International Leadership of Texas

North Richland Hills Elementary

2025-2026 Campus Improvement Plan

Mission Statement

The vision of International Leadership of Texas, North Richland Hills K-8, is to foster a community of learning founded on collaboration and involvement of all of our constituents. While focusing on the district's mission and core values, NRH K-8 will continue to excel academically while earning campus distinctions based on the state of Texas requirements.

Vision

The vision of ANorth Richland Hills K-8 is to foster a community of learning founded on collaboration and involvement of all of our constituents. While focusing on the district's mission and core values, NRH K-8 will continue to excel academically while earning campus distinctions based off the state of Texas requirements.

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Demographics Summary

We are a very diverse community of educations which includes international teachers from Mexico, Spain and China, Puerto Rico and other South American countries. Our unique backgrounds assists in providing our students with a rich understanding of global communities and cultures.

Students Demographics Summary

Ethnic Distribution:

- African American 21.1%
- Hispanic 57%
- White 11.9%
- American Indian 0.4%
- Asian 5.1%

From 140 students that attend ILTexas, 52.1% are female and 47.9% are male

- Economically Disadvantaged 62.4%
- Non-Educationally Disadvantaged 28.9%
- Reduced Lunch 8.1%
- Free lunch 15.4%
- Other Eco Dis - 47.6%

6.1% students have a 504 plan and 10.4% have a SPED plan

- English Language Learners 28.9%
- At-Risk 268 (28.2%)

Teachers by Ethnicity:

- African American 1.0 1.8%
- Hispanic 19.1 33.7%
- White 31.8 56.3%
- American Indian 0.7 1.2%
- Asian 4.0 7.1%
- Pacific Islander 0.0 0.0%
- Two or More Races 0

Teachers by Gender:

- Males 7.3 12.9%
- Females 49.3 87.1%

Strengths

ILTexas North Richland Hills Kinder through 8th grade is a charter school that emphasizes language and leadership as its model. Our total enrollment was 1,140 students with an Average Yearly Attendance rate of 93.02%.Our school offers advanced academics with dual language offerings beginning in kindergarten.

The strength of our campus is the diversity of our student and teacher population which brings a mutual respect for the international

cultures and representation. Our teachers and staff represent various countries such as the Philippines, China, Mexico, Columbia, Puerto Rico, Nigeria, Honduras, and El Salvador. Our students represent various countries such as Philippines, China, Mexico, Africa, Saudi Arabia, and Puerto Rico.

From Kinder through 5th grade, seventy-seven GT students represent all demographics including 8.6% Asian, 5.8 AA, 4.8 Hispanic, 12.8% representing two or more races and 15.4% white.

A strength at ILTexas is that we are a trilingual school and the school can sustain itself with the teacher skilled to teach in their native language.

Problem Statements Identifying Demographics Needs

	Problem Statement	**Root Cause**
1 ★	There is a performance gap between emergent bilingual students in comparison with their non-emergent bilingual peers.	Teachers need professional development in implementing strategies to improve the learning for EB students
2 ★	Students lack foundational skills in Math and Reading causing academic gaps from year to year	Teachers need professional development in the areas of using data to provide targeted interventions and strategies in small group instruction.
3	Number of new teachers to the profession causes inconsistency with providing quality instruction from year to year	Difficulty retaining experienced teachers due to competitive pay in nearby school districts.
4 ★	Historical data indicates SPED students are not meeting state accountability on standardized tests.	Inconsistency in staffing and professional development to support SPED students in an inclusive classroom.
5	Students have low motivation to complete school work, increased behavioral issues, and increased attendance issues	Teachers and parents need to communicate to ensure accountability on student learning.
6	Teachers are overwhelmed with the students who require emotional, social and academic support.	Students are experiencing trauma related symptoms and need emotional and mental support

★ **= Priority**

Student Learning

Summary

STAAR 2025 Results

	Domain 1	Domain 2		Domain 3	
	Student Achievement	**Academic Growth**	**Relative Performance**	**Closing the Achievement Gap**	**Overall School Rating**
2024 Elem	**53 (F)**	**60 (D)**	**53 (F)**	**63 (D)**	61 (D)
2025 Elem	**59 (F)**	**69 (D)**	**59 (F)**	**79 (C)**	69 (D)

	2024 DNM	2025 DNM	2024 Approaches	2025 Approaches	2024 Meets	2025 Meets	2024 Masters	2025 Masters
3rd Reading	40%	28%	35%	24%	21%	33%	4%	14%
3rd Math	46%	31%	28%	22%	22%	23%	3%	25%
4th Reading	38%	27%	38%	34%	18%	29%	6%	10%
4th Math	70%	55%	12%	21%	13%	14%	6%	10%
5th Reading	35%	41%	30%	25%	18%	19%	17%	15%
5th Math	44%	45%	32%	31%	20%	16%	3%	8%
5th Science	71%	70%	22%	23%	7%	5%	1%	1%

Strengths

Student Learning strength is that our students in grades 3-5 have a yearly attendance rate of 94.46 and our students in K-2nd grade rate of 94.18%. Our students love to have incentives to learn and are motivated to come when incentives are involved. Our students love to get involved in Fine Arts performances for the school such as Winter programs, Lunar New Year, Spelling Bee, and Intercultural events. Our students also show up for Saturday tutoring when they are invited to attend. Our students take great pride in organizing "Others Before Self" projects and volunteer in the community.

Students receive instruction in English, Spanish and Chinese

Instruction and learning is supported through curriculum that emphasizes character education and leadership that is taught every Monday.

Students have a high percentage of checking out books in the library and their classroom libraries too.

Students are provided a 10th period class for remediation or enrichment. In addition, students are set up for success with Eagle Academy, an afterschool opportunity to make up work with a specialized tutor in Reading and Math.

Parents are also communicated on a weekly basis for their child's learning. The school hosts curriculum night and Parent Teacher conference so parents know what is being taught.

The Charter provides weekly planning meetings with teachers so students are set up for success.

Problem Statements Identifying Student Learning Needs

	Problem Statement	**Root Cause**
1 ★	Over 40% of our students are failing the state test in Math and Reading.	Due to the various needs of the students, teachers need more time to plan activities for small group instruction
2	There is a lack of experienced teachers that do not have the knowledge and skill set to increase student achievement	There is a lack of consistency in providing high quality professional development that is aligned with what the teacher truly needs.
3 ★	Special education students are not meeting state test requirements.	The gap widens from year to year due to a variety of factors that schools may or may not control such as social economic status, family unit, and overall mental and emotional support.
4 ★	There needs to be small group instruction in the classroom to reteach and support struggling learners	Professional development is needed so teachers know how to structure their classroom to provide differentiated instruction.
5	Emergent bilingual students need opportunities in and out of the classroom to build literacy skills	Provide genuine opportunities for EB families and the school to partner together for meaningful activities which will improve and accelerate language acquisition.

★ = Priority

School Processes & Programs

Summary

Curriculum and Instruction:

The district goal 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 body mind and character via high quality, uniform and unified curriculum, instruction, professional development, and supportive operational and technological infrastructures. The curriculum for all content areas is the Texas Essential Knowledge and Skills (TEKS). Assessments are a combination of collaborative common campus level assessments, collaborative common assessments at the district level, and End of Course exams. In addition, students are all assessed in subjects required on the STAAR. Students language proficiency is tested based on ACTFL Proficiency Levels in Spanish and Chinese, Mandarin and Spanish Language Assessments (based on sequence and guided by ACRL) AAPL exams are administered for grades 5 and 8. The district also utilizes The Measure of Academic Progress (MAP) assessments to assess and project student learning. TELPAS (Texas English Language Proficiency Assessment System) assesses the progress of English Language Learners.

Daily, teachers are provided a planning period and Professional Learning Community period to ensure adequate time for lesson preparation and collaboration regarding student achievement. Lesson plans are designed to include a Content and language objective, warm up activities, a focused lesson including an introduction/purpose, I do - We Do - You do, ending with a reflection/closing. To continue to support teachers throughout the year, the district provides data days and professional development days in the academic calendar.

Professional Development

New teachers to ILTexas are offered a week of professional development in order to onboard new teachers and acclimate them to the charter. Throughout the school year, professional development is offered through content departments as well as campus leadership. Following the last Friday of the six weeks, there is a PD called Data Day. It is usually on a Monday and that is the day HQ and campus leadership provide PD for teachers. At NRH, we survey teachers and ask them what PD they need. Our Charter is using Get Better Faster as the foundation for coaching administrators and teachers.

Every new teacher is given a mentor so that new teachers are given support throughout the school year.

Staff Recruitment and Retention:

Positions at ILTexas NRH are hired through a carefully selected interview committee composed of teachers, GLAs and administration. We provide multiple job fairs on and off campus, recruit from colleges around the state, attend Region Service Center job fairs, and post on job boards to attract highly qualified teachers.

Historically there has been significant turn over in staff mostly due to salary. To assist in staff retention, the ILTexas district leaders have recently updated the salary scale. In addition, the campus partners with the PTO to provide various types of incentives and encouragement to staff which creates a more positive and desirable working environment.

School Organization

There is one principal that oversees Pk-8 grade. The school has a K-2 Assistant Principal and Counselor, a 3-5 Assistant Principal and Counselor, and a 6-8 Assistant Principal and Counselor. Every grade level has a Grade Level Administrator which serves to the support the teachers on their team. There is a SPED campus coordinator that serves to support the administrators with all things regarding special populations.

The master schedule is uniformed and aligned with all charter schools which means there is consistency in the master schedule from one campus to the next.

Technology

The devices utilized in classrooms include document cameras, interactive projectors and peripherals associated with the projector

including smart pens. Windows devices are provided to the teachers as well as the computer carts. All students are given Chromebooks to utilize. The district provides multiple digital learning opportunities for all students. The campus houses a technology specialist who is available for tech support when needed.

Students in grades K-2 utilize chromebooks in the classroom and students in grades 3-8 are issued a chromebook to take home and are responsible to keep throughout the school year

District training has been provided for teachers in using the Google Application Suite as well as digital learning tools for students.

Extracurricular/Co-Curricular Opportunities

All students in K-5 participate in an **Others Before Self Project** that involves service learning and participation. Students participate in electives such as Art, Music, and Choir and often showcase their work in performances.

Strengths

Curriculum and Instruction:

- Focus on leadership
- Focus on mastering the three languages
- Focus on character
- Strong TEKS based curriculum guide and resources
- Numerous avenues for assessing students in languages and core curriculum.
- Multiple opportunities for teacher collaboration
- Professional Development offered throughout the year via PLC time
- Dean of Instruction
- Content coordinators and directors provide weekly observation/feedback

Staff Recruitment and Retention:

- The campus considers applicants from a wide variety of sources.
- The campus actively recruits highly qualified and international teachers.
- The district offers incentives for TEA certified teachers.
- The district offers stipends for DLI teachers and other special positions.
- Grade Level Administrators are hired to support teachers at individual grade levels.
- Extensive professional development opportunities

School Organization:

- Quality Curriculum and resources
- Master calendar support
- Eagle Academy and tutorial support
- Before/After school Champions
- Saturday school for support
- New teacher support & mentoring program
- Data days built into the academic calendar
- Planning and Professional Learning community time for teachers is provided
- Tiered Administrative support - GLA, AP, Principal - on campus
- Parent conferences built in to the calendar

Technology:

- Learning applications for students in grades K-5
- device to student ratio
- updated classroom equipment
- Campus Technologist
- District level technology support

Problem Statements Identifying School Processes & Programs Needs

		Problem Statement	**Root Cause**
1		Our lost and found bins are overflowing with student jackets, sweaters and lunchboxes	Develop a weekly system in which lost items can be viewed by students
2		Students damage chromebooks and are not responsible for using it properly	Provide beginning of the year training for students on how to take care of their chromebook.
3 ★		We do not have parent volunteers on our campus to support with needs on our campus	Create a systemic way for homeroom parents to get involved
4 ★		We need to promote attendance on campus	Educate parents, students, and teachers about a lack of attendance impacting student achievement
5		Students come in tardy to school and there are no consequences for students	Educate parents, students, and teachers about the impact of tardiness
6		Enrichment time is not utilized as it was intended.	Educate the purpose of Enrichment, 10th period, to teachers and students so there is fidelity to the instructional time.

7 ★

Teachers are not able to deliver lesson plans in its entirety

Check lesson plans for timestamps to ensure adequate time is being allocated to each section

★ **= Priority**

Perceptions

Summary

Perceptions from staff:

1. Teachers work extremely hard

2. 96.1% of staff indicate there is a safe and welcoming environment for students and staff

3. 87.4% of staff indicate discipline is addressed in a timely manner

4. 100% of staff indicate teachers celebrate students for their hard work and achievements

5. 92.3% of staff indicate NRH is a positive learning environment for students

Perception from parents:

1. 97.8% parents indicate the school communicates in a language I understand

2, 87 % of parents indicate the school is a safe and welcoming environment

3. 62% of parents indicate the school addresses issue in a timely manner, 13% neutral, 10.9% disagree

4. 82% of parents indicate parents check Skyward for their child's grades and attendance and progress

5. 87% of parents indicate the school looks for opportunities to celebrate student learning and achievements throughout the school year

6. 93.5% of parents indicate the school provides events such as Meet the Teacher night, Literacy Night, Parent/Teacher Conference and Curriculum Night

Perception from partnerships:

1. Consistency in communication with partnerships throughout the year

2. Families appreciate the events we have at school

3. Appreciative to support the school and meet families

Strengths

Survey from Staff 2024

Efforts to create a positive culture.
strong support from the admin
I feel supported by my AP and Principal
diversity
We have a sense of community and we help each other
strengthening community connections, supportive administration, extracurricular activities, effective communication, dedicated and caring staff
Great leadership most specifically the principal, asst principals, and GLA's.

All of the cultural opportunities, this is a strength but it is also overwhelming sometimes.
There are some really hard workers here you can tell they love the kids.
n/a
Staff is kind and loving. Teachers support and look out for each other too.
3-5 and middle school ap
They try to recognize student success and try to motivate others to be successful using different incentives and rewards.
collaboration between teachers, celebration of the different cultures
The support of teachers and parents in activities
I ams very thankful to be part of NRH family. The working environment feels like a family. We support each other.
Trying to bring the families and community in to get involved in the school and their child's education.
Almost all of our admin team is encouraging (one is not) and supportive. I believe that has a tremendous positive impact on the faculty and is then passed on to the students.
Areas of strength would be promoting students and their learning achievements as well as giving opportunities to show student success in Fine Arts.
School culture is growing.
My GLA really makes our working environment a positive place. We support each other.
Focus on creating engaging and supportive learning environments. Encourage active participation, student-centered teaching, and personalized learning experiences.
our front office staff is very welcoming, and we have many teachers that come in and have great attitudes.
We celebrate all cultures! I love working here!

Problem Statements Identifying Perceptions Needs

	Problem Statement	**Root Cause**
1 ★	Communicate in advance about events and meetings so parents can attend	Designate one person or team to be over communication so it doesn't fall on administration
2 ★	Provide parent education classes to help parents navigate being new or using new platforms to engage parents in their child's learning	Outline a calendar of parent workshops
3 ★	Consistency with consequences with staff following school rules and policies	Train staff on policies and ensure consequences for all staff is fair
4	Staff activities are needed to bring staff together	Designate in advance with a monthly calendar staff activities and fellowship
5	When disciplining a student, there is not an emphasis on learning the WHY and root cause. We are quick to discipline	Foster restorative discipline so students can be made to understand and reconcile

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Students lack foundational skills in Math and Reading causing academic gaps from year to year	Teachers need professional development in the areas of using data to provide targeted interventions and strategies in small group instruction.
2 ★	There is a performance gap between emergent bilingual students in comparison with their non-emergent bilingual peers.	Teachers need professional development in implementing strategies to improve the learning for EB students
3 ★	Special education students are not meeting state test requirements.	The gap widens from year to year due to a variety of factors that schools may or may not control such as social economic status, family unit, and overall mental and emotional support.
4 ★	There needs to be small group instruction in the classroom to reteach and support struggling learners	Professional development is needed so teachers know how to structure their classroom to provide differentiated instruction.
5 ★	We do not have parent volunteers on our campus to support with needs on our campus	Create a systemic way for homeroom parents to get involved
6 ★	Teachers are not able to deliver lesson plans in its entirety	Check lesson plans for timestamps to ensure adequate time is being allocated to each section

7 ⭐ Consistency with consequences with staff following school rules and policies

Train staff on policies and ensure consequences for all staff is fair

8 ⭐ Communicate in advance about events and meetings so parents can attend

Designate one person or team to be over communication so it doesn't fall on administration

9 ⭐ Provide parent education classes to help parents navigate being new or using new platforms to engage parents in their child's learning

Outline a calendar of parent workshops

10 ⭐ Historical data indicates SPED students are not meeting state accountability on standardized tests.

Inconsistency in staffing and professional development to support SPED students in an inclusive classroom.

11 ⭐ Over 40% of our students are failing the state test in Math and Reading.

Due to the various needs of the students, teachers need more time to plan activities for small group instruction

12 ⭐ We need to promote attendance on campus

Educate parents, students, and teachers about a lack of attendance impacting student achievement

⭐ **= 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**

- ☑ **Campus goals**

- ☑ **Campus/District improvement plans (current and prior years)**

- ☑ **State and federal planning requirements**

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**

- ☑ **Student Achievement Domain**

- ☑ **Student Progress Domain**

- ☑ **Closing the Gaps Domain**

- ☑ **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**

- ☑ **Accountability Distinction Designations**

- ☑ **Federal Report Card and accountability data**

- ☑ **Local Accountability Systems (LAS) data**

Student Data: Assessments

- ☑ **State and federally required assessment information**

- ☑ **STAAR current and longitudinal results, including all versions**

- ☑ **STAAR End-of-Course current and longitudinal results, including all versions**

- ☑ **STAAR Emergent Bilingual (EB) progress measure data**

- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

- ☑ **Local benchmark or common assessments data**

- ☑ **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**

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

Student Data: Student Groups

- ☑ **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**

- ☑ **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**

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

- ☑ **Male / Female performance, progress, and participation data**

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

- ☑ **Gifted and talented data**

- ☑ **Dyslexia data**

Student Data: Behavior and Other Indicators

- ☑ **Attendance data**

- ☑ **Discipline records**

- ☑ **Enrollment trends**

Employee Data

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

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

- ☑ **Campus leadership 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**

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

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 ☑ HB3 Goal

By the end of the 25-26 school year, 35% of NRH 3rd-5th grade students to include all Special Populations (to include SPED, Emergent Bilingual, CTE and ESL students) will perform at the Meets level of achievement on STAAR for all core content areas and 22% Masters.

Evaluation Data Source: STAAR

Strategy 1 ☑ Targeted Support Strategy

Teachers in grades 2-8th grade will meet once a month for Reading vertical planning to identify strategies for implementing constructive response writing strategies

Strategy's Expected Result/Impact: Improved writing using the PACE acronym

Staff Responsible for Monitoring: Assistant Principal

Funding Sources: Supplies 420 - State,

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 2 ☑ Targeted Support Strategy

Provide opportunities to identified students to attend afterschool and Saturday tutoring in order to receive targeted small group instruction

Strategy's Expected Result/Impact: Improve STAAR results for SPED and EB students

Staff Responsible for Monitoring: SPED teachers and administrators

Funding Sources: Afterschool tutoring 420 - State,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Provide EB students with identified vocabulary words to increase comprehension

Strategy's Expected Result/Impact: Increase TELPAS writing skills and reading comprehension

Staff Responsible for Monitoring: Administrators

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

Provide parent workshops on how to support their child at home in Reading

Strategy's Expected Result/Impact: increase parent involvement

Staff Responsible for Monitoring: Administrators

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

Provide instructional materials for students with particular attention to ELLs in Reading/ILA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, library books to support literacy, 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

Funding Sources: 211 - Title 1-A, $30,000, 263 - Title III, $5,000

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

Formative Reviews

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Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By the end of the 25-26 school year, 15% of 3rd-5th NRH grade students will perform at the Meets level of achievement on STAAR Mathematics. and

Evaluation Data Source: STAAR

Strategy 1

Provide professional development to teachers in how to use the Bluebonnet curriculum

Strategy's Expected Result/Impact: Improved first time instruction

Staff Responsible for Monitoring: Administrators

Funding Sources: Supplies (chart paper, markers, folders, etc) 420 - State,

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 2 ☑ Targeted Support Strategy

Provide opportunities to identified students to attend afterschool and Saturday tutoring in order to receive targeted small group instruction

Strategy's Expected Result/Impact: Improve STAAR results for SPED and EB students

Staff Responsible for Monitoring: Math teachers and Administrators

Funding Sources: 420 - State,

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

Conduct data meetings every three weeks to identify students who need small group instruction

Strategy's Expected Result/Impact: Improved student performance

Staff Responsible for Monitoring: Administrators

Funding Sources: 420 - State,

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

Provide parent workshops on how to support their child at home in Math

Strategy's Expected Result/Impact: Increase parent involvement

Staff Responsible for Monitoring: Administrators

Funding Sources: 420 - State,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 3 ☑ High Priority ☑ HB3 Goal

By the end of the 25-26 school year, 80% of kinder students will have their letter and sound recognition

by end of year

Evaluation Data Source: Mclass data

Performance Objective 4 ☑ High Priority

By May 2026 increase the percentage of students achieving Approaches performance level in Math from 13% to 26%.

Evaluation Data Source: STAAR Interim and I-Station scores

Strategy 1

Provide professional development for teachers on analyzing student data to identify specific gaps in Math skills.

Problem Statements: Demographics 2

Formative Reviews

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Strategy 2

During planning twice per week, teacher teams will analyze formative assessment data to determine areas of gaps and develop small group plans to meet specific student needs in Math.

Problem Statements: Demographics 2

Formative Reviews

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Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Students lack foundational skills in Math and Reading causing academic gaps from year to year	Teachers need professional development in the areas of using data to provide targeted interventions and strategies in small group instruction.

Performance Objective 5 ✅ High Priority

By May 2026, increase the percentage of students achieving performance level in Reading from 45% to 75%.

Evaluation Data Source: STAAR Interim data

Strategy 1

During planning twice per week, teacher teams will analyze formative assessment data to determine areas of gaps and develop small group plans to meet specific student needs in Reading.

Problem Statements: Demographics 2

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Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Students lack foundational skills in Math and Reading causing academic gaps from year to year	Teachers need professional development in the areas of using data to provide targeted interventions and strategies in small group instruction.

Performance Objective 6 ✅ High Priority

By May 2026, improve student engagement in Math and Reading classes as measured by classroom participation and formative assessments.

Evaluation Data Source: STAAR Interim data

Strategy 1

Train teachers on using formative assessments to gauge student understanding and adjust instruction in real-time.

Problem Statements: Demographics 2

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Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Students lack foundational skills in Math and Reading causing academic gaps from year to year	Teachers need professional development in the areas of using data to provide targeted interventions and strategies in small group instruction.

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

At the end of the 2024-2025 school year, students in K-5 will be successful in completing the specific TEKS required for all fine art courses.

Evaluation Data Source: AAPPL testing

Strategy 1 ☑ Targeted Support Strategy

Create a Chinese word wall with visual and Chinese characters

Strategy's Expected Result/Impact: Increase Chinese vocabulary

Staff Responsible for Monitoring: Administrators

Funding Sources: 420 - State,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Create a parent workshop for parents to learn Chinese

Strategy's Expected Result/Impact: Increase parent involvement

Staff Responsible for Monitoring: Administrators

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Goal 3

By the end of the 25-26 school year ILTexas will retain 75% of teachers, an increase from 70% achieved in the previous school year.

Performance Objective 1 ✅ High Priority

ILTexas will provide onboarding training for all new teachers in the classroom throughout the 25-26 school year.

Evaluation Data Source: Survey/evaluation of effectiveness

Strategy 1

Provide monthly check-ins with new teachers to ensure needs are met

Strategy's Expected Result/Impact: Communication

Staff Responsible for Monitoring: Administrators and mentor teachers

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 2

Differentiate professional development according to need

Strategy's Expected Result/Impact: Better use of time for veteran teachers

Staff Responsible for Monitoring: Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 2 ✅ High Priority

NRH will provide a mentor to new teachers in order to retain and train teachers

Evaluation Data Source: Agenda, feedback survey throughout the year, evaluation

Strategy 1

Establish monthly meetings for new teachers to address topics such as classroom management, parent conferences

Strategy's Expected Result/Impact: Ongoing support for new teachers

Staff Responsible for Monitoring: Administrators

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	January	May	June

Performance Objective 3 ✅ High Priority

By May 2026, 75% of students identified as struggling learners will show improvement in their performance from 30% to 45% on state assessments.

Evaluation Data Source: STAAR Interim

Strategy 1

Schedule dedicated time for small group instruction within the daily classroom schedule to ensure consistent support for struggling learners.

Problem Statements: Student Learning 4

Formative Reviews

November	January	May	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	There needs to be small group instruction in the classroom to reteach and support struggling learners	Professional development is needed so teachers know how to structure their classroom to provide differentiated instruction.

Goal 4

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   ✅ High Priority

By May 2026, increase the engagement of emergent bilingual students in classroom activities from 15% to 30% as measured by classroom participation metrics.

Evaluation Data Source: Identify EB students and classroom metrics

Strategy 1

Use cooperative learning strategies that encourage interaction and communication among students, such as think-pair-share and group projects, to increase participation of emergent bilingual students.

Problem Statements: Demographics 1

Formative Reviews

November	January	May	June

Strategy 2

Provide training for teachers on how to create an inclusive classroom environment that values and supports the diverse linguistic backgrounds of all students.

Problem Statements: Demographics 1

Formative Reviews

November	January	May	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a performance gap between emergent bilingual students in comparison with their non-emergent bilingual peers.	Teachers need professional development in implementing strategies to improve the learning for EB students

Performance Objective 2   ☑ High Priority

By May 2026, increase the percentage of emergent bilingual students who demonstrate growth in language proficiency from 33% to 78% as measured by language proficiency assessments.

Evaluation Data Source: TELPAS

Strategy 1

Implement a language development program that includes daily language practice sessions tailored to the needs of emergent bilingual students.

Problem Statements: Demographics 1

Formative Reviews

November	January	May	June

Strategy 2

Provide teachers with training on integrating language objectives into content lessons to support language development alongside academic learning.

Problem Statements: Demographics 1

Formative Reviews

November	January	May	June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement | Root Cause

1 There is a performance gap between emergent bilingual students in comparison with their non-emergent bilingual peers.

Teachers need professional development in implementing strategies to improve the learning for EB students

Goal 5

By the end of the 25-26 school year, ILTexas will ensure that 90% of lesson plans are effectively delivered in their entirety by allocating adequate time to each section, as verified by timestamp checks.

Performance Objective 1   ☑ High Priority

By May 2026, increase the percentage of lesson plans with appropriate timestamps from 50% to 100%.

Evaluation Data Source: Teacher lesson plans

Strategy 1

Provide training on how to create lesson plans with detailed timestamps for each section.

Problem Statements: School Processes & Programs 7

Formative Reviews

November	January	May	June

Strategy 2

Encourage teachers to use digital tools or apps that assist in time management and lesson planning.

Problem Statements: School Processes & Programs 7

Formative Reviews

November	January	May	June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
7	Teachers are not able to deliver lesson plans in its entirety	Check lesson plans for timestamps to ensure adequate time is being allocated to each section

Performance Objective 2 ✅ High Priority

By May 2026, ensure that 100% of lesson plans include a buffer time for unexpected events or extended discussions.

Evaluation Data Source: Teacher lesson plans

Strategy 1 ✅ Targeted Support Strategy ✅ Additional Targeted Support Strategy

Train teachers on the importance of including buffer time in lesson plans and how to effectively incorporate it.

Strategy's Expected Result/Impact: Increase time for student engagement and internalization of the lesson

Staff Responsible for Monitoring: Dean, Instructional coaches and administration

Problem Statements: School Processes & Programs 7

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

November	January	May	June

Strategy 2 ✅ Targeted Support Strategy ✅ Additional Targeted Support Strategy

Encourage teachers to reflect on lessons where buffer time was used and discuss how it impacted the overall lesson delivery.

Strategy's Expected Result/Impact: Increase student achievement through effective student discussions

Staff Responsible for Monitoring: Dean, Instructional coaches and administration

Problem Statements: School Processes & Programs 7

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

November	January	May	June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

|	Problem Statement	Root Cause
7	Teachers are not able to deliver lesson plans in its entirety	Check lesson plans for timestamps to ensure adequate time is being allocated to each section

Goal 6

The campus has been identified for Targeted Support and Improvement for Emergent Bilingual (EB) students due to three consecutive years of low academic performance. By August 2026, the campus will increase the percentage of EB students achieving the Meets Grade Level standard on the STAAR Reading and Mathematics assessments from 17% to at least 32%.

This goal will be accomplished through intentional, language-rich instruction, targeted interventions, and ongoing professional development focused on effective practices for supporting multilingual learners.
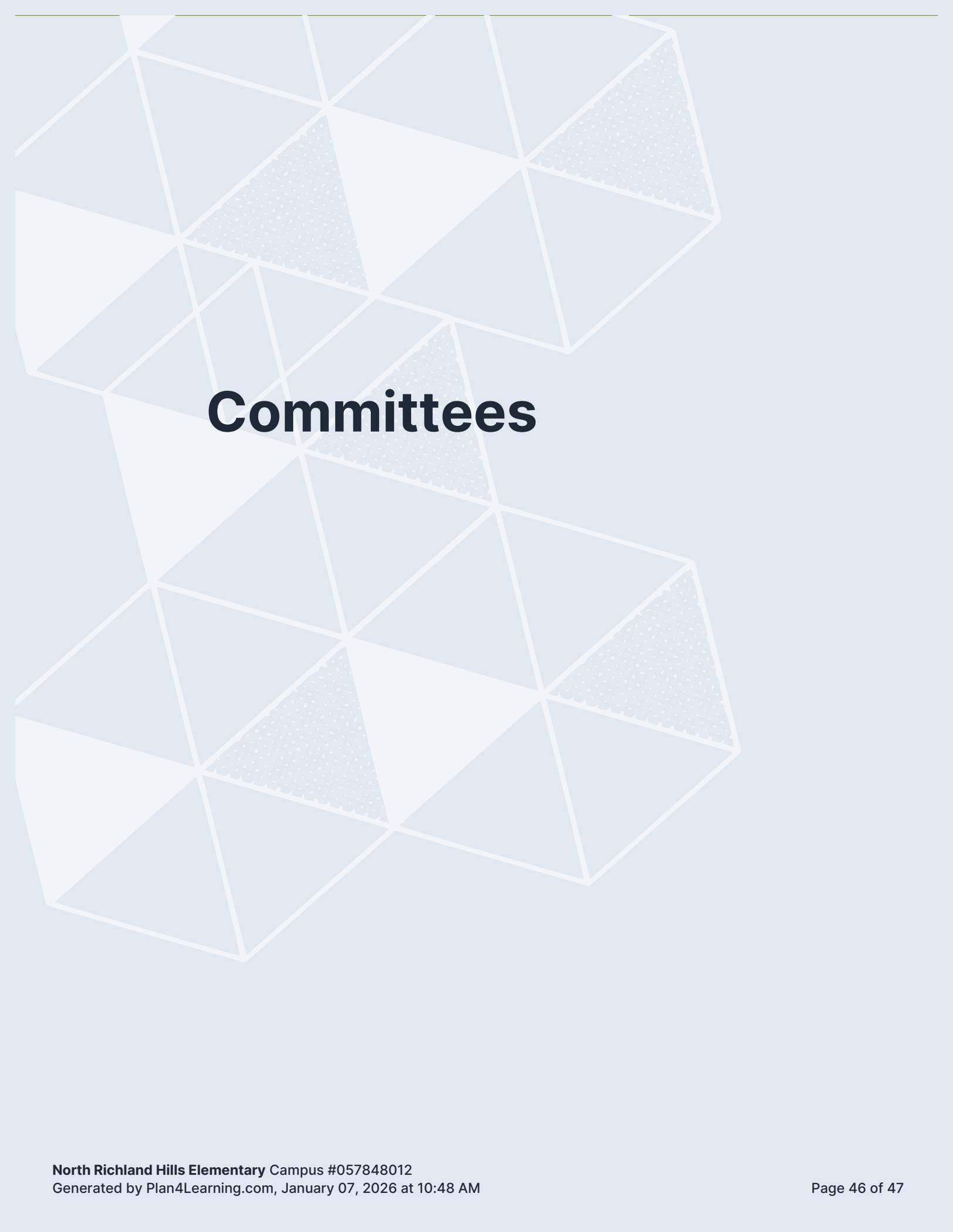
Committees

Committees

2025-2026 Needs Assessment Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 6, 2025 @ 5:45 PM	Room 249	Title 1 Needs Assessment Sign in Sheet.pdf	Title I Needs Agenda and Minutes 2025.pdf

Members

First Name	Last Name	Position	Committee Role
Nancy	Parajon	Elem and MS Parent	Parent
Zeidy	Mora	Elem and MS Parent	Parent
Chris	Cuthbertson	Assure /Business	Business Reprepsentative
Modesta	Tollison	SPED/Dyslexia	SPED Teacher
Marisol	Conner	PK-2 Assistant Principal	Administrator
Rosalva	Padron	Teacher Assistant	Non-classroom Professional
John	Little	Business/5 STAR Ford	Business Representative
Gabriela	Ruiz	4th grade teacher	Classroom Teacher
Jodi	Rodriguez	1st grade teacher	Classroom Teacher
Sonia	Sanchez	2nd grade teacher	Classroom Teacher
Temeka	Campbell	Counselor	Non-classroom Professional
Bethany	Cuthbertson	Community/Ft. Worth Museum	Community Representative
Wanda	Marx	3-5Assistant Principal	Administrator
Lemuel	Lopez	Campus technologist	Non-classroom Professional
Rachel	Moon	Principal	Administrator