International Leadership of Texas

Grand Prairie Elementary

2025-2026 Campus Improvement Plan

Mission Statement

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

La misión de ILTexas es preparar a nuestros alumnos para roles de liderazgo excepcionales en la comunidad internacional, haciendo hincapié en el liderazgo de servicio, el dominio de los idiomas inglés, español y chino, y el fortalecimiento de mente, cuerpo y carácter.

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Vision

Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess trilingual competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community by putting others before self.

Our Educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are supportive community of lifelong learns.

Our Families and Community are actively engaged partners that are integral to the success of our students and school.

Value Statement

We believe in Honor to be the best you can be, Courage to take risks, and Commitment to never give up!

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Comprehensive Needs Assessment

Demographics

Summary

During the 2024-2025 school year, we had 931 students enrolled.

School Population (2024 - 2025)

Student Total	936	100%
Pre-K	22	2.35%
Kindergarten	127	13.57%
1st Grade	156	16.67%
2nd Grade	157	16.77%
3rd Grade	161	17.20%
4th Grade	160	17.09%
5th Grade	153	16.35%

Student Demographics

Gender

Female	519	55.45%
Male	417	44.55%

Ethnicity

Hispanic-Latino	511	54.59%

Race

American Indian - Alaskan Native	3	0.32%
Asian	52	5.56%
Black - African American	306	32.69%
White	22	2.35%
Two-or-More	42	4.49%

Other Student Information

At Risk	680	72.65%
Economically Disadvantaged	750	80.13%

Gifted and Talented	42	4.49%
Special Education (SPED)	104	11.11%
Emergent Bilingual (EB)	398	42.52%
Section 504	13	1.39%

Strengths

- Diverse student population
- GPK8 has a very diverse teacher and staff environment

Problem Statements Identifying Demographics Needs

		Problem Statement	**Root Cause**
1 ★		High percentage of economically disadvantaged and at-risk students	Parents of economically disadvantaged students seek out charter schools more often than others
2 ★		High percentage of English language learners.	About 42.52% of our students are EL/EB.
3 ★		Lack of experienced and certified teachers.	Difficult recruiting & retaining certified teachers.
4 ★		Inefficient progress monitoring of students' data and progress on computer programs	PD needed on how to use the data and how to monitor students usage on such programs.

★ = Priority

Student Learning

Summary

Based on our January interim data for the 2024-2025 school year. Projection for STAAR is based on the data below.

Interim Assessment Data

3rd Grade ELAR

DNM - 59%   Approaches - 13%   Meets - 11%   Masters - 17%

3rd Grade Math

DNM - 56%   Approaches - 18%   Meets - 13%   Masters - 13%

4th Grade ELAR

DNM - 52%   Approaches - 13%   Meets - 20%   Masters - 15%

4th Grade Math

DNM - 59%   Approaches - 17%   Meets - 9%   Masters - 15%

5th Grade ELAR

DNM - 51%   Approaches - 10%   Meets - 14%   Masters - 25%

5th Grade Math

DNM - 68%   Approaches - 8%   Meets - 18%   Masters - 7%

5th Grade Science

DNM - 37%   Approaches - 54%   Meets - 7%   Masters - 2%

A comparison of STAAR 2023-2024 and the interim data shows the following:

3rd grade increased Did Not Meet for Math and Reading; 3rd grade increased Masters for Reading and Math

4th grade increased Did Not Meet for Reading; 4th grade increased Masters

4th grade decreased Did Not Meet for Math; 4th grade increased Masters

5th grade increased Did Not Meet for Math and Reading; 5th grade increased Masters for Reading

5th grade decreased DNM for Science

Strengths

Students increased in Masters for Reading and/or Math in all grade levels.

Students made significant improvement at the Approaches level for Science from the 23-24 STAAR test (38% Approaches to 63% Approaches).

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	High percentage of economically disadvantaged and at-risk students	Parents of economically disadvantaged students seek out charter schools more often than others
2 ★	High percentage of English language learners.	About 42.52% of our students are EL/EB.
3 ★	Lack of experienced and certified teachers.	Difficult recruiting & retaining certified teachers.
4 ★	The mentor program does not provide effective mentorship and coaching for new teachers.	The current mentor/mentee program and level of coaching for teachers does not always provide enough support to adequately onboard and to ultimately retain those who are new to teaching.
5 ★	Inefficient progress monitoring of students' data and progress on computer programs	PD needed on how to use the data and how to monitor students usage on such programs.

6

★

Significant number of students who are academically behind one or more years.

Academic gaps resulting from lack of foundational learning and/or from online learning.

★ = Priority

School Processes & Programs

Summary

We use a number of sources to find high caliber staff such as our campus website, university career fairs, and Region 10 and 11 job fairs. Our interview process clearly outlines the mission, philosophy, and expectations for our school. We have recruited teachers from Spain and China to teach our trilingual model. ILTexas will continue to work with Region 10 & 11 and the district to actively find qualified teacher candidates to fill positions within the school. Teachers have the professional freedom to be innovative and creative. They have opportunities to have input into decision making on campus.

We will have wonderful ethnic diversity in our faculty/staff population; we are truly international. We have faculty/staff from Mexico, Puerto Rico, Spain, China, Philippines, and more.

Finding highly qualified teachers to teach our trilingual model has required the charter to look outside of the US for teachers. This year we have the recruitment of teachers from Spain, Philippines, and China. This year we have also increased the number of teachers who received the Teacher Incentive Allotment (TIA). This has resulted in significant salary increases for teachers, making our salary more competitive with local ISDs.

We will have a professional learning community and an atmosphere of collegiality. Our grade level teams plan together work towards common goals. Our staff members are able to rely on each other for support, suggestions, and assistance.

Our parents work in a partnership with teachers by engaging in open communication through a weekly newsletter, emails, and phone calls. Our PTO assists with events that will better connect parents to the school community.

The student council, the voice of the students, will engage in monthly meetings with the principal for an open discussion about the school. These conversations allow the students to highlight the positive as well as identify areas of improvement within the school.

A focus on modeling, monitoring and enforcing the 3 Bs.

Campus leadership will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade-level academic performance gains and STAAR performance gains. Teachers will follow the TEKS RS Scope and Sequence and curriculum for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. Teachers will meet with instructional coaches weekly to review the lesson plans for the following week. The focus will be on alignment and rigor.

3rd and 4th grade students will take STAAR Reading and Mathematics tests and 5th graders will take STAAR Reading, Mathematics and Science. Students will MAP in grades 2nd-5th. All students K-5th will take district progress measurement assessments and students in STAAR tested grade levels will take state Interim assessments. Critical thinking and problem-solving skills will be emphasized in all core subject areas. All students will complete the monthly IStation assessment.

Economically disadvantaged, LEP and at-risk student population groups who have established a pattern of non-mastery will be targeted for remediation. Small group instruction, tutorials, parent-teacher conferences and consistent written and oral communication between home and school will ensure that home and school work together provide the necessary support to students to bring about student success. ILTexas GP will provide student support services as outlined in IEPs, and 504 accommodations for qualifying students.

Organize and foster a positive and safe environment that is conducive to meeting the needs of all students, staff and parents.

All teachers have been trained on how to best use current technology students have to best support their learning.

All staff members have been provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, all students in grades 3 through 5 are provided their own Chromebooks. Students in Kinder to 2nd grade are provided a class set of Chromebooks.

Strengths

We will have a learning community and an atmosphere of collegiality. Our grade level teams plan together work towards common goals. Our staff members are able to rely on each other for support, suggestions, and assistance.

Our parents work in a partnership with teachers by engaging in open communication through a weekly newsletter, emails, and phone calls. Our PTO has been formed and assists with events that will better connect parents to the school community.

Teachers utilize technology daily in their instruction.

Students in grade K-5 have access to Chromebooks for class/home assignments.

Students can utilize technology for homework assignments and projects

Utilize media specialist to coach teachers in the effective use of technology as an instructional tool.

We are guided by the TEKS and follow TEKS RS. Teachers are required to use these resources to guide their planning, instruction and assessment. Teachers plan with their grade level teams. Teachers have dedicated Data analysis days every 6 weeks to review student levels and instructional needs. They also have extended time daily to meet with grade level team or partner teachers.

- Teachers have the support of partners and team members,
- Teachers plan lessons, activities and assessments together as a team,
- Teachers have access to several on-line programs: Mathia, IStation, etc.
- Teachers utilize Eduphoria
- Teachers have the support of the District Content Coaches
- Additional instructional assistants

Problem Statements Identifying School Processes & Programs Needs

		Problem Statement	Root Cause
1 ★		High percentage of economically disadvantaged and at-risk students	Parents of economically disadvantaged students seek out charter schools more often than others
2 ★		Lack of experienced and certified teachers.	Difficult recruiting & retaining certified teachers.
3 ★		Inefficient progress monitoring of students' data and progress on computer programs	PD needed on how to use the data and how to monitor students usage on such programs.
4 ★		Low parent participation on PTO.	Lack of time due to work or other priorities.
5 ★		The mentor program does not provide effective mentorship and coaching for new teachers.	The current mentor/mentee program and level of coaching for teachers does not always provide enough support to adequately onboard and to ultimately retain those who are new to teaching.

6 ⭐

Significant number of students who are academically behind one or more years.

Academic gaps resulting from lack of foundational learning and/or from online learning.

⭐ **= Priority**

Perceptions

Summary

We will have a learning community and an atmosphere of collegiality. Our grade level teams plan together work towards common goals. Our staff members are able to rely on each other for support, suggestions, and assistance.

Our parents work in a partnership with teachers by engaging in open communication newsletters, emails, and phone calls. Our PTO has been formed and assists with events that will better connect parents to the school community.

The student council, the voice of the students, will engage in monthly meetings with the principal for an open discussion about the school. These conversations allow the students to highlight the positive as well as identify areas of improvement within the school.

Strengths

Current parents convey a feeling of support and that a quality education is being provided by all stakeholders as evident by feedback from parent meetings.

Problem Statements Identifying Perceptions Needs

	Problem Statement	**Root Cause**
1 ★	High percentage of economically disadvantaged and at-risk students	Parents of economically disadvantaged students seek out charter schools more often than others
2 ★	Lack of experienced and certified teachers.	Difficult recruiting & retaining certified teachers.
3 ★	Inefficient progress monitoring of students' data and progress on computer programs	PD needed on how to use the data and how to monitor students usage on such programs.
4 ★	Low parent participation on PTO.	Lack of time due to work or other priorities.
5 ★	The mentor program does not provide effective mentorship and coaching for new teachers.	The current mentor/mentee program and level of coaching for teachers does not always provide enough support to adequately onboard and to ultimately retain those who are new to teaching.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	High percentage of economically disadvantaged and at-risk students	Parents of economically disadvantaged students seek out charter schools more often than others
2 ★	Lack of experienced and certified teachers.	Difficult recruiting & retaining certified teachers.
3 ★	Inefficient progress monitoring of students' data and progress on computer programs	PD needed on how to use the data and how to monitor students usage on such programs.
4 ★	Low parent participation on PTO.	Lack of time due to work or other priorities.
5 ★	High percentage of English language learners.	About 42.52% of our students are EL/EB.
6 ★	The mentor program does not provide effective mentorship and coaching for new teachers.	The current mentor/mentee program and level of coaching for teachers does not always provide enough support to adequately onboard and to ultimately retain those who are new to teaching.

7 ★ Significant number of students who are academically behind one or more years.

Academic gaps resulting from lack of foundational learning and/or from online learning.

★ = Priority

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**

Accountability Data

☑ **Effective Schools Framework data**

Student Data: Assessments

☑ **State and federally required assessment information**

☑ **Local diagnostic reading assessment data**

☑ **Local benchmark or common assessments data**

Student Data: Student Groups

☑ **Economically disadvantaged / Non-economically disadvantaged performance and participation data**

☑ **Special education/non-special education population including discipline, progress and participation data**

☑ **Section 504 data**

☑ **Homeless data**

☑ **Gifted and talented data**

Student Data: Behavior and Other Indicators

☑ **Discipline records**

Employee Data

☑ **Staff surveys and/or other feedback**

☑ **Teacher/Student Ratio**

☑ **State certified and high quality staff data**

☑ **Campus department and/or faculty meeting discussions and data**

- ☑ **Professional development needs assessment data**

- ☑ **T-TESS data**

Parent/Community Data

- ☑ **Parent surveys and/or other feedback**

- ☑ **Parent engagement rate**

Support Systems and Other Data

- ☑ **Organizational structure data**

- ☑ **Budgets/entitlements and expenditures data**

Goals

Goal 1

By the end of the 25-26 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 1 ☑ **High Priority**

By the end of the 25-26 school year, 30% of all students will perform at the meets level of achievement on STAAR for all content areas and 25% of EB students will perform at the meets level of achievement on STAAR for all content areas.

Evaluation Data Source: MAP, Interim assessments, STAAR

Strategy 1

ILTexas will bring in subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support ALL students including Emergent Bilinguals with focus on increasing the Meets Target goal on the STAAR Reading and Math assessment.

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: Principal, Assistant Principals

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Provide small group tutoring, after school, and Saturday tutoring. Provide opportunity for teachers to plan for small group tutoring before school, after school, and on Saturdays.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

Funding Sources: Instructional Supplies & Professional Development 211 - Title 1-A, $2,500

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

ILTexas will send campus, area, and headquarters staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, Beam Symposium) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support ALL students including Emergent Bilinguals.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Principal, Assistant Principals

Funding Sources: Conference Registration, Hotel, Per Diem 263 - Title III, $2,500

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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Strategy 4

ILTexas will purchase supplemental resources for students including Emergent Bilinguals such as instructional materials (bilingual dictionaries, leveled readers, library books, classroom libraries,,etc) and online platforms to increase access to language acquisition and differentiation.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Principal, Assistant Principals

Funding Sources: Dictionaries & Books 263 - Title III, $2,500, Instructional Materials & Platforms 211 - Title 1-A, $20,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 5

ILTexas campuses will set STAAR goals for ALL students and TELPAS goals with their Emergent Bilingual students, will monitor progress during data days, and provide rewards for students who meet their goals.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Principal, Assistant Principals. Teachers

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

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Strategy 6

ILTexas will provide enrichment summer school to Emergent Bilingual students 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; Increased English language acquisition

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

Funding Sources: Instructional Materials 263 - Title III, $1,500

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

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Strategy 7

ILTexas will provide parents of ALL students including Emergent Bilingual students learning opportunities to support their children at home, provide trainings and organize academic events that model best practices for parents in helping their child to be successful at school, and conduct meetings to help parents understand the importance of state assessments. In addition, ILTexas will provide access to CNA/CIP.

Strategy's Expected Result/Impact: Increased parental involvement; Increased student achievement

Staff Responsible for Monitoring: Principal, Assistant Principals

Funding Sources: Food and Parent Giveaways 461 - Campus Activity, $500

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2

By the end of the 25-26 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 measured by Rhithm

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors

Funding Sources: Rhithm student and parent presentations 211 - Title 1-A, $2,000

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 3 ☑ High Priority

Improve performance on state, district, and campus testing by increasing student daily attendance to at least 96% and ensure benchmark and district/campus assessment are taken by 100% of students.

Evaluation Data Source: STAAR assessment, Attendance report

Strategy 1

Provide instructional materials for teachers and students for use in Reading/ELA, Social Studies, Math and Science to include technology, consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State Assessments (including Computers, Computer monitors, computer equipment, Study Island, All in Learning, STAAR Master, Brain Pop, Measuring Up, MAP, etc.)

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

Staff Responsible for Monitoring: Principal, Assistant Principal, Grade Level Administrators, Teachers

Funding Sources: Instructional Materials 211 - Title 1-A, $2,000

TEA Priorities: Build a foundation of reading and math

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

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Strategy 2

Provide online programs to include Study Island, MAP, Measuring Up, and other online resources to enhance instruction and increase student academic achievement.

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

Staff Responsible for Monitoring: Principal, Assistant Principal, Grade Level Administrator and Teachers

Funding Sources: Online Platforms 211 - Title 1-A, $3,000

TEA Priorities: Build a foundation of reading and math

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

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Strategy 3

Provide incentives such as food, pens, notebooks, and toys for students that are showing growth in attendance & usage in academic online programs such as I-Station & Imagine Math.

Strategy's Expected Result/Impact: Increase student on all performance measures in achievement in math and Formative Summative

Staff Responsible for Monitoring: Principal, Assistant Principals, GLA

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 4

Provide all students the opportunity to attend off campus field trips to enhance classroom instruction for the 2025-2025 School Year

Strategy 1

Assistant Principals and Grade Level Administrators will identify field trips for all grade levels that are aligned to the classroom instruction and impact to student achievement.

Strategy's Expected Result/Impact: Increase in student achievement/ success as evidenced on formal and informal assessments. Provide off-campus hands-on learning opportunities for economically disadvantaged students.

Staff Responsible for Monitoring: Principal, Assistant Principals, Grade Level administrators, Teachers

Funding Sources: Field Trip Tickets, Shirts, and other related costs 211 - Title 1-A, $2,500

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

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Goal 2

By the end of the 25-26 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

Improve performance on campus AAPPL testing and increase ACTFL performance rating by at least one language sub-level by June 2026.

Evaluation Data Source: AAPPL and ACTFL rating.

Strategy 1

Bring in subject matter expert, 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 and language acquisition.

Strategy's Expected Result/Impact: Increased language acquisition in Spanish and Chinese

Staff Responsible for Monitoring: Principal, Assistant Principals

Funding Sources: Consultants 263 - Title III, $1,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Incorporate more Spanish and Chinese usage throughout the campus with students and staff.

Strategy's Expected Result/Impact: Increased language acquisition

Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers, Staff

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

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Improve preparation for AAPPL testing by practicing on the platform and focusing on increasing student attendance by providing student incentives to encourage 100% completion.

Strategy's Expected Result/Impact: Increased completion of AAPPL testing

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers

Funding Sources: Student Incentives 461 - Campus Activity, $500

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2   ✅ High Priority

By the end of 25-26 school year, at least 36% (federal target) of EL/EB students will have made one proficiency level progress in English language acquisition.

Evaluation Data Source: TELPAS 22-23

Strategy 1

Bring in subject matter expert, 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 and language acquisition.

Strategy's Expected Result/Impact: Increased language acquisition in Spanish and Chinese

Staff Responsible for Monitoring: Principal, Assistant Principals

Funding Sources: Consultants 263 - Title III, $1,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Provide opportunities for students to speak, read and write in English on an ongoing basis.

Strategy's Expected Result/Impact: Increased academic achievement

Staff Responsible for Monitoring: Teachers

TEA Priorities: Build a foundation of reading and math

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Goal 3

By the end of the 25-26 school year ILTexas will retain 76% of teachers, an increase from 73.88% achieved in the school year 22-23.

Performance Objective 1 ☑ High Priority

ILTexas will provide onboarding training for all new teachers in the classroom throughout the 2025-2026 School Year.

Evaluation Data Source: Onboarding program, Campus Mentor/Mentee program

Strategy 1

Create a process for onboarding new teachers to increase support and overall effectiveness of the teachers. Provide ongoing instructional support to teachers in planning and delivery of effective instruction.

Strategy's Expected Result/Impact: Increase teacher effectiveness and retention

Staff Responsible for Monitoring: Dean, Instructional Coaches, Principals, Assistant Principals, Grade Level Administrators

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

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Create a more effective mentee/mentor program.

Strategy's Expected Result/Impact: Increase teacher effectiveness and retention

Staff Responsible for Monitoring: Principal, Assistant Principal

Funding Sources: Books on Teaching Strategies 461 - Campus Activity, $1,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 ✅ High Priority

ILTexas will increase the percent retention of our special education, math and reading teachers by 5% by the end of the 2025-2026 school year.

Evaluation Data Source: Teacher retention

Strategy 1

Provide ongoing support, coaching, and positive culture/climate for teachers.

Strategy's Expected Result/Impact: Increased teacher effectiveness, retention, and student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Grade Level Administrators

Funding Sources: After School Professional Development 461 - Campus Activity, $500

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

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Strategy 2

Provide class coverage to allow struggling or inexperienced teachers to observe master teachers on campus as well as off campus locations.

Strategy's Expected Result/Impact: Increased teacher effectiveness, retention, and student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principals, Grade Level Administrators

Funding Sources: Substitutes for class coverage 461 - Campus Activity, $500

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 3 ✅ Targeted Support Strategy

Hold family engagement events where parents will participate with students in hands-on activities to support learning and build partnerships between families and teachers that support positive student academic and behavioral outcomes.

Strategy's Expected Result/Impact: Increase family engagement, retention, and enrollment

Staff Responsible for Monitoring: Administrators

Funding Sources: Supplies and Materials 211 - Title 1-A, $500

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 3

Provide targeted professional learning and ongoing coaching to campus leaders and teachers through summer training, instructional leadership support, and regular onsite visits to improve instructional practice and student outcomes.

Strategy 1

Provide targeted professional learning and ongoing coaching to campus leaders and teachers through summer training, instructional leadership support, and regular onsite visits to improve instructional practice and student outcomes.

Funding Sources: Capacity Building 288 - ESF, $31,350
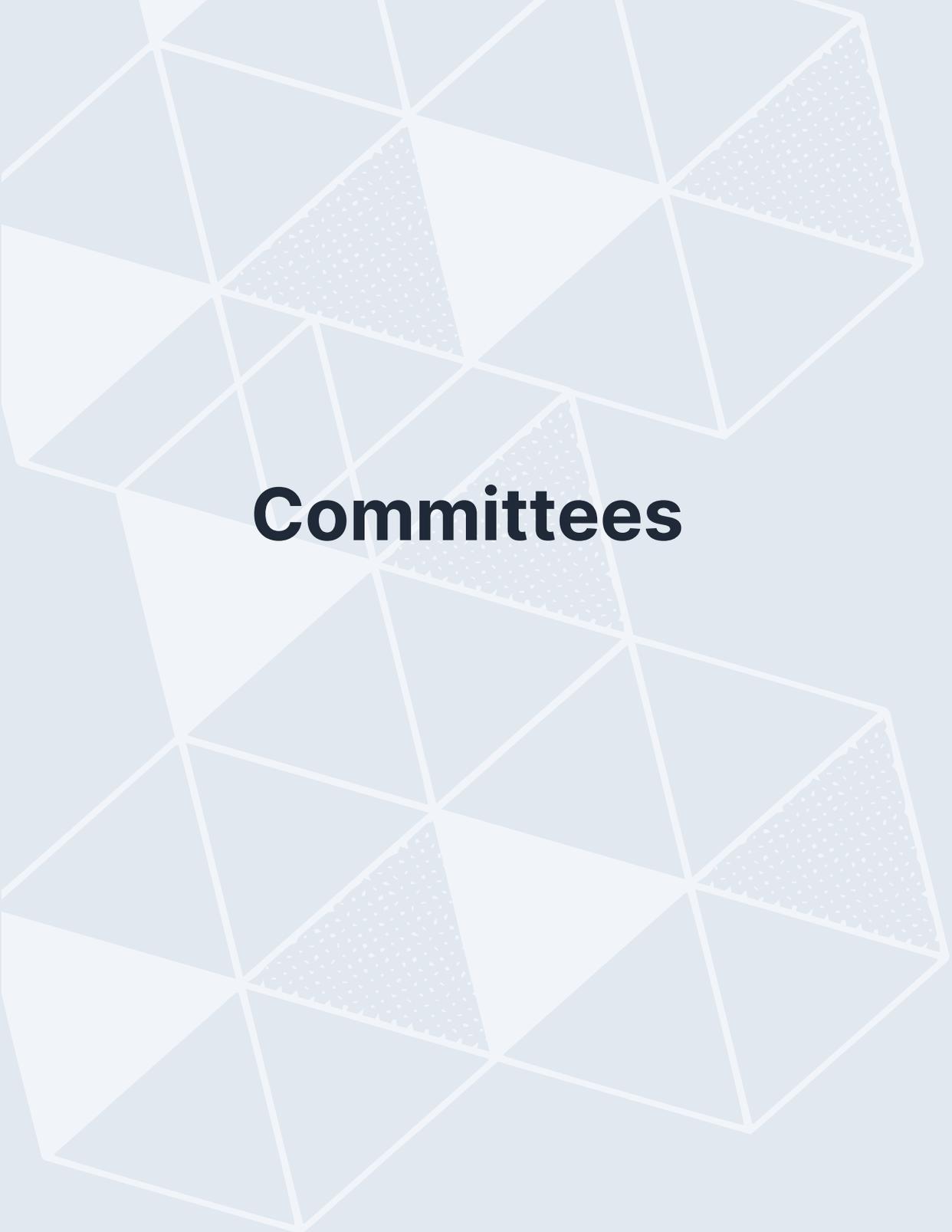
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No Progress			

Committees

Committees

2025-2026 Campus Advisory Council

Members

First Name	Last Name	Position	Committee Role
Rogelio	Marquez	Teacher	Classroom Teacher
Kristie	Longino	Parent	Parent
Marianna	Longino	Student	Student
Zachariah	Johnson	Student	Student
Haylie	Kelley	Counselor	Non-classroom Professional
Zina	Kelly	Counselor	Non-classroom Professional
Raquel	Gouvea	Teacher	Classroom Teacher
Jacqueline	Cephas	Special Education Coordinator	Non-classroom Professional
Debbie	Dobbs	Community Partner	Community Representative
Kailee	Betters	Business Partner	Business Representative
Lakeisha	Jones	Teacher	Classroom Teacher
Cayla	Hernandez	Teacher	Classroom Teacher
Sonja	Humphrise	Assistant Principal	Business Representative
Erin	Lavin	Counselor	Non-classroom Professional
Valerie	Layne	Area Superintendent	District Representative
Phyllis	Pinckney	Teacher	Classroom Teacher
Ariel	Peaks	Teacher	Classroom Teacher
Joseph	Moseley	Teacher	Classroom Teacher
Alecia	Malone	Teacher	Classroom Teacher
Shadaria	Wallace	Teacher	Classroom Teacher
Annabell	Villarreal	Associate Principal	Administrator
Michelle	Heilig	Principal	Administrator