are currently serving. Describe strategies and supports that will be implemented to ensure success for all student groups.

The current ILTexas student population pretty closely mirrors the student population we anticipate serving in the Cleveland, TX area. Estimated Domain III sub-populations in the Cleveland area (based on Cleveland ISD data) compared to ILTexas charter demographics are as follows:

African American - Est. - 4.6% - ILTexas - 28%
Hispanic - Est. - 79.2% - ILTexas - 51%

2. Supports for Students with Disabilities – *Narrative response limited to 500 words*

Provide a summary of the charter’s efforts in meeting the needs of students with disabilities and Section 504 students, including an analysis of current performance, areas where growth is needed, and the specific strategies and supports that will be implemented to ensure success for these students.

Since the inception of ILTexas in 2013, the number of students identified in need of Special Education program services has experienced a 91% growth rate, with a 6% growth rate between the 19-20 and 20-21 school year. The expectation of ILTexas Special Populations’ students is to uphold the ILTexas Mission statement from exercising servant leadership to mastering the English, Spanish, and Mandarin Chinese languages. Special Populations’ students are provided with appropriate accommodations and/or modification in all areas, including the Spanish and Chinese language classes, through the ARD committee or 504 meeting decision-making.

3. Supports for Bilingual Students/English Learners – *Narrative response limited to 500 words*

Provide a summary of the charter’s efforts in meeting the needs of bilingual students/English learners, including an analysis of current performance and areas where growth is needed. and the specific strategies and supports that will be implemented to ensure success for these students.

Over the last eight years since ILTexas opened, the number of English learners (ELs) has increased steadily. The 2020 PEIMS snapshot reported 6,148 English learners, which represents 29% of the ILTexas student population.

ILTexas offers a Two-Way Dual Language Immersion Program (DLI) to all students in grades K-5. The goal of DLI is for all students to attain full proficiency in Spanish as well as English through the use of guided and independent multi-sensory experiences for language and literacy development in an academically challenging, research-based environment across all core content curriculum in order to promote bilingualism and biliteracy.

Charter School Expansion Amendment Request Form

SECTION III Supplemental Requirements

1. **Compliance Information for all Expansion Requests – as required by 19 TAC §100.1035, please include the following:**
 - a. Documentation identifying a board member's substantial interest in a business entity or in real property that relates to any charter business;
 - b. Documentation of a board member's abstentions from voting in cases of potential conflicts of interest;
 - c. Documentation, other than Annual Governance Reporting Forms, identifying family members and/or employees and/or contractors of the charter holder or charter school; **and**
 - d. Documentation that board members or employees whose criminal history checks deemed them ineligible to serve were removed from service; **or** a signed statement attesting that within the last three (3) years there have been no instances of nepotism, conflicts of interest, or revelations in criminal history checks that deemed any board members or employee ineligible to serve.
(Attachment F: Compliance Information)

- ❖ **Business Plan** — A business plan developed in accordance with the requirements outlined in 19 TAC §100.1033(b)(9)(A)(vii)(I-XI) and reviewed by the board shall be submitted within ten business days upon request by TEA.

- ❖ **By-laws and Articles of Incorporation** – Must be current and on file with the agency.

SECTION IV Expansion Amendment Request Checklist

Include for Expansion Amendment Requests:

- Attachment A: Board resolution** (required for **all** requests)
- Attachment B: Agenda and minutes** (required for **all** requests)
- Attachment C: Evidence of Impact Notification(s)** (required for **campus** expansion requests only)
- Attachment D: Scope and Sequence** (required for **grade-level** expansion requests only)
- Attachment E: Evidence of Notification to District(s)** (required for **geographic boundary** expansion requests only)
- Attachment F: Compliance Information** (required for **all** requests)

Charter School Expansion Amendment Request Form

SECTION V Attestations

Superintendent Attestation –

As the Superintendent of the charter school, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Superintendent Phone Number
Superintendent Signature Email Address
Date

Board President Attestation –

As the President of the governing body of the charter holder, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Board President Phone Number
Board President Signature Email Address
Date

Section 1 – Cont’d.

ILTexas received a 92 on the 19 Accountability Rating for College, Career, and Military Readiness. In 2018, we had 72% of graduates enrolled in a Texas institute of higher education, which is higher than the State average 53% and Cleveland ISD 26%. The ILTexas graduating class earned more than \$57,000,000 in merit-based scholarships and received acceptances into top universities, including: Stanford, The University of Chicago, Carleton College, Middlebury College, Duke University, Beijing Language and Culture University, and Notre Dame.

Additionally, 20% of our high school students are currently part of our MCJROTC program, which further prepares them for exceptional leadership roles in the international community. The expectation of all ILTexas students is that they will be accepted into a four-year college or university. We support this expectation by partnering with Academic Success Program, a college advising program, that helps them acquire scholarships, submit applications, and navigate financial aid, all at no cost to students or their families.

While there are high performing school systems in the Cleveland area, there is no other school system that can provide students with our unique brand of education. Not only do we teach all our students’ mastery of the English, Spanish, and Chinese languages, we also provide them with opportunities to immerse themselves in the beauty of these cultures through the 105 international educators we recruit from around the world to teach them.

Our educational model produces a service-minded, internationally focused student with the integrity, intelligence, and adaptability that are integral to forging exceptional international leaders. There is no other school system that can provide an education like ILTexas.

Section 2 – Cont’d.

To support the mental health needs of our students and staff, each ILTexas High School campus has two counselors. Unlike other charters or ISD’s, our counselors are dedicated mental health counselors, focused solely on the social and emotional needs of our campus populations. We also have a registered nurse and nurses aid at every campus for any physical health needs.

All ILTexas campuses are staffed with an armed Peace Officer, and safety initiatives are led by our Safety and Security Director, who was a former police chief.

All schools follow the same scope and sequence (Year at a glance and daily pacing tools) developed by a team led by Dr. Laura Carrasco. Adjustments and campus-specific focus areas are data driven and based on STAAR data for relevant courses, supplemented by MAP data, and Lead4ward Leadership Report Card helping identify priority TEKS clusters.

Section 3 – Cont’d.

Our principals are supported in the hiring process by our HQ level Talent Recruiters, of which one holds a master’s degree, and the other two hold BA’s in Business and Human Resources.

Benefits like the ILTexas Teacher Merit Pay Program, which puts teachers on a path to a \$100,000 salary by giving 90% of the money we receive from TIA directly to the teacher who earned the designation, and our Aspiring Administrators Academy (AAA), which provides our staff an opportunity to grow within our organization not only attracts education professionals to our program, it also keeps them here as well.

Section 4 – Cont’d.

All ILTexas staff are welcomed into any new school year with a week-long extensive professional development session that helps elevate their skill sets, while also helping them understand and embrace our mission and our “why.” New to ILTexas teachers receive an additional week-long PD as part of our New Teacher Training. New campus administrators are also included in a New Administrators Boot Camp conducted by Area Superintendents, Headquarters Directors and our Executive Director of Professional Development.

New teachers are also provided with a mentor teacher who offers coaching and instructional support throughout the year and new to the profession teachers receive additional monthly PD sessions.

Section 5 – Cont’d.

At ILTexas, our motto is Others Before Self, and we teach our students to be servant leaders. When we expand into new communities, our goal is to provide students with an exceptional, accessible education, while also supporting the needs of the community we serve. As a charter, we’ve made a habit of routinely meeting with local officials and community leaders to seek out ways in which we can provide support and services to our students, their families, and our community neighbors.

Section 6 – Cont’d.

Our Families in Transition Department has a team of community liaisons, staffed at the area level that support our economically disadvantaged students through community services, uniform programs, free meals, and other resources. We also staff behavior specialists, utilize PBIS, provide instructional coaches, and will add a Dean of Instruction, paid out of federal funds for our highest need campuses.

Finally, as a language school, we are already fully equipped to help any student master the English, Spanish and Chinese languages, regardless of the language they come to us speaking.

Section 7 – Cont’d.

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