

International Leadership of Texas



Garland Middle

2025-2026 Campus Improvement Plan

Mission Statement

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

Vision

At ILTexas, we are continually creating an enriched educational community of knowledge, discovery, compassion, and collaboration, igniting a culture of active and accountable students who gain a lifelong appreciation for higher learning. As we pair self-reliance with selflessness, we encourage our students to lead by example, respect diversity, and welcome challenges. Through the combined determination of students, parents, and teachers, we embrace our local and global community as we strive for excellence.

Value Statement

Student Success! Whatever It Takes! Legally, Morally & Ethically!

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Comprehensive Needs Assessment

Demographics

Summary

We pride ourselves on being an international campus. ILT MS Garland has a very diverse student population. As an international school we have attracted families from a wide range of ethnic backgrounds and socio-economic level. The student population is represented as follows: Gender: Female - 54% Male - 45% Race: Hispanic-Latino - 67% , Asian- 9%, African American - 14%, Anglo - 7%, Economically Disadvantaged - 69%, Emergent Bilingual - 51% Special Education - 7% Gifted and Talented - 11%. Our staff demographics include the following: African American 16%, Hispanic 30%, White 33%, Asian-16 % , Two or More- 5% and Gender- 33% Male and 67% Female.

Strengths

Strengths is that we are truly representative of need for the district's mission to prepare students for exceptional leadership roles in an international community, as our student body easily represents an international community. Our families see and support the value in being intentionally aware, culturally sensitive and multilingual.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet	Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.
2	More students should be identified for TAG	Inexperienced teachers may not be identifying students early
3	New students unfamiliar with English and American culture often struggle.	No immediate induction service or support is available to student new to the country.
4	Sub populations have trouble passing state exams.	Content mastery instructor not available on schedule
5 ★	Increasing the percentage of students in the meet and mastery performance level.	Intervention plans do not include differentiation for advanced students.

6

Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance.

Vertical planning has been secondary to grade level planning

7
★

Need accurate reporting of student's abilities and level of comprehension for each standard as well as comparison data across the year and prior year to assess gaps and growth in order to determine student needs.

Students have varying levels of comprehension and abilities that the teacher needs to be able to accurately identify and address.

8

Multi-language resources are not always available

Multi-lingual resources are harder to find due to limited access or HQIM approval.

9

New students unfamiliar with English language and American culture often struggle.

No immediate induction service or support is available to student new to the country.

10

Campus faces the continuing challenges of meeting the academic, social and emotional needs of special subpops.

Campus faculty and staff need more training on how to meet the needs of our special subpops.

11

Students are not receiving daily instruction aligned to the depth of HQIM that support state standards in Tier I instructional setting.

Not a deep understanding of differentiated instruction and complexity of the state standards.

12

Assessment opportunities using multiple modalities that integrates practices for pacing and problem solving strategies.

Misunderstanding of the importance of assessment data and its use to guide teaching and learning.

★ = Priority

Student Learning

Summary

Within our STAAR comparison information we found that our students have shown growth in 8th grade reading and math for the 2024-2025 school year; along with small gains being made across the campus. Our interventions have been making an impact on student achievement through our campus using enrichment to target interventions that are needed. One example of this was the use of interventions that targeted students in our math department. Our lower grade level math teachers played a significant role in this by helping with math instruction. Our campus was also instrumental in utilizing Saturday school for students to help further target our necessary interventions. While looking at our data we do see there is a need to improve in all subjects. Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor.

Student Outcomes and Performance

1. What progress has been made by the students? Describe the domain ratings. Data Source: STAAR

1. Middle School (002)

- Student Achievement- , 77 Met Standard
- School Progress- , 84 Met Standard
- Closing the Gaps- 88, Met Standard

2. Data Source (Closing the Achievement Gap Data Report 2024 and 2025)

3. Summary Breakdown of Report

-Making progress in all areas of Academic Achievement and Academic Growth across sub-pops from 2024 and 2025 school years.

Example: Academic Achievement, Math, African American sub-pop increased from 78 in 2024 to 79 in 2025, causing us to meet target for the 2025 school year.

Example: In the area of Academic Relative Performance, we increased from 79 in 2024 to 84 in 2025.

-Though making progress, we are still not reaching Target goal in area of Academic Growth for Math, besides the White sub-pop

Example: In the area Academic Growth Math, All Students, Hispanic, EcoDis, and EL sub pop made limited progress from 2024 to 2025, but did not reach their Target goal.

Strengths

Our interventions have been making an impact on student achievement through our campus using enrichment to target interventions that are needed. One example of this was the use of interventions that targeted students in our math department. Our lower grade level math teachers played a significant role in this by helping with math instruction. Our campus was also instrumental in utilizing Saturday school for students to help further target our necessary interventions.

Campus Strength #1: Multiple campus interventions have successfully been implemented on campus to grow students based on data. Evidence: Interim Assessments

Campus Strength #2: Creating Academic Growth in Students

1. Evidence- 2024 Academic Growth Score ion RLA and Math-62
2. Evidence- 2025 Academic Growth Score in RLA and Math-70

Campus Strength #3: **Increasing number** of students scoring at the Approaches Grade Level on STAAR Test in All Subjects. Student went from 69% in ALL subjects to 74% in 2025.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Need accurate reporting of student's abilities and level of comprehension for each standard as well as comparison data across the year and prior year to assess gaps and growth in order to determine student needs.	Students have varying levels of comprehension and abilities that the teacher needs to be able to accurately identify and address.
2 ★	There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet	Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.
3	More students should be identified for TAG	Inexperienced teachers may not be identifying students early
4	New students unfamiliar with English and American culture often struggle.	No immediate induction service or support is available to student new to the country.
5 ★	Increasing the percentage of students in the meet and mastery performance level.	Intervention plans do not include differentiation for advanced students.
6	Sub populations have trouble passing state exams.	Content mastery instructor not available on schedule

7

Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance.

Vertical planning has been secondary to grade level planning

8



The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles.

Teachers require expert training from instructional coaches or SMEs to improve pedagogy.

9

Multi-language resources are not always available

Multi-lingual resources are harder to find due to limited access or HQIM approval.

10

Valuable websites are blocked by technology department.

Access to website usage request is time consuming.

11

There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet

Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

12

New students unfamiliar with English language and American culture often struggle.

No immediate induction service or support is available to student new to the country.

13

Personnel availability to support supplemental instructional needs.

Additional teachers or instructional aides needs to support classroom instruction.

14

Increasing the percentage of students in the meet and mastery performance level.

Intervention plans do not include differentiation for advanced students.

15



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16

Students do not completely support servant leadership mission.

Students receive little training in servant leadership and organizational development.

17

Last minute communication limits understanding and effectiveness

Lack of appropriate communication by district and campus administration.

 = Priority

School Processes & Programs

Summary

We are recruiting highly qualified and effective staff by using resources such as Region 10, HR departments, and networking. We would like to begin adding college job fairs to our recruiting process in the future so that we can also find highly qualified and effective staff. Our staff turnover rate has been affected with many of our teachers being promoted to district office positions, others pursuing positions at our high school, as well as some staff leaving due to family circumstances. Our data has helped to determine our professional development for staff in that our campus utilizes surveys that help to drive what PD is offered, we also have in place a Professional Development Board where staff can see or voice their ideas regarding their professional development.

Our curriculum, instruction, and assessment supports and challenges all students with all of our teachers following the state standards (TEKS) guidelines. Our planning of instruction and assessment are always based with TEKS in mind. The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. When differentiating teachers are able to reach a diverse group of students and able to target instruction more effectively.

To help devote adequate time to students performing poorly our campus offers tutoring, enrichment, small group instruction with our teacher assistants, as well as Saturday school. Our school expectations has revealed that our overall consistency needs to be strengthened in this area.

Our campus is considered to be at a proficient level in our use of technology, while we also consider ourselves to be moving into the advanced stages with the new use of procedures/equipment being implemented such as "Google Classroom". Some of our technology professional development we have provided consists of online platforms that enables teachers to create professional websites for their classrooms; as well as academic resources provided include that of, Dojo, Study Island, Reading A-Z, Stemsopes, MAP, STAAR-AR; and finally, technology pieces that also encourage and engage parents through the use of programs such as Parent Portal. With the use of this kind of technology we have increased our parent communication, improved behavior, while continuing to make teaching and the delivery more engaging, attainable, and fun.

Strengths

Our data has helped to determine our professional development for staff in that our campus utilizes surveys that help to drive what PD is offered, we also have in place a Professional Development Board where staff can see or voice their ideas regarding their professional development.

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Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Multi-language resources are not always available	Multi-lingual resources are harder to find due to limited access or HQIM approval.
2	Physical space of the building is not appropriate to student enrollment	Too many students are enrolled in each class.
3	Teachers have limited say in the design of testing for students.	Teachers have limited training in developing appropriate high quality assessments.
4	Valuable websites are blocked by technology department.	Access to website usage request is time consuming.
5	There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet	Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.
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Perceptions

Summary

Our students and staff have opportunities to share their attitudes regarding school culture in climate through survey, informal conversations, as well as suggestion boxes. Part of our students and staff feeling physically safe is also important and observed through our use of signs on our doors promoting safety and our bully free zones. Language clubs, video announcements created by our student population, and consistent policies throughout our campus continue to help our students and staff maintain academic, behavioral, social, and extracurricular expectations.

Strengths

Students and staff feeling physically safe is also important and observed through our use of signs on our doors promoting safety and our bully free zones. Language clubs, video announcements created by our student population, and consistent policies throughout our campus continue to help our students and staff maintain academic, behavioral, social, and extracurricular expectations.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Students do not completely support servant leadership mission.	Students receive little training in servant leadership and organizational development.
2	Teachers do not receive competitive salaries in relation to surrounding districts	Limited budget does not allow to match surrounding district salary scale.
3	Unable to retain effective teachers for continued service.	No contract expectations available.
4	Teachers do not receive any compensation for continued education.	Limited budge does not allow for stipends to match educational expertise.
5	Physical space of the building is not appropriate to student enrollment	Too many students are enrolled in each class.
6	Teachers have limited say in the design of testing for students.	Teachers have limited training in developing appropriate high quality assessments.

7

There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet

Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

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 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
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Teachers require expert training from instructional coaches or SMEs to improve pedagogy.

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Intervention plans do not include differentiation for advanced students.

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Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data



Goals

Goal 1

By the end of the 2025-2026 school year, 85% of ILTexas campuses will receive an overall rating of B or higher for their statewide accountability rating, an increase from 80% achieving a B or higher

Performance Objective 1

By the end of the 2025-2026 school year, all Special Populations (to include SPED, Bilingual, CTE and ESL students) will increase their performance at the Performance Level on State Assessments from 50% to 75%

Evaluation Data Source: STAAR & EOC Assessments

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Bring in subject matter experts, Spanish or Bilingual Instructional coach and consultants to help ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, DLI and other programs that will increase student achievement, with particular attention to EBs

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Campus Administrators, GLAs, Teachers

Problem Statements: Demographics 7 - Student Learning 1

Funding Sources: 211 - Title 1-A, \$75,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

November

January

May

June

Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Purchase supplemental resources such as bilingual dictionaries, library books, leveled readers, and enrichment summer school materials to support instruction of English learners. Ongoing Coaching & Implementation utilizing contracted services to provide a combination of on-site and virtual coaching days with the leadership team in the Teacher Coaching. The coaching days will include Prioritization & Implementation Calendaring & selection. Shadowing support, Observation & Feedback, Classroom co-observations & calibration. Planning feedback and delivering feedback (and subsequent PD). Observation & Feedback Rubric aligned to ILTexas - GBF Scope & Sequence.

Strategy's Expected Result/Impact: Increased Student Achievement

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: Demographics 1 - Student Learning 2

Funding Sources: Professional Development/ Contracted Services 288 - ESF, \$90,000, 211 - Title 1-A, \$5,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

May

June

Strategy 3 **Targeted Support Strategy** **Additional Targeted Support Strategy**

Purchase supplemental technology and instructional materials (hardcopies as well as online tools/software) to scaffold instruction (i.e, Brain pop, Study Island, Imagine Learning, Peoples Education-Measuring up, bilingual dictionaries, leveled readers etc.

Strategy's Expected Result/Impact: Improve academic growth

Staff Responsible for Monitoring: CAO, Academic Directors, Instructional Technologists, Campus Principals, Campus textbook coordinators, campus instructional coaches campus media specialists

Problem Statements: Demographics 5 - Student Learning 5

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

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet	Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.
5 Increasing the percentage of students in the meet and mastery performance level.	Intervention plans do not include differentiation for advanced students.
7 Need accurate reporting of student's abilities and level of comprehension for each standard as well as comparison data across the year and prior year to assess gaps and growth in order to determine student needs.	Students have varying levels of comprehension and abilities that the teacher needs to be able to accurately identify and address.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Need accurate reporting of student's abilities and level of comprehension for each standard as well as comparison data across the year and prior year to assess gaps and growth in order to determine student needs.	Students have varying levels of comprehension and abilities that the teacher needs to be able to accurately identify and address.
2 There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet	Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.
5 Increasing the percentage of students in the meet and mastery performance level.	Intervention plans do not include differentiation for advanced students.

Performance Objective 2

Increase the frequency of student participation with real world experiences and connections from 70% to 90% or above by the end of the 2025-2026 school year.

Evaluation Data Source: BOY, MOY, EOY assessments, STAAR and AR

Strategy 1

6-8 teachers will provide opportunities for students to acquire skills through the use real life experiences and web-based research to enhance academic, music, art, fine arts, athletic and Enrichment (such as chess club, etc.) success.

Strategy's Expected Result/Impact: MAP scores, AR reading levels, STAAR assessments for applicable grades

Staff Responsible for Monitoring: Teachers, Librarian, Administrators

Problem Statements: Demographics 5 - Student Learning 5, 8

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

Formative Reviews

November

January

May

June

Strategy 2

ILTexas MS will develop processes and applications to achieve the equitable distribution of digital resources, along with adequate training and support for implementation. 6-8 grade teachers will provide opportunities for students to interact with various computer programs, such as All in Learning and Edutyping, Jr. to support their instruction and enhance students' learning.

Strategy's Expected Result/Impact: MAP scores, AR reading levels, TPRI & Tejas Lee performance, STAAR assessment for applicable grades.

Staff Responsible for Monitoring: Teachers, Librarian, Administrators

Problem Statements: Demographics 7 - Student Learning 1, 15 - School Processes & Programs 9

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

Formative Reviews

November

January

May

June

Strategy 3

Provide enrichment summer school to middle school English learners with a focus on Social Studies and American history to develop and strengthen their knowledge base as well as their English language proficiency in all four domains.

Strategy's Expected Result/Impact: Increased Student Achievement

Staff Responsible for Monitoring: Principal, Teachers

Problem Statements: Student Learning 8, 15 - School Processes & Programs 9

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

Formative Reviews

November

January

May

June

Strategy 4 Targeted Support Strategy

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

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

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

Problem Statements: Demographics 5 - Student Learning 5, 15 - School Processes & Programs 9

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

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

May

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p>5 Increasing the percentage of students in the meet and mastery performance level.</p>	<p>Intervention plans do not include differentiation for advanced students.</p>
<p>7 Need accurate reporting of student's abilities and level of comprehension for each standard as well as comparison data across the year and prior year to assess gaps and growth in order to determine student needs.</p>	<p>Students have varying levels of comprehension and abilities that the teacher needs to be able to accurately identify and address.</p>

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>1 Need accurate reporting of student's abilities and level of comprehension for each standard as well as comparison data across the year and prior year to assess gaps and growth in order to determine student needs.</p>	<p>Students have varying levels of comprehension and abilities that the teacher needs to be able to accurately identify and address.</p>
<p>5 Increasing the percentage of students in the meet and mastery performance level.</p>	<p>Intervention plans do not include differentiation for advanced students.</p>
<p>8 The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles.</p>	<p>Teachers require expert training from instructional coaches or SMEs to improve pedagogy.</p>
<p>15 Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance.</p>	<p>Vertical planning has been secondary to grade level planning.</p>

Performance Objective 2 Problem Statements Identifying School Processes & Programs

9

Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance.

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Performance Objective 3

ILTexas Garland MS will promote and support Special Population through innovative and rigorous instructional practices in order to continuously improve academic achievement for Second Language Learners and Special Populations. Students will meet performance standards as from 75% to 80% as measured by state, district and local assessments by the end of the 2025-2026 school year.

Evaluation Data Source: CSAs, STAAR, Map, Measuring Up, ISIP

Strategy 1

Teachers 6-8 will utilize AR,DRA/EDL, Study Island, Istation, Galaxy, IXL to determine reading levels and set individual reading goals for students and provide daily guided reading instruction.

Strategy's Expected Result/Impact: unit assessments, BOY, MOY, EOY assessments

Staff Responsible for Monitoring: Principal, AP, GLAs, Teacher, Campus based instructional coach

Problem Statements: Student Learning 8

Funding Sources: 211 - Title 1-A, \$25,000

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Teachers will utilize MAP other digital software data to create individual academic goals for students 6-8 to meet projected growth in Reading, science, social studies.

Strategy's Expected Result/Impact: unit assessments, BOY, MOY, EOY assessments

Staff Responsible for Monitoring: Principal, AP, GLAs, Teacher, Campus based instructional coach

Problem Statements: Demographics 7 - Student Learning 1, 8

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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

Provide training opportunities for special programs staff regarding program specific compliance, new research/best practices, and instructional strategies for identified students (including Special Education, dyslexia, ESL, GT, CTE, etc.) Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide online access to CNA/CIP.

Strategy's Expected Result/Impact: Improved level of understanding through program initiatives

Staff Responsible for Monitoring: Assistant principal over program

Problem Statements: Demographics 7 - Student Learning 1, 15 - School Processes & Programs 9

Funding Sources: 211 - Title 1-A, \$10,500

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Strategy 4

Teachers will offer grades 6th-8th grade students small group tutoring or the STAAR assessment with after school and Saturday School tutoring. Students will receive snacks during their time in Saturday School

Strategy's Expected Result/Impact: District Assessments, Agendas

Staff Responsible for Monitoring: Administration and teacher

Problem Statements: Demographics 1 - Student Learning 2, 8

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

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 5

Provide Science instructional supplies to increase student achievement. Science equipment material, and labs, kits.

Strategy's Expected Result/Impact: Increase in science scores on CSAs and STAAR.

Staff Responsible for Monitoring: Principal, assistant Principal, Counselor , Grade Level Administrators and teachers

Problem Statements: Demographics 1, 5 - Student Learning 2, 5

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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 6

Provide summer school differentiation sessions that will consist of Reading, Math, Social Studies, and ESL in areas of accelerated instruction, on target learning, as well as students of promise to all 6th - 8th grade students. Supplies & snacks for 6-8th grade students will include instructional materials necessary to support different learning styles

Strategy's Expected Result/Impact: ncrease in Reading, ESL, Math and Social Studies STAAR score

Staff Responsible for Monitoring: Principal, assistant Principal, Counselor , Grade Level Administrators and teachers.

Problem Statements: Demographics 5, 7 - Student Learning 1, 5

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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet

Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

5

Increasing the percentage of students in the meet and mastery performance level.

Intervention plans do not include differentiation for advanced students.

7

Need accurate reporting of student's abilities and level of comprehension for each standard as well as comparison data across the year and prior year to assess gaps and growth in order to determine student needs.

Students have varying levels of comprehension and abilities that the teacher needs to be able to accurately identify and address.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

Need accurate reporting of student's abilities and level of comprehension for each standard as well as comparison

Students have varying levels of comprehension and abilities that the teacher needs to be able to accurately

1

data across the year and prior year to assess gaps and growth in order to determine student needs.

identify and address.

2

There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet

Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

5

Increasing the percentage of students in the meet and mastery performance level.

Intervention plans do not include differentiation for advanced students.

8

The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' EU needs and learning styles.

Teachers require expert training from instructional coaches or SMEs to improve pedagogy.

15

Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance.

Vertical planning has been secondary to grade level planning.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

9

Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance.

Vertical planning has been secondary to grade level planning.

Performance Objective 4

ILTexas Garland MS will focus on improving academic achievement of all students through rigorous learner-centered instruction facilitated through research based instructional strategies. By May 2026, 90% students will meet performance standards as measured by state, district and local assessments.

Evaluation Data Source: CSAs, STAAR, Map, ,AR, Measuring Up, Istation, IXL

Strategy 1

Administer student assessments to monitor learning objective mastery. Teacher will profile students assessment data through tracking students assessment results with profile binders, access to Lead4Ward, supplemental pay for subs to cover teacher teams for additional profile day

Strategy's Expected Result/Impact: Increase in the number of students passing all assessments and courses.

Staff Responsible for Monitoring: Principal, Assist. Principal, grade level administrators & teachers

Problem Statements: Demographics 7 - Student Learning 1

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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Additional Targeted Support will be provided to all students with priority given to the Asian, and SpED student groups through small group interventions during the school day and extended-day tutoring sessions after school. Various STAAR supplemental review materials will be used to increase the number of students meeting grade level standards across all STAAR tested subject areas.

Strategy's Expected Result/Impact: We expect to see at minimum an increase in academic all subjects achievement in the following areas:

- Asian from 62% to 73%
- SpEd from 20% to 23%

Staff Responsible for Monitoring: Lead Teachers/Admin Team/SpEd Coordinator/

Problem Statements: Demographics 1 - Student Learning 2

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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

Additional Targeted Support will be provided to All students with a focus on White, Eco Disadvantage, EL (former) students through Literacy Workshops and extended learning opportunities to enrich and increase all students' reading growth.

Strategy's Expected Result/Impact: We expect to see Reading growths increase at a minimum of:

- 61% to 66% for all students
- 62 % to 69%for White students;
- 57% to 77% for Asian students
- 58% to 64% for EcoDis
- 63% to 64% for EL (

Staff Responsible for Monitoring: Lead Teachers/Teachers/Admin Team/Instructional Coaches

Problem Statements: Demographics 1, 7 - Student Learning 1, 2

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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 4

Additional Targeted Support will be provided to all students with a focus on Asian students through Literacy Workshops and extended learning opportunities to enrich and increase all students' reading success.

Strategy's Expected Result/Impact: We expect to see reading achievement increase at a minimum of:
- 46% to 74% for Asian students

Staff Responsible for Monitoring: Lead Teachers/Teachers/Admin Team

Problem Statements: Demographics 1, 5, 7 - Student Learning 1, 2, 5

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

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Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement	Root Cause	
1	<p>There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet</p>	<p>Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.</p>
5	<p>Increasing the percentage of students in the meet and mastery performance level.</p>	<p>Intervention plans do not include differentiation for advanced students.</p>
7	<p>Need accurate reporting of student's abilities and level of comprehension for each standard as well as comparison data across the year and prior year to assess gaps and growth in order to determine student needs.</p>	<p>Students have varying levels of comprehension and abilities that the teacher needs to be able to accurately identify and address.</p>

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause	
1	<p>Need accurate reporting of student's abilities and level of comprehension for each standard as well as comparison data across the year and prior year to assess gaps and growth in order to determine student needs.</p>	<p>Students have varying levels of comprehension and abilities that the teacher needs to be able to accurately identify and address.</p>
2	<p>There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet</p>	<p>Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.</p>
5	<p>Increasing the percentage of students in the meet and mastery performance level.</p>	<p>Intervention plans do not include differentiation for advanced students.</p>

Performance Objective 5

By the end of the 2025-2026 school year, students' learning readiness indicator as measured by Rhithm, will increase 10% with the help of subject matter experts and specialized programs/resources aimed at improving the social emotional health of our students with a focus on safety.

Evaluation Data Source: Rhithm Insight reports and assessments compared to 2024-2025 data.

Strategy 1

Bring in subject matter experts (such as but not limited to Youth Equipped to Succeed) and purchase resources (such as but not limit to SEL and mental health curriculum for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students) to improve students' readiness to learn.

Strategy's Expected Result/Impact: Improve learning readiness as measured by Rhithm

Staff Responsible for Monitoring: Principal, AP, Counselors

Problem Statements: Student Learning 8

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

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

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Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

8

The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on studentsaEU needs and learning styles.

Teacher require expert training from instructional coaches or SMEs to improve pedagogy.

Performance Objective 6

By 05/2025, enhance the effectiveness of intervention plans to support advanced students in reaching the XX performance level.

Strategy 1

Provide professional development for teachers on strategies for differentiating instruction for advanced learners, including the use of tiered assignments and independent study projects.

Strategy's Expected Result/Impact: Improved differentiated instruction and academic growth

Staff Responsible for Monitoring: ICs, Dean, GLA and AP

Problem Statements: Demographics 5 - Student Learning 5

Funding Sources: 211 - Title 1-A, \$1,000

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Strategy 2

Create a resource library with materials and activities specifically designed for advanced students, accessible to teachers for use in their lesson planning.

Strategy's Expected Result/Impact: Improved reading support and academic growth in reading.

Staff Responsible for Monitoring: Librarian, Dean, APs, GLAs

Problem Statements: Demographics 5 - Student Learning 5

Funding Sources: 211 - Title 1-A, \$1,000

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Strategy 3

Schedule regular check-ins with advanced students to monitor their progress and adjust intervention plans as needed to ensure they are being adequately challenged.

Strategy's Expected Result/Impact: Improved level of mastery in all subjects.

Staff Responsible for Monitoring: APs, ICs, Dean, Teachers

Problem Statements: Demographics 5 - Student Learning 5

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

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Performance Objective 6 Problem Statements Identifying Demographics

Problem Statement

Root Cause

5

Increasing the percentage of students in the meet and mastery performance level.

Intervention plans do not include differentiation for advanced students.

Performance Objective 6 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

5

Increasing the percentage of students in the meet and mastery performance level.

Intervention plans do not include differentiation for advanced students.

Performance Objective 7

By 05/2026, improve the ability to compare student data across the year and prior year from 75% to 95% to effectively determine student needs.

Strategy 1

Establish a data tracking system that records student performance on each standard throughout the year and compares it to previous years.

Strategy's Expected Result/Impact: Improved knowledge of student gaps and areas to improve.

Staff Responsible for Monitoring: Principal, APs, Dean, Teachers

Problem Statements: Demographics 7 - Student Learning 1

Funding Sources: 211 - Title 1-A, \$1,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Schedule quarterly data analysis sessions where teachers review and compare student data to identify growth and areas needing intervention.

Strategy's Expected Result/Impact: Improve student academic growth in all subject areas.

Staff Responsible for Monitoring: Principal, APs

Problem Statements: Demographics 7 - Student Learning 1

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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 3

Provide professional development on using data visualization tools to help teachers easily compare and interpret student data over time.

Strategy's Expected Result/Impact: Improved teacher Tier 1 Instruction.

Staff Responsible for Monitoring: PRincipal, APs, Dean

Problem Statements: Demographics 7 - Student Learning 1

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

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

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Performance Objective 7 Problem Statements Identifying Demographics

Problem Statement	Root Cause
7	Need accurate reporting of student's abilities and level of comprehension for each standard as well as comparison data across the year and prior year to assess gaps and growth in order to determine student needs.
	Students have varying levels of comprehension and abilities that the teacher needs to be able to accurately identify and address.

Performance Objective 7 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1	Need accurate reporting of student's abilities and level of comprehension for each standard as well as comparison data across the year and prior year to assess gaps and growth in order to determine student needs.
	Students have varying levels of comprehension and abilities that the teacher needs to be able to accurately identify and address.

Goal 2

By the end of the 2025-2026 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at least at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

Performance Objective 1

By the end of the 2025-2026 school year, all Sub Populations (Asian, Non-continuous, SpED (current)) will increase their performance from 50% to 75% on the STAAR assessment to meet the 2025-2026 accountability target.

Evaluation Data Source: STAAR

Strategy 1

Teachers will utilize MAP data to create individual academic goals for students 6-8 to meet projected growth in Math.

Strategy's Expected Result/Impact: Improved tracking of student data and academic goals.

Staff Responsible for Monitoring: GLAs,
Instructional coach,
Admin.

Problem Statements: Demographics 7 - Student Learning 1

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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Purchase supplemental technology and instructional materials (hardcopies as well as online tools/software) to scaffold instruction (i.e, Brain pop, Study Island, Imagine Learning, Peoples Education-Measuring up, bilingual dictionaries, leveled readers etc.)

Staff Responsible for Monitoring: GLAs,
Instructional coach,
Admin.

Problem Statements: Demographics 7 - Student Learning 1

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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

7

Need accurate reporting of student's abilities and level of comprehension for each standard as well as comparison data across the year and prior year to assess gaps and growth in order to determine student needs.

Students have varying levels of comprehension and abilities that the teacher needs to be able to accurately identify and address.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Need accurate reporting of student's abilities and level of comprehension for each standard as well as comparison data across the year and prior year to assess gaps and growth in order to determine student needs.

Students have varying levels of comprehension and abilities that the teacher needs to be able to accurately identify and address.

Performance Objective 2

ILTexas Garland MS will focus on improving academic achievement of all students through rigorous learner-centered instruction facilitated through research based instructional strategies. By May 2025, 90% students will meet performance standards as measured by state, district and local assessments.

Evaluation Data Source: CSAs, STAAR, TPRI, Tejas Lee, Map, Online software MAP, Study Island, AR, measuring Up

Strategy 1

Administer student assessments to monitor learning objective mastery. Teacher will profile students assessment data through tracking students assessment results with profile binders, access to Lead4Ward, supplemental pay for subs to cover teacher teams for additional profile day

Strategy's Expected Result/Impact: Increase in the number of students passing all assessments and courses.

Staff Responsible for Monitoring: Principal, Assist. Principal, grade level administrators & teachers

Problem Statements: Demographics 7 - Student Learning 1

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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Provide online program to include Study Island, MAP, Zspace. STAR AR, All in Learning and other online resources to enhance instruction and increase student achievement

Strategy's Expected Result/Impact: Improved student academic in core subjects.

Staff Responsible for Monitoring: Assistant Principals, ICs, Teachers

Problem Statements: Demographics 5, 7 - Student Learning 1, 5

Funding Sources: 211 - Title 1-A, \$25,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

Additional Targeted Support will be provided to all students with priority given to the Asian, and SpED student groups through small group interventions during the school day and extended-

day tutoring sessions after school. Various STAAR supplemental review materials will be used to increase the number of students meeting grade level standards across all STAAR tested subject areas.

Strategy's Expected Result/Impact: We expect to see at minimum an increase in academic all subjects achievement in the following areas:

- Asian rom 62% to 73%
- SpEd from 20% to 23%

Staff Responsible for Monitoring: Lead Teachers/Admin Team/SpEd Coordinator/

Problem Statements: Demographics 1 - Student Learning 2

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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p>1 There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet</p>	<p>Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.</p>
<p>5 Increasing the percentage of students in the meet and mastery performance level.</p>	<p>Intervention plans do not include differentiation for advanced students.</p>
<p>7 Need accurate reporting of student's abilities and level of comprehension for each standard as well as comparison data across the year and prior year to assess gaps and growth in order to determine student needs.</p>	<p>Students have varying levels of comprehension and abilities that the teacher needs to be able to accurately identify and address.</p>

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>1 Need accurate reporting of student's abilities and level of comprehension for each standard as well as comparison data across the year and prior year to assess gaps and growth in order to determine student needs.</p>	<p>Students have varying levels of comprehension and abilities that the teacher needs to be able to accurately identify and address.</p>
<p>2 There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet</p>	<p>Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.</p>
<p>5 Increasing the percentage of students in the meet and mastery performance level.</p>	<p>Intervention plans do not include differentiation for advanced students.</p>

Performance Objective 3

By 05/2026, improve communication with families from 75% to 95% by utilizing multiple platforms and languages to ensure all families receive important information.

Strategy 1

Implement a multi-platform communication strategy that includes emails, text messages, phone calls, and social media updates.

Strategy's Expected Result/Impact: Improved communication with stakeholders.

Staff Responsible for Monitoring: Principal, APs, Teachers

Problem Statements: Demographics 1 - Student Learning 2

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

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1	There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet
	Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2	There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communicate as they are leading very busy lives making ends meet
	Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

Goal 3

By the end of the 2025-2026 school year ILTexas will retain 75% of teachers, an increase from 70% achieved from the previous school year.

Performance Objective 1

All Instructional coaches will support and monitor fidelity of the DLI model by June 2026 using the integrity tool.

Evaluation Data Source: ACTFL

Strategy 1

Purchase supplemental technology (such as Chromebooks), instructional materials, and evaluation/assessment/data analysis resources (and subsequent related PD. This includes hard copies as well as online tools/software to scaffold instruction (i.e., Peoples Education - Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs

Strategy's Expected Result/Impact: ACTFL increase

Staff Responsible for Monitoring: Principal, AP

Problem Statements: Demographics 5, 7 - Student Learning 1, 5

Funding Sources: 211 - Title 1-A, \$50,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
5 Increasing the percentage of students in the meet and mastery performance level.	Intervention plans do not include differentiation for advanced students.
7 Need accurate reporting of student's abilities and level of comprehension for each standard as well as comparison data across the year and prior year to assess gaps and growth in order to determine student needs.	Students have varying levels of comprehension and abilities that the teacher needs to be able to accurately identify and address.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Need accurate reporting of student's abilities and level of comprehension for each standard as well as comparison data across the year and prior year to assess gaps and growth in order to determine student needs.	Students have varying levels of comprehension and abilities that the teacher needs to be able to accurately identify and address.
5 Increasing the percentage of students in the meet and mastery performance level.	Intervention plans do not include differentiation for advanced students.

Performance Objective 2

By the end of the 2025-2026 school year, 85% all students will demonstrate an increase of a minimum of one sub-level, based on the ACTFL proficiency guidelines.

Evaluation Data Source: ACTFL assessments

Strategy 1

Provide Spanish/Chinese instructional material for students in reading/LA, social studies, math and science to include online & consumable resources, lab kits, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in reviewing and preparing for state assessments and foreign language assessments.

Strategy's Expected Result/Impact: Increase in the number of students passing all assessments and courses.

Staff Responsible for Monitoring: Principal, Assist.
Principal, grade
level administrators
& teachers

Problem Statements: Demographics 7 - Student Learning 1, 8

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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

7

Need accurate reporting of student's abilities and level of comprehension for each standard as well as comparison data across the year and prior year to assess gaps and growth in order to determine student needs.

Students have varying levels of comprehension and abilities that the teacher needs to be able to accurately identify and address.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Need accurate reporting of student's abilities and level of comprehension for each standard as well as comparison data across the year and prior year to assess gaps and growth in order to determine student needs.

Students have varying levels of comprehension and abilities that the teacher needs to be able to accurately identify and address.

8

The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles.

Teachers require expert training from instructional coaches or SMEs to improve pedagogy.

Performance Objective 3

By the end of the 2025-2026 school year, 100% of all teachers will be supported by using the T-TESS evaluation tool for instructional support.

Evaluation Data Source: TTESS Rubric

Strategy 1 Targeted Support Strategy

Build instructional expertise using the BRES coaching model.

Strategy's Expected Result/Impact: Improve teacher pedagogy.

Staff Responsible for Monitoring: Principal, APs

Problem Statements: Demographics 5, 7 - Student Learning 1, 5, 15 - School Processes & Programs 9

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

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
5 Increasing the percentage of students in the meet and mastery performance level.	Intervention plans do not include differentiation for advanced students.
7 Need accurate reporting of student's abilities and level of comprehension for each standard as well as comparison data across the year and prior year to assess gaps and growth in order to determine student needs.	Students have varying levels of comprehension and abilities that the teacher needs to be able to accurately identify and address.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Need accurate reporting of student's abilities and level of comprehension for each standard as well as comparison data across the year and prior year to assess gaps and growth in order to determine student needs.	Students have varying levels of comprehension and abilities that the teacher needs to be able to accurately identify and address.

5

Increasing the percentage of students in the meet and mastery performance level.

Intervention plans do not include differentiation for advanced students.

15

Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance.

Vertical planning has been secondary to grade level planning.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

9

Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance.

Vertical planning has been secondary to grade level planning.

Performance Objective 4

By 05/2026, improve student engagement in classrooms by implementing varied instructional approaches to cater to different learning styles.

Strategy 1

Introduce a variety of instructional methods such as project-based learning, cooperative learning, and technology integration to engage different learning styles.

Strategy's Expected Result/Impact: Improve student engagement.

Staff Responsible for Monitoring: APs, Teachers

Problem Statements: Demographics 5 - Student Learning 5, 8, 15 - School Processes & Programs 9

Funding Sources: 211 - Title 1-A, \$1,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

May

June

Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement	Root Cause
5 Increasing the percentage of students in the meet and mastery performance level.	Intervention plans do not include differentiation for advanced students.

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
5 Increasing the percentage of students in the meet and mastery performance level.	Intervention plans do not include differentiation for advanced students.

8 The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' EU needs and learning styles.	Teacher require expert training from instructional coaches or SMEs to improve pedagogy.
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15 Teachers believe it is imperative to begin vertical planning on a regular basis. We have also discussed the use of math/reading buddies, science/social studies buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance.	Vertical planning has been secondary to grade level planning.
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Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
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