International Leadership of Texas

Garland Elementary

2025-2026 Campus Improvement Plan

Mission Statement

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

Vision

ILTexas Garland Elementary School will grow and nurture students while guiding them as they reach their academic capacity. While attending ILTexas Garland Elementary,students will build relationships and excel academically. At the same time, learners will develop a love for serving others and a desire to live a healthy lifestyle.

Value Statement

1. All students have value.
2. All students have potential.
3. All students have the right to high expectations, caring teachers and a loving learning environment.
4. Our job is to receive students as they are, then move them forward as much as possible.
5. School and parent collaboration is paramount.

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Comprehensive Needs Assessment

Demographics

Summary

We pride ourself on being an international campus. ILT Elementary 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 - 46%

Race:

Hispanic-Latino - 65.4%

American Indian - .2%

Asian- 9.2%

African American - 17.4%

Anglo - 9.2%

Economically Disadvantaged - 70%

Emergent Bilingual - 42%

Special Education - 16.4%

Gifted and Talented - 9.3%

Staff Demographics include:

Teachers by Ethnicity

African American- 15%

Hispanic- 50%

White- 26%

Asian- 7%

Staff Gender

Male- 23%

Female- 77%

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 internationally aware, culturally sensitive and multilingual. Currently, we maintain an overall attendance rate of 96%.

Families who live at the edge of the charter geographic boundaries make the effort to bring students to school with a high attendance rate. Our teaching staff allows for integration of diverse cultural support in our curriculum and understanding of students being served.

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 communique 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 language and American culture often struggle.	No immediate induction service or support is available to student new to the country.
4 ★	Increasing the percentage of students in the meet and mastery performance level.	Students receive instruction using DLI model.
5	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.	

6	Teachers do not receive competitive salaries in relation to surrounding districts	Limited budget does not allow to match surrounding district salary scale.
7	Unable to retain effective teachers for continued service	No contract expectations available
8	Teachers do not receive any compensation for continued education.	Limited budget does not allow for stipends to match educational expertise.
9	Fewer male role models involved in school programs.	Recruitment for male models is limited.

★ **= Priority**

Student Learning

Summary

STAAR data show 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

What progress has been made by the students? Describe the domain ratings. Data Source (School Report Card 2024-2025)

1. Elementary School (001)

        - Student Achievement- 70

                - School Progress- 72

        - Closing the Gaps- 77

2. Data Source (Closing the Achievement Gap Data Report)

    - Summary Breakdown of Report (copy of actual report attached to this document)

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

    Example: Academic Achievement, Math, African American sub-pop increased from 54 in 2024 to 57 in 2025, causing us to meet target for the 24-25 school year.

    Example: In the area of Academic Growth, All Students, African American, Hispanic, EcoDis, and EL increased their scores enough from 2024 to 2025 to meet target for each sub pop group.

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

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

Strengths

STAAR data show 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. Rigorous instruction can be observed in the classroom. Campus expectations require students to develop mastery learning.

Campus Strength #1: Multiple campus interventions have successfully been implemented on campus to grow students based on

data. Evidence: STAAR

Campus Strength #2: Creating Academic Accountability in ALL Students

1. Evidence- 2025 Academic Reading -- 47% at the Meets Standard

2. Evidence- 2025 Academic Math---37% at the Meets Standard

Campus Strength #3: Increasing number of students scoring at the Approaches Grade Level on STAAR Test. Evidence: 2024-2025 Growth.

	All	AA	Hispanic
2024 App (%)	58	56	51
2025 App (%)	66	61	62

Problem Statements Identifying Student Learning Needs

	Problem Statement	**Root Cause**
1 ★	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.
2 ★	Increasing the percentage of students in the meet and mastery performance level.	Students receive instruction using DLI model.
3 ★	Personnel availability to support supplemental instructional needs.	Additional teachers or instructional aides needs to support classroom instruction.
4	Sub populations have trouble passing state exams.	Content mastery instructor not available on schedule.
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 communique 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.

6 More students should be identified for TAG

Inexperienced teachers may not be identifying students early.

7 ★ 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.

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.

9 Not all teachers understand the Dual Language program.

Inexperienced teachers have not had appropriate training.

10 Multi-language resources are not always available

Limited funds to pay for dual language resources that are ancillary to current program resources.

11 ★ Teachers have limited say in the design of testing for students.

The charter taken away the ability for the campus leadership/experts to create assessments in order to standardize for the district.

12 ⭐

The challenge continues to be consistency in getting our technology to work, then serviced in a timely manner. We frequently have issues with projectors and integrated projector sound. These issues often take weeks to resolve. Improve the bandwidth so technology can immediately connect two web-based services

13

All in Learning program does not have enough equipment for all teachers

Limited teacher use and does not encourage more spending.

14

Valuable websites are blocked by technology department.

Access to website usage request is time consuming.

15

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.

16

Professional development is often given by campus teachers.

Limited funds to pay for experts in the field to present to campus teachers and staff

17 ⭐

Teachers do not receive the opportunity to attend expert training conferences.

Limited funding to pay for conference expenses.

⭐ **= Priority**

School Processes & Programs

Summary

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 an 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 have revealed that our overall consistency needs to be strengthened in this area. Students continue from elementary grades through middle school. Teacher teams to develop instructional pieces (master schedule, duty schedule, planning pieces). Communication (Website, Facebook, Twitter, weekly newsletter, emails, personal notes, Google Docs, meetings, etc.) Continue to have effective new teacher support group. Additional counseling support services for social and emotional needs (direct impact to instruction and achievement). Development of informal leadership and collaboration across grade levels.

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 digital 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, Stemscopes, MAP, STAAR-AR; and finally, technology pieces that also encourage and engage parents through the use of programs such as Edmodo, and Parent Portal. With the use of this kind of technology we have increased our parent communication, improved behavior, while continuing to make teaching and the delivery more engaging, attainable, and fun.

We are recruiting highly qualified and effective staff by using resources such as Region 10 and other alternative certification programs, 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.

Strengths

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 an assessment are always based with TEKS in mind. Mastery learning requires students to complete assignments or redo until mastery learning takes place. Students are required to attend tutoring when not meeting expectations. Teachers have access to TEKS Resource System to help develop lessons.

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. There is a clear hierarchy of support from GLAs to campus principal in the school system. Teachers work together in PLCs to improve schoolwide. Instructional coaching is made available to support teacher instruction.

Some of our technology professional development we have provided consists of digital platform 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, Stemscopes, 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.

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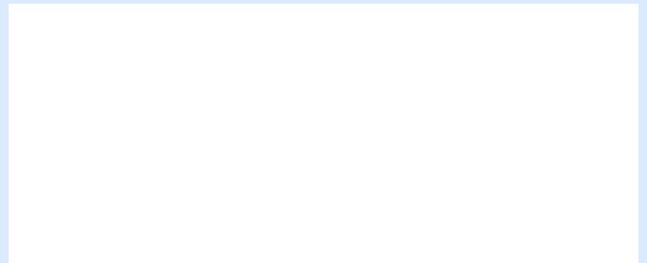
professional development. Campus uses Zoom Meetings during PLC. PD is also prepared by in-house instructional experts. Founding teachers continue to focus on the original charter mission and share strategies of good instructional practice.

Problem Statements Identifying School Processes & Programs Needs

|	**Problem Statement**	**Root Cause**
1 ★	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.	
2	Not all teachers understand the Dual Language program.	Inexperienced teachers have not had appropriate training.
3	Multi-language resources are not always available	Limited funds to pay for dual language resources that are ancillary to current program resources.
4	Physical space of the building is not appropriate to student enrollment	Too many students are enrolled in each class.
5 ★	Teachers have limited say in the design of testing for students.	The charter taken away the ability for the campus leadership/experts to create assessments in order to standardize for the district.

6 ★ The challenge continues to be consistency in getting our technology to work, then serviced in a timely manner. We frequently have issues with projectors and integrated projector sound. These issues often take weeks to resolve. Improve the bandwidth so technology can immediately connect two web-based services

7 All in Learning program does not have enough equipment for all teachers

Limited teacher use and does not encourage more spending.
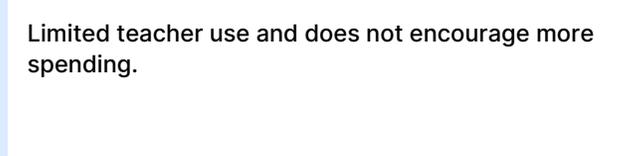
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Access to website usage request is time consuming.
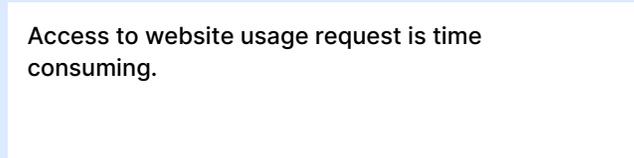
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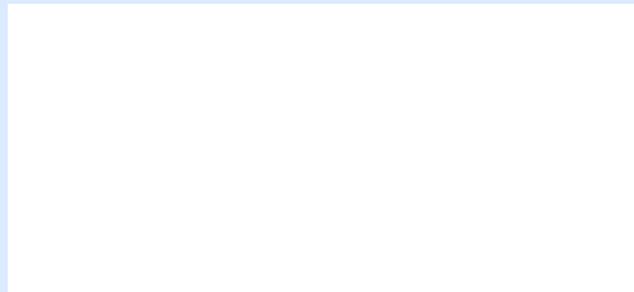
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Limited budget does not allow to match surrounding district salary scale.
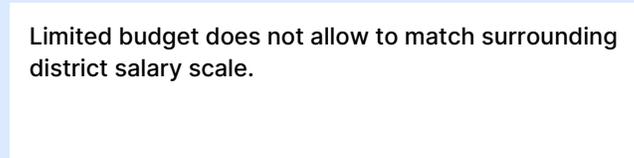
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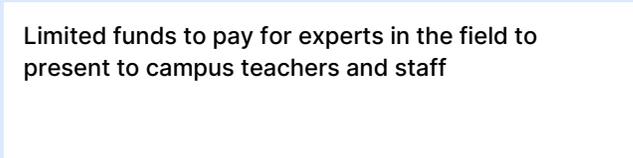
12 Unable to retain effective teachers for continued service

No contract expectations available

13 Teachers do not receive any compensation for continued education.

Limited budget does not allow for stipends to match educational expertise.

14 ★ Teachers do not receive the opportunity to attend expert training conferences.

Limited funding to pay for conference expenses.

15 ★ 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 communique 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.

16 ★ 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.

17 ★ Personnel availability to support supplemental instructional needs.

Additional teachers or instructional aides needs to support classroom instruction.

| **18** | Sub populations have trouble passing state exams. | Content mastery instructor not available on schedule. |

| **19** ★ | Our next steps we are working to incorporate in our family and community involvement piece is the addition of parent surveys. Our students are receiving support in special programs as well through our GT program that focuses on project based learning, small group instruction, and as always the use of differentiating. To increase minority parent involvement using strategies discussed | Limited number of parents to help during school night events. |

| **20** | Limited number of parents to help during school night events. | Incentive for parents to come in the would benefit them immediately. |

★ = Priority

Perceptions

Summary

Our families and community members are involved in meaningful activities on our campus in that our PTO offers events throughout the year such as "Father Daughter dances", "Family Bingo Night", etc. We also have events that focus on our curriculum with the hosting of our "Family Reading Night", while other activities involve members of the community joining classrooms for volunteer reading. There are currently opportunities for families and community members to be involved in school decisions when we host "coffee with the principal" sessions. Our next steps we are working to incorporate in our family and community involvement piece is the addition of parent surveys. Our students are receiving support in special programs as well through our GT program that focuses on project based learning, small group instruction, and as always the use of differentiating. PTO provides various materials such as listening centers and headphones that support student learning in the classroom.

Strengths

Our families and community members are involved in meaningful activities on our campus in that our PTO offers events throughout the year such as "Father Daughter dances", "Family Bingo Night", etc. We also have events that focus on our curriculum with the hosting of our "Family Reading Night", while other activities involve members of the community joining classrooms for volunteer reading. There are currently opportunities for families and community members to be involved in school decisions when we host "coffee with the principal" sessions. Grade-level teams provide resources to parents to educate how parents can help with instruction at home.

Problem Statements Identifying Perceptions Needs

	Problem Statement	**Root Cause**
1 ★	Our next steps we are working to incorporate in our family and community involvement piece is the addition of parent surveys. Our students are receiving support in special programs as well through our GT program that focuses on project based learning, small group instruction, and as always the use of differentiating. To increase minority parent involvement using strategies discussed	Limited number of parents to help during school night events.
2	Limited number of parents to help during school night events.	Incentive for parents to come in the would benefit them immediately.
3	Fewer male role models involved in school programs.	Recruitment for male models is limited.
4	Physical space of the building is not appropriate to student enrollment	Too many students are enrolled in each class.
5	Teachers do not receive competitive salaries in relation to surrounding districts	Limited budget does not allow to match surrounding district salary scale.

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Priority Problem Statements

	Problem Statement	**Root Cause**
1 ★	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.	
2 ★	Teachers have limited say in the design of testing for students.	The charter taken away the ability for the campus leadership/experts to create assessments in order to standardize for the district.
3 ★	The challenge continues to be consistency in getting our technology to work, then serviced in a timely manner. We frequently have issues with projectors and integrated projector sound. These issues often take weeks to resolve. Improve the bandwidth so technology can immediately connect two web-based services	
4 ★	Teachers do not receive the opportunity to attend expert training conferences.	Limited funding to pay for conference expenses.
5 ★	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.

6 ★

Personnel availability to support supplemental instructional needs.

Additional teachers or instructional aides needs to support classroom instruction.

7 ★

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.

8 ★

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 communique 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.

9 ★

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

Students receive instruction using DLI model.

10 ★

Our next steps we are working to incorporate in our family and community involvement piece is the addition of parent surveys. Our students are receiving support in special programs as well through our GT program that focuses on project based learning, small group instruction, and as always the use of differentiating. To increase minority parent involvement using strategies discussed

Limited number of parents to help during school night events.

★ = 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**

- ☑ **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**

- ☑ **Accountability Distinction Designations**

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**

- ☑ **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**

- ☑ **PSAT**

- ☑ **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**

- ☑ **Texas approved PreK - 2nd grade assessment data**

- ☑ **State-developed online interim assessments**

☑ **Grades that measure student performance based on the TEKS**

Student Data: Behavior and Other Indicators

☑ **Attendance data**

☑ **Discipline records**

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

Employee Data

☑ **Professional learning communities (PLC) data**

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

☑ **Teacher/Student Ratio**

☑ **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**

Parent/Community Data

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

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

Performance Objective 1 ☑ High Priority

Twenty-eight percent of K-3 reading/language arts teachers will enroll in the Texas Reading Academy to support the district initiative by June 2026.

Evaluation Data Source: N/A

Strategy 1 ☑ Additional Targeted Support Strategy

Send 2 teachers per grade level from K-3 to participate in the TEA Reading Academy.

Strategy's Expected Result/Impact: To increase teacher knowledge and implementation of evidence-based practices to positively impact Goal student literacy achievement.

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Student Learning 17 - School Processes & Programs 14

Funding Sources: 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 2

Ongoing Coaching & Implementation utilizing BRES 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: Administration/Instructional Coaches

Problem Statements: Student Learning 1, 3, 8 - School Processes & Programs 1, 16, 17

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

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Strategy 3 ☑ 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: CAO, Academic Directors, Instructional Technologists, Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists, teachers

Problem Statements: Demographics 3 - Student Learning 7

Funding Sources: 211 - Title 1-A, $30,000

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

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

Formative Reviews

November	January	May	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	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.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
	Teachers believe it is imperative to begin vertical planning on a regular basis. We	Vertical planning has been secondary to grade level planning.

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

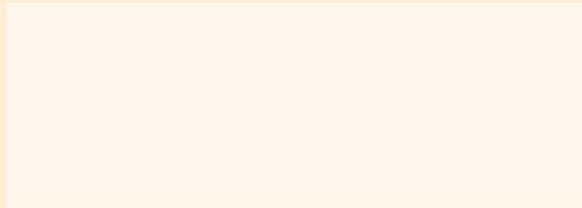|	Problem Statement	Root Cause
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| **16** | buddies, parent clubs, history clubs, a flipped classroom, as well as the implementing of a writing workshop model to aid us in this endeavor. To increase the percentage of advanced performance. | |

| **17** | Personnel availability to support supplemental instructional needs. | Additional teachers or instructional aides needs to support classroom instruction. |

Performance Objective 2

By the end of the 2025-2026 school year, all Special Populations (to include SPED, Emergent Bilingual, CTE and ESL students) will increase their performance at the Approaches Performance Level on State Assessments by at least 25%.

Strategy 1 ☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**

Teachers K-2 will utilize Istation 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 1, 11 - School Processes & Programs 5, 16

Funding Sources: Istation online 211 - Title 1-A, $7,500

TEA Priorities: Build a foundation of reading and math

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

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Strategy 2 ☑ **Targeted Support Strategy**

Teachers will utilize MAP data to create individual academic goals for students K-5 to meet projected growth in Reading and Math.

Strategy's Expected Result/Impact: Teachers will utilize MAP data to create individual
academic goals for students K-5 to meet projected growth
in Reading and Math.

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

Problem Statements: Student Learning 8, 12 - School Processes & Programs 1, 6

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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

Teachers will utilize supplemental resources in grades 3rd-5th grade to assist students in preparing for the STAAR assessment

Strategy's Expected Result/Impact: measured progress in supplemental material
formative
assessments

Staff Responsible for Monitoring: administration
and
teachers

Problem Statements: Student Learning 3, 12 - School Processes & Programs 6, 17

Funding Sources: 211 - Title 1-A, $20,000

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

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Strategy 4 ☑ **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 ELLs

Strategy's Expected Result/Impact: increased student achievement

Staff Responsible for Monitoring: administration
and
teacher

Problem Statements: Student Learning 3 - School Processes & Programs 17

Funding Sources: 211 - Title 1-A, $7,500

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

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

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Strategy 5 ☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**

Send campus and district staff to conferences (e.g. La Cosecha, TESOL) to assist 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: administration
and
teachers

Problem Statements: Student Learning 17 - School Processes & Programs 14

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

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

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Strategy 6 ☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**

Purchase supplemental resources such as bilingual dictionaries, library books to support literacy, leveled readers, and enrichment summer school materials to support instruction of English learners.

Strategy's Expected Result/Impact: APs and GLAs

Staff Responsible for Monitoring: AP over textbooks

Problem Statements: Demographics 3 - Student Learning 7, 8 - School Processes & Programs 1

Funding Sources: 211 - Title 1-A, $5,000, 263 - Title III, $5,000

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

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Strategy 7 ☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**

Bring in subject matter experts and/or math interventionist to help students struggling with math skill development.

Strategy's Expected Result/Impact: Improved math skills

Staff Responsible for Monitoring: Principal,
Assistant
Principal, CIC,
GLA

Problem Statements: Student Learning 3, 17 - School Processes & Programs 14, 17

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

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	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.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
	Teachers believe it is imperative to begin	Vertical planning has been secondary to

1	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.	grade level planning.
3	Personnel availability to support supplemental instructional needs.	Additional teachers or instructional aides needs to support classroom instruction.
7	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.
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.	
11	Teachers have limited say in the design of testing for students.	The charter taken away the ability for the campus leadership/experts to create assessments in order to standardize for the district.
12	The challenge continues to be consistency in getting our technology to work, then serviced in a timely manner. We frequently have issues with projectors and integrated projector sound. These issues often take weeks to resolve. Improve the bandwidth so technology can immediately connect two web-based services	
17	Teachers do not receive the opportunity to attend expert training conferences.	Limited funding to pay for conference expenses.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause

1	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.	
5	Teachers have limited say in the design of testing for students.	The charter taken away the ability for the campus leadership/experts to create assessments in order to standardize for the district.
6	The challenge continues to be consistency in getting our technology to work, then serviced in a timely manner. We frequently have issues with projectors and integrated projector sound. These issues often take weeks to resolve. Improve the bandwidth so technology can immediately connect two web-based services	
14	Teachers do not receive the opportunity to attend expert training conferences.	Limited funding to pay for conference expenses.
16	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.
17	Personnel availability to support supplemental instructional needs.	Additional teachers or instructional aides needs to support classroom instruction.

Performance Objective 3 ☑ High Priority

90% of students will meet performance standards as measured by state, district and local assessments by the end of the 2025-2026 school year.

Strategy 1 ☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**

Administer student assessments to monitor learning objective mastery (i.e. MAP). 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: Student Learning 11 - School Processes & Programs 5

Funding Sources: 211 - Title 1-A, $3,500

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 2 ☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**

Provide 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.

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: Student Learning 8 - School Processes & Programs 1

Funding Sources: 211 - Title 1-A, $30,000

TEA Priorities: Build a foundation of reading and math

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

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

Provide summer intervention camps & snacks for K-5th grade students, accelerated instruction for 5th grade Reading,Math,Social Studies and ESL summer school for incoming K and current K students.

Strategy's Expected Result/Impact: Sign-in sheets, Teacher lesson plans and sample lessons

Staff Responsible for Monitoring: Principal, assistant
Principal, counselor,
dyslexia facilitator,
Grade Level
Administrators and
teachers

Problem Statements: Demographics 3 - Student Learning 3, 7, 8 - School Processes & Programs 1, 17

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 4 ☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**

Provide material instructional support by creating writing portfolios which include binders or access to Seesaw platform.

Strategy's Expected Result/Impact: student writing portfolios will be delivered
to the promoting teacher for longitudinal
assessment of student writing performance
and cognitive development.

Staff Responsible for Monitoring: APs, GLA, Instructional coach,
Teachers.

Problem Statements: Student Learning 8, 12 - School Processes & Programs 1, 6

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 5 ☑ **Targeted Support Strategy**   ☑ **Additional Targeted Support Strategy**

Provide testing materials to better support small group instruction in core classes for general population, EBs, SpEd students while preparing for STAAR assessments, TELPAS, EOCs, and Benchmarks.

Strategy's Expected Result/Impact: Improved testing taking strategies.

Staff Responsible for Monitoring: Campus testing Coordinator, Admin.

Problem Statements: Student Learning 11 - School Processes & Programs 5

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 6 ☑ **Targeted Support Strategy**   ☑ **Additional Targeted Support Strategy**

Additional Targeted Support will be provided to all students with priority given to the White, Asian, and Hispanic 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:
- All students 45% to 47%
- White from 53% to 58%
- Hispanic from 40% to 41%
-Asian 66% to 73%

Staff Responsible for Monitoring: Lead Teachers/Admin
Team/LPAC Coordinator/ELL
Teacher

Problem Statements: Demographics 3 - Student Learning 7, 8 - School Processes & Programs 1

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 7

100% of the K-2 teachers and 3-5th science teachers receive stemscopes kits/ consumables to conduct hands activities 40% of the time as dictated by the 5-E model (Engage, Explore, Explain, Elaborate, Evaluate

Strategy's Expected Result/Impact: Student Improvement

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: Student Learning 8, 12 - School Processes & Programs 1, 6

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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	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.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Personnel availability to support supplemental instructional needs.	Additional teachers or instructional aides needs to support classroom instruction.

7	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.
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.	
11	Teachers have limited say in the design of testing for students.	The charter taken away the ability for the campus leadership/experts to create assessments in order to standardize for the district.
12	The challenge continues to be consistency in getting our technology to work, then serviced in a timely manner. We frequently have issues with projectors and integrated projector sound. These issues often take weeks to resolve. Improve the bandwidth so technology can immediately connect two web-based services	

Performance Objective 3 Problem Statements Identifying School Processes & Programs

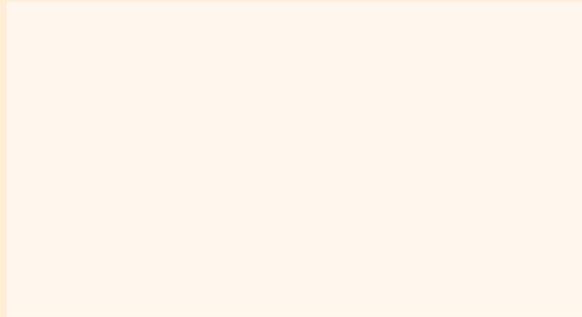|	Problem Statement	Root Cause
1	The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on studentsaEU needs and learning styles.	
5	Teachers have limited say in the design of testing for students.	The charter taken away the ability for the campus leadership/experts to create assessments in order to standardize for the district.

6	The challenge continues to be consistency in getting our technology to work, then serviced in a timely manner. We frequently have issues with projectors and integrated projector sound. These issues often take weeks to resolve. Improve the bandwidth so technology can immediately connect two web-based services	
17	Personnel availability to support supplemental instructional needs.	Additional teachers or instructional aides needs to support classroom instruction.

Performance Objective 4

ILT Garland ES will increase up to 50% to 95% by the end of the 2025-2026 school year of parental and community involvement to better support student success. Garland ES will be inform parents and community of school events in a timely manner.

Evaluation Data Source: Parent Survey, monitor the number of people who open the weekly parent letter

Strategy 1

School will send out a weekly parent newsletters in both English and Spanish. Included application could be paper distribution, Constant Contact, School Messenger, and other technology apps that provide immediate distribution of information. Provide online access to CNA/CIP.

Strategy's Expected Result/Impact: 85% positive responses on parent survey regarding communication with school.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors

Problem Statements: Student Learning 3, 12 - School Processes & Programs 6, 17

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

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

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

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Strategy 2

School will coordinate volunteer appreciation reception and recognize volunteers with pins, certificates and other small tokens of appreciation

Strategy's Expected Result/Impact: 5% increase in parent and volunteer involvement from the
year before.

Staff Responsible for Monitoring: Administration,
Budget Clerk,

Problem Statements: School Processes & Programs 19 - Perceptions 1

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

TEA Priorities: Improve low-performing schools

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

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Strategy 3

School will create parent computer stations and community boards and encourage parent attendance and enrollment by offering snacks & drinks. 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: increase in parent and volunteer involvement from the year
before.

Staff Responsible for Monitoring: Administration,
Budget Clerk

Problem Statements: School Processes & Programs 19 - Perceptions 1

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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 4

Provide staff opportunities each cycle to meet/communicate w/ parents/guardians regarding students' progress; Use internet communication apps such as Sign-up Genius

Strategy's Expected Result/Impact: Parent/guardian participation
Parent/Guardian Survey

Staff Responsible for Monitoring: Support staff
Teachers
ILT

Problem Statements: School Processes & Programs 19 - Perceptions 1

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

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 5

Provides classes monthly for parents/guardians based on specific needs, e.g. Bullying Prevention, student success, student attendance to include compensatory laws, effects of poor attendance

Strategy's Expected Result/Impact: Parent/guardian participation
Parent/Guardian Survey,Agenda & sign-in sheet

Staff Responsible for Monitoring: Support staff
Teachers
ILT

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

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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 6

Provide technology apps such as TIP411 to help report bullying, sexual harassment, etc. to campus administrators and counselors.

Strategy's Expected Result/Impact: Decline in bullying and sexual harassment activity after
each cycle.

Staff Responsible for Monitoring: Administration,
Counselors

Problem Statements: Student Learning 12 - School Processes & Programs 6

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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 7

Provide interactive devices such as ipad, computers, and chromebook laptops, which include software, to promote family literacy strategies such as student/parent reading nights, support for lending library on parenting skills or other material for parent development.

Strategy's Expected Result/Impact: Agenda & sign-in sheet

Staff Responsible for Monitoring: Principals,
counselors, staff

Problem Statements: Student Learning 12 - School Processes & Programs 6

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

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 4 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	Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

Performance Objective 4 Problem Statements Identifying Student Learning

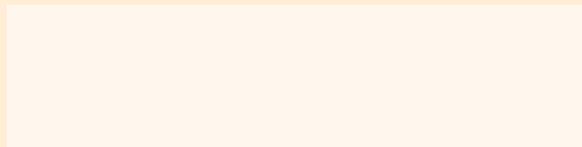|	Problem Statement	Root Cause
3	Personnel availability to support supplemental instructional needs.	Additional teachers or instructional aides needs to support classroom instruction.
5	There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communique 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	The challenge continues to be consistency in getting our technology to work, then serviced in a timely manner. We frequently have issues with projectors and integrated projector sound. These issues often take weeks to resolve. Improve the bandwidth so technology can immediately connect two web-based services	

Performance Objective 4 Problem Statements Identifying School Processes & Programs

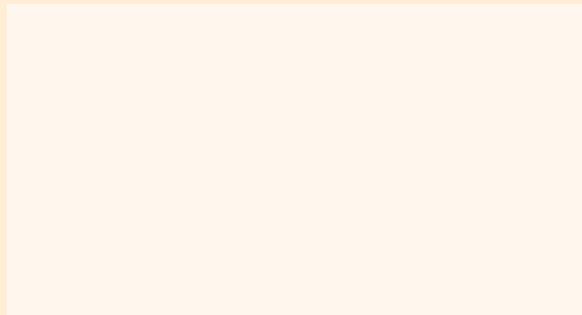|	Problem Statement	Root Cause
6	The challenge continues to be consistency in getting our technology to work, then serviced in a timely manner. We frequently have issues with projectors and integrated projector sound. These issues often take weeks to resolve. Improve the bandwidth so technology can immediately connect two web-based services	
15	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 communique	Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.
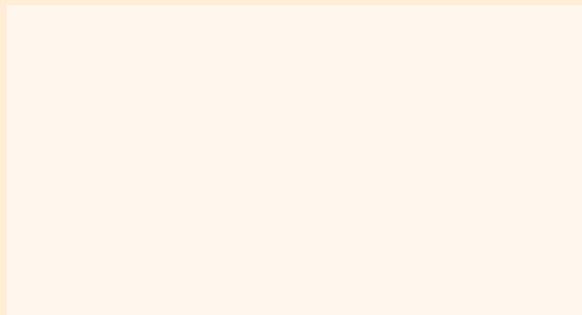
	as they are leading very busy lives making ends meet.	
17	Personnel availability to support supplemental instructional needs.	Additional teachers or instructional aides needs to support classroom instruction.
19	Our next steps we are working to incorporate in our family and community involvement piece is the addition of parent surveys. Our students are receiving support in special programs as well through our GT program that focuses on project based learning, small group instruction, and as always the use of differentiating. To increase minority parent involvement using strategies discussed	Limited number of parents to help during school night events.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Our next steps we are working to incorporate in our family and community involvement piece is the addition of parent surveys. Our students are receiving support in special programs as well through our GT program that focuses on project based learning, small group instruction, and as always the use of differentiating. To increase minority parent involvement using strategies discussed	Limited number of parents to help during school night events.

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, APs, Counselors

Problem Statements: Student Learning 3 - School Processes & Programs 17

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

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Personnel availability to support supplemental instructional needs.	Additional teachers or instructional aides needs to support classroom instruction.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
17	Personnel availability to support supplemental instructional needs.	Additional teachers or instructional aides needs to support classroom instruction.

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 2024-2025 school year, all Special Populations (to include SPED, Bilingual, CTE and ESL students) will increase their performance at the Approaches Performance Level on State Assessments by at least 25%.

Evaluation Data Source: STAAR & EOC Assessments

Strategy 1 ☑ Targeted Support Strategy   ☑ Additional Targeted Support Strategy

Teachers will utilize MAP data to create individual academic goals for students K-5 to meet projected growth in Math

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 4 - Student Learning 2, 11 - School Processes & Programs 5

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 2 ☑ Targeted Support Strategy   ☑ Additional Targeted Support Strategy

Teachers will offer grades 3rd-5th grade students small group tutoring for 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: measured progress in supplemental material
formative
assessments

Staff Responsible for Monitoring: administration
and
teachers

Problem Statements: Student Learning 8, 11 - School Processes & Programs 1, 5

Funding Sources: 211 - Title 1-A, $20,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 3   ☑ Targeted Support Strategy   ☑ Additional Targeted Support Strategy

Bring in subject matter experts and/or math interventionist to help students struggling with math skill development.

Strategy's Expected Result/Impact: Improved math skills

Staff Responsible for Monitoring: Principal,
Assistant
Principal, CIC,
GLA

Problem Statements: Student Learning 3, 8 - School Processes & Programs 1, 17

Funding Sources: 211 - Title 1-A, $55,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Strategic Staffing

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
4	Increasing the percentage of students in the meet and mastery performance level.	Students receive instruction using DLI model.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Increasing the percentage of students in the meet and mastery performance level.	Students receive instruction using DLI model.
3	Personnel availability to support supplemental instructional needs.	Additional teachers or instructional aides needs to support classroom instruction.
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.	
11	Teachers have limited say in the design of testing for students.	The charter taken away the ability for the campus leadership/experts to create assessments in order to standardize for the district.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	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.	
5	Teachers have limited say in the design of testing for students.	The charter taken away the ability for the campus leadership/experts to create assessments in order to standardize for the district.
17	Personnel availability to support supplemental instructional needs.	Additional teachers or instructional aides needs to support classroom instruction.

Goal 3
By the end of the 2025-2026 school year ILTexas will retain 75% of teachers, an increase from 70% achieved in the previous school year.

Performance Objective 1

By the end of the 2024-2025 school year, 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 1, 4 - Student Learning 2, 5 - School Processes & Programs 15

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 2 ✅ Targeted Support Strategy ✅ Additional Targeted Support Strategy

Additional Targeted Support will be provided to all students with a focus on White and 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 Student Success Status increase at a
minimum of:
- 56% to 60% for White students;
- 65% to 74% for Asian students

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

Problem Statements: Demographics 1, 4 - Student Learning 2, 5, 8 - School Processes & Programs 1, 15

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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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 communique 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.
4	Increasing the percentage of students in the meet and mastery performance level.	Students receive instruction using DLI model.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Increasing the percentage of students in the meet and mastery performance level.	Students receive instruction using DLI model.

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 communique 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.
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.	

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	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.	
15	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 communique 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 2

Increase the phase in 2 Level II rate to 90% or above in Reading STAAR and increase our Level III by 20% in Reading STAAR by the end of the 2024-2025 school year. Increase phase in 2 Level II rate to 75% in writing.

Evaluation Data Source: By the end of each grading period, teachers will collaboratively analyze district and campus-based assessments.

Strategy 1 ✅ Targeted Support Strategy ✅ Additional Targeted Support Strategy

Provide online program to include Study Island, Brain Pop, MAP, STAR AR, All in Learning , Mountain Math kits and other online resources to enhance instruction and increase student achievement.

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

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

Problem Statements: Student Learning 8, 11, 12 - School Processes & Programs 1, 5, 6

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

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November	January	May	June

Strategy 2 ✅ Targeted Support Strategy ✅ Additional Targeted Support Strategy

K-5 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: Student Learning 8, 12 - School Processes & Programs 1, 6

Funding Sources: 211 - Title 1-A, $20,000

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

K-5 teachers will provide opportunities for students to acquire skills through the use of real life examples, interactive lessons and web-based research to enhance academic, music, art, fine arts and athletic success.

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

Staff Responsible for Monitoring: Teachers,
Librarian,
Administrators

Problem Statements: Demographics 1 - Student Learning 1, 5, 8 - School Processes & Programs 1, 15, 16

Funding Sources: 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

Formative Reviews

November	January	May	June

Strategy 4 ✅ Targeted Support Strategy ✅ Additional Targeted Support Strategy

Provide incentive awards for students who surpassed STAAR expectations.

Strategy's Expected Result/Impact: Improved STAAR results

Staff Responsible for Monitoring: Principal, APs,
GLAs,
Instructional
Coach,
Counselors,
Teachers

Problem Statements: Demographics 1, 4 - Student Learning 2, 5 - School Processes & Programs 15

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

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	May	June

Performance Objective 2 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 communique 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.
4	Increasing the percentage of students in the meet and mastery performance level.	Students receive instruction using DLI model.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	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.
2	Increasing the percentage of students in the meet and mastery performance level.	Students receive instruction using DLI model.
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 communique 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.
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.	
11	Teachers have limited say in the design of testing for students.	The charter taken away the ability for the campus leadership/experts to create assessments in order to standardize for the district.
12	The challenge continues to be consistency in getting our technology to work, then serviced in a timely manner. We frequently have issues with projectors and integrated projector sound. These issues often take weeks to resolve. Improve the bandwidth so technology can immediately connect two web-based services	

Performance Objective 2 Problem Statements Identifying School Processes & Programs

|	Problem Statement	Root Cause
1	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.	
5	Teachers have limited say in the design of testing for students.	The charter taken away the ability for the campus leadership/experts to create assessments in order to standardize for the district.
6	The challenge continues to be consistency in getting our technology to work, then serviced in a timely manner. We frequently have issues with projectors and integrated projector sound. These issues often take weeks to resolve. Improve the bandwidth so technology can immediately connect two web-based services	
	There is a large polarity in the socio economic needs of our families. Some families may expect small class sizes and	Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood

15

highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communique as they are leading very busy lives making ends meet.

school.

16

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.
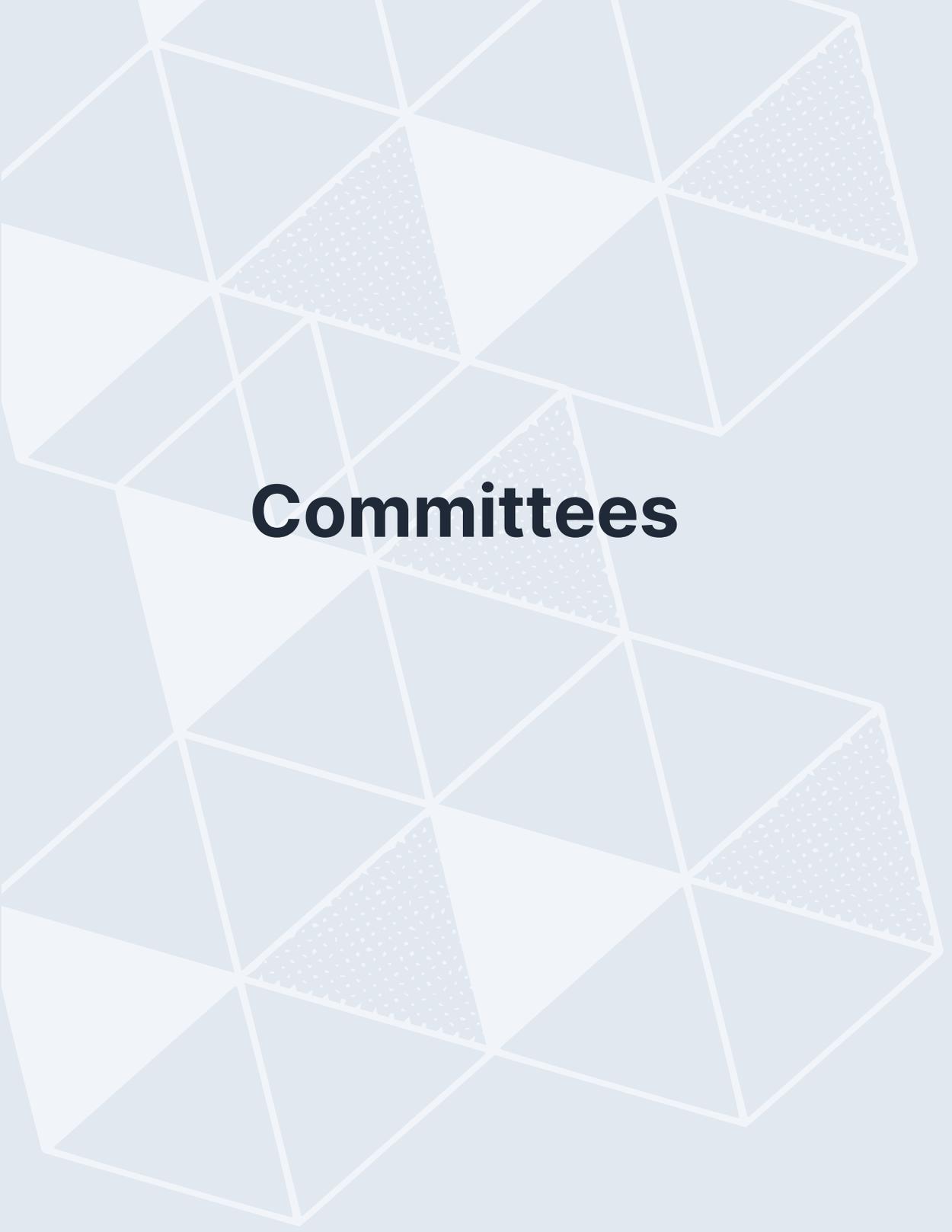
Committees

Committees

2025-2026 Campus Improvement Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 29, 2025 @ 8:00 AM	ILT GK8	Campus Improvement Plan 2025-2026.pdf	CIP Notes 2025-2026.pdf

Members

First Name	Last Name	Position	Committee Role
Ashley	Mckay	Parent	Parent
Hannah	Schroer	Parent	Parent
NIVEDITA	OWENS	Teacher / 8th Grade GLA	Teacher / 8th Grade GLA
EARNEST	KELLEY	Teacher / 7th Grade GLA	Teacher / 7th Grade GLA
ADRIANA	TORRES	Teacher / 6th Grade GLA	Teacher / 6th Grade GLA
CRISANTA	THRIFT	Teacher / 5th Grade GLA	Teacher / 5th Grade GLA
CALVIN	WHITFORD	Teacher / 4th Grade GLA	Teacher / 4th Grade GLA
NAITSABES	RIOS JUARBE	Teacher / 3rd Grade GLA	Teacher / 3rd Grade GLA
SILVIA	HURTADO ANDREU	Teacher / 2nd Grade GLA	Teacher / 2nd Grade GLA
LAURA	BENITO LORENZO	Teacher / 1st Grade GLA	Teacher / 1st Grade GLA
SILVIA	MUNOZ	Teacher / Kinder GLA	Teacher / Kinder GLA
ERIN	BEHUNIN	6-8 CAMPUS ADMIN	6-8 CAMPUS ADMIN
JACQUELINE	SIGLER	3-5 CAMPUS ADMIN	3-5 CAMPUS ADMIN
PATRICIA	KISTHARDT	K-2 CAMPUS ADMIN	K-2 CAMPUS ADMIN
J.T.	ESQUIVEL	Principal	Principal

2025-2026 Needs Assessment Team

Meeting Logs

Date	**Location**	**Sign In Sheet**	**Notes**
May 29, 2025 @ 8:00 AM	ILT GK8	Campus Needs Assessment 2025-2026.pdf	Comprehensive Needs Assessment Summary 2025-2026.pdf

Members

First Name	Last Name	Position	Committee Role
Ashley	Mckay	Parent	Parent
Hannah	Schroer	Parent	Parent
NIVEDITA	OWENS	Teacher / 8th Grade GLA	Teacher / 8th Grade GLA
EARNEST	KELLEY	Teacher / 7th Grade GLA	Teacher / 7th Grade GLA
ADRIANA	TORRES	Teacher / 6th Grade GLA	Teacher / 6th Grade GLA
CRISANTA	THRIFT	Teacher / 5th Grade GLA	Teacher / 5th Grade GLA
CALVIN	WHITFORD	Teacher / 4th Grade GLA	Teacher / 4th Grade GLA
NAITSABES	RIOS JUARBE	Teacher / 3rd Grade GLA	Teacher / 3rd Grade GLA
SILVIA	HURTADO ANDREU	Teacher / 2nd Grade GLA	Teacher / 2nd Grade GLA
LAURA	BENITO LORENZO	Teacher / 1st Grade GLA	Teacher / 1st Grade GLA
SILVIA	MUNOZ	Teacher / Kinder GLA	Teacher / Kinder GLA
ERIN	BEHUNIN	6-8 CAMPUS ADMIN	6-8 CAMPUS ADMIN
JACQUELINE	SIGLER	3-5 CAMPUS ADMIN	3-5 CAMPUS ADMIN
PATRICIA	KISTHARDT	K-2 CAMPUS ADMIN	K-2 CAMPUS ADMIN
J.T.	ESQUIVEL	Principal	Principal