

**International Leadership of  
Texas**

**North Richland Hills  
Middle**

**2025-2026  
Campus  
Improvement Plan**

# Mission Statement

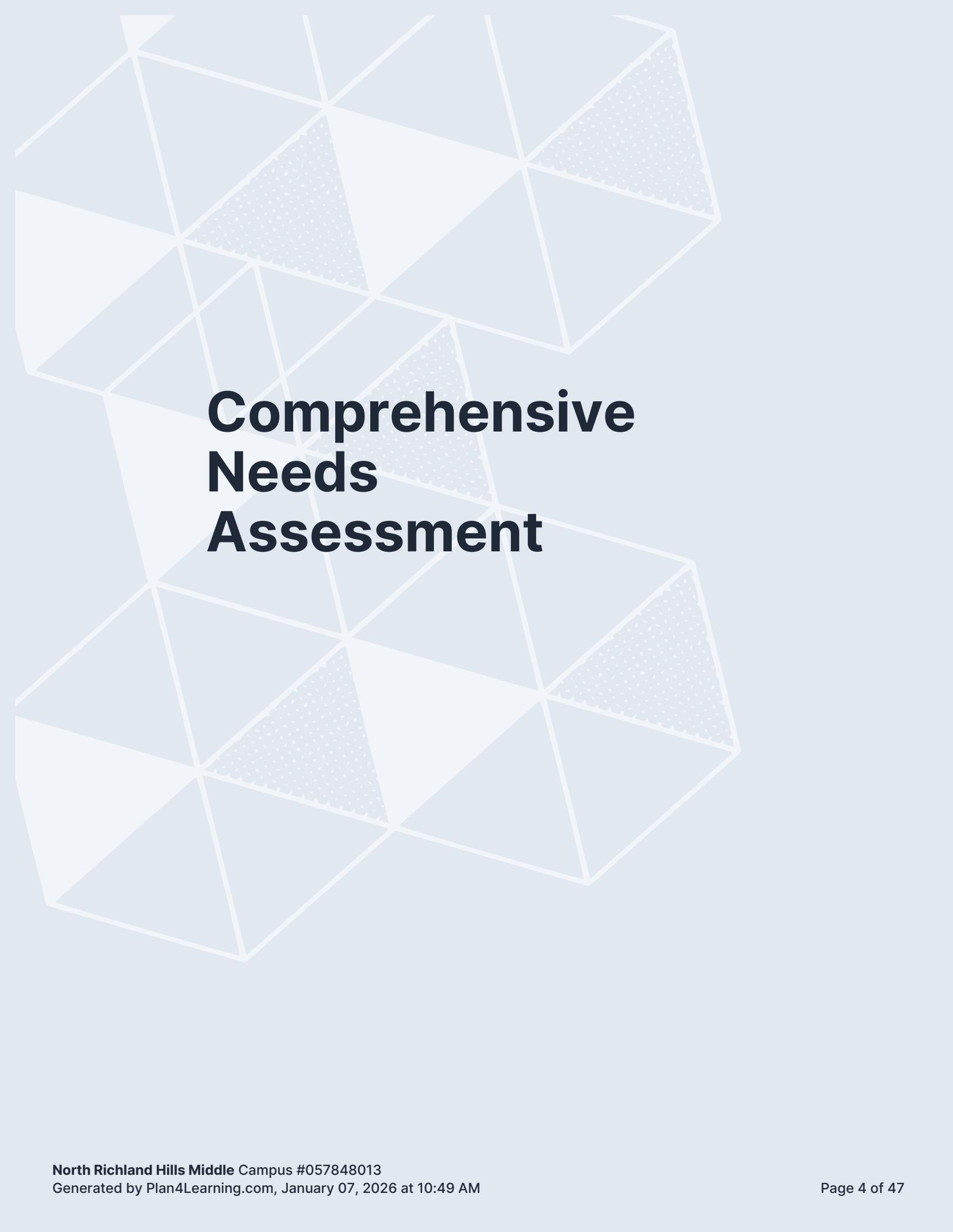
The mission of International Leadership of Texas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish and Chinese languages, and strengthening the body, mind and character.

# Vision

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.

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# Comprehensive Needs Assessment

# Demographics

## Summary

### Demographics Summary

We are a very diverse community of educators which includes international teachers from Mexico, Spain and China, Puerto Rico and other South American countries. Our unique backgrounds assist 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 12.9%
- Females 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 ★	Increase number of students with SPED and dyslexia referrals correlate with learning gaps and behavioral issues causing more disruption to the learning environment	Teachers identifying students with academic challenges so remediation and intervention can happen sooner
2 ★	Students lack foundational skills in Math and Reading causing academic gaps from year to year	Teachers lack of experience in differentiating instruction and utilizing small groups
3	Number of new teachers to the profession causes inconsistency with providing quality instruction from year to year	Provide competitive pay to demonstrate employee value and retention incentives
4 ★	SPED students scored "Did Not Meet" on Math STAAR performance	SPED staff turn-over and high absenteeism the last two years
5	Increase student engagement activities throughout the year so retention in every grade level is high	Staff wants to get paid for working more hours afterschool
6 ★	Students are not able to purchase additional uniforms	Most of our students represent a high economic disadvantage population



# Student Learning

## Summary

STAAR 2023, the school rating was a 70, a C.

STAAR 2024, the school rating was a 63, a D.

STAAR 2025, results included an overall rating of an 87 - a B.

- Student Achievement was a 75, a C
- School Progress was an 85, a B.
- Closing the Achievement Gap was a 91, an A.

Overall, students demonstrated growth this school year.

	DNM	Approaches	Meets	Masters
6th grade Math	36%	33%	25%	5%
6th grade Reading	34%	25%	29%	12%
7th grade Math	100%	N/A	N/A	N/A
7th grade Reading	36%	23%	24%	18%
8th grade Math	66%	30%	5%	0%
Algebra I	2%	27%	28%	44%
8th grade Reading	37%	33%	25%	5%
English I	0%	0%	70%	30%
8th grade Science	39%	27%	27%	7%
8th grade Social Studies	56%	26%	13%	5%

## Strengths

Our students strength are that they are learning English, Spanish and Chinese language. Instruction and learning is supported through curriculum that emphasizes character education and leadership that is taught every Monday. 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 are scoring Masters in the double digits in Reading in 6th and 7th grade.

Another strength is students are taking Algebra I and English I and not only passing the course, but passing the STAAR test. This has been a tremendous boost to their morale and to the school. Our MS students indicate they love coming to school.



# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	We have low attendance in middle school (90.52%)	Parents allow students to stay home and are not educated on truancy
2	High percentage of economically disadvantaged and at-risk students	Our school is located in an area in which the demographics represent economic disadvantaged area
3	Many students lack motivation to read and learn.	Teaching practices may be a factor as it may not be engaging, differentiated, and lack authentic feedback.
4★	Special education students are not meeting state test requirements.	Students have low reading levels making it difficult to comprehend the content
5★	There is little evidence of small group instruction in the classroom to reteach and support struggling learners	There is not enough time in a 45 minute class period to teach the content and pull a small group.
6	Emergent bilingual students need support with building literacy skills	Train all teachers on how to build and support literacy

★ = 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 6-8
- 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 ★	Students come in tardy to school and there are no consequences for students	Educate parents, students, and teachers about the impact of tardiness
5 ★	We need to promote attendance on campus	Educate parents, students, and teachers about a lack of attendance impacting student achievement
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 am 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  
★

Increase number of students with SPED and dyslexia referrals correlate with learning gaps and behavioral issues causing more disruption to the learning environment

Teachers identifying students with academic challenges so remediation and intervention can happen sooner

2  
★

Students lack foundational skills in Math and Reading causing academic gaps from year to year

Teachers lack of experience in differentiating instruction and utilizing small groups

3  
★

SPED students scored "Did Not Meet" on Math STAAR performance

SPED staff turn-over and high absenteeism the last two years

4  
★

Students are not able to purchase additional uniforms

Most of our students represent a high economic disadvantage population

5  
★

We have low attendance in middle school (90.52%)

Parents allow students to stay home and are not educated on truancy

6  
★

Special education students are not meeting state test requirements.

Students have low reading levels making it difficult to comprehend the content

7



There is little evidence of small group instruction in the classroom to reteach and support struggling learners

There is not enough time in a 45 minute class period to teach the content and pull a small group.

8



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

9



Students come in tardy to school and there are no consequences for students

Educate parents, students, and teachers about the impact of tardiness

10



We need to promote attendance on campus

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

11



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

12



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

13

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



# 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

## Student Data: Student Groups

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

## Employee Data

- Staff surveys and/or other feedback
- T-TESS data

## Parent/Community Data

- Parent surveys and/or other feedback

## Support Systems and Other Data

- Communications data



# Goals

# Goal 1

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

## Performance Objective 1 High Priority

By the end of the 25-26 school year, 40% of NRH 6th-8th grade students will perform at the Meets level of achievement on STAAR Reading/Language Arts.

Evaluation Data Source: STAAR, MAP, and IXL

### Strategy 1 Targeted Support Strategy

Teachers will meet vertically once a month to plan how they are implementing the curriculum and share best practices for engage students with extended responses

**Strategy's Expected Result/Impact:** Alignment of best practices and continuity of teaching

**Staff Responsible for Monitoring:** Administration

**Funding Sources:** 420 - State,

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

#### Formative Reviews

November

January

May

June

### Strategy 2 Targeted Support Strategy

Conduct data meetings with teachers every three weeks to determine which students need targeted support. Provide ongoing Coaching & Implementation utilizing contracted services to provide a combination of on-site and virtual coaching days with the leadership team in the Teacher Coaching. The coaching days will include Prioritization & Implementation Calendaring & selection. Shadowing support, Observation & Feedback, Classroom co-observations & calibration. Planning feedback and delivering feedback (and subsequent PD). Observation & Feedback Rubric aligned to ILTexas - GBF Scope & Sequence.

**Strategy's Expected Result/Impact:** Timely interventions

**Staff Responsible for Monitoring:** Administration

**Funding Sources:** Supplies 420 - State, , Contracted Services/PD 288 - ESF, \$90,000

**TEA Priorities:** Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

### Formative Reviews

November

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June

### Strategy 3

Provide afterschool and Saturday school for students identified as needing additional support such as SPED and EB students.

**Strategy's Expected Result/Impact:** Close the achievement gap with students

**Staff Responsible for Monitoring:** Teachers and administrators

**Funding Sources:** Tutorials 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

Educate parents on how to support their child at home with reading using online platforms

**Strategy's Expected Result/Impact:** Increase parent involvement

**Staff Responsible for Monitoring:** Administration

**Funding Sources:** Provide childcare services for evening classes 211 - Title 1-A,

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

November

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June

### Strategy 5 Targeted Support Strategy

Provide student incentives to promote reading and writing challenges as well as attendance

**Strategy's Expected Result/Impact:** Boost literacy

**Staff Responsible for Monitoring:** Administration

**Funding Sources:** Student incentives 461 - Campus Activity,

**TEA Priorities:** Build a foundation of reading and math

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

### Formative Reviews

November

January

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June

## Performance Objective 2 High Priority

By the end of the 25-26 school year, 15% of 6th-8th grade students will perform at the Meets level of achievement on STAAR Math and Alg. I assessment.

**Evaluation Data Source:** STAAR scores, MAP, and I-Station

## Strategy 1 Targeted Support Strategy

Teachers will meet vertically once a month to plan how they are implementing the curriculum and share best practices for engaging students

**Strategy's Expected Result/Impact:** Alignment of best practices and continuity of teaching

**Staff Responsible for Monitoring:** Administration

**Funding Sources:** 420 - State,

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

November

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May

June

## Strategy 2 Targeted Support Strategy

Conduct data meetings with teachers every three weeks to determine which students need targeted support (review SPED and EB data)

**Strategy's Expected Result/Impact:** Timely interventions

**Staff Responsible for Monitoring:** Administration

**Funding Sources:** Supplies 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**

Provide afterschool and Saturday school for students identified as needing additional support such as SPED and EB students for small group instruction.

**Strategy's Expected Result/Impact:** Close the achievement gap

**Staff Responsible for Monitoring:** Administration

**Funding Sources:** supplies 420 - State,

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

**Formative Reviews**

November

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**Strategy 4**  **Targeted Support Strategy**

Educate parents on how to support their child at home with Math using online platforms

**Strategy's Expected Result/Impact:** Increase parent involvement

**Staff Responsible for Monitoring:** Administration

**Funding Sources:** Provide childcare so parents can attend 211 - Title 1-A,

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 3: Positive School Culture

**Formative Reviews**

November

January

May

June

**Strategy 5**

Provide student incentives to promote Math challenges as well as attendance

**Strategy's Expected Result/Impact:** Increase math scores

**Staff Responsible for Monitoring:** Administration and Math Teachers

**Funding Sources:** Incentives for students 461 - Campus Activity,

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

November

January

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## Strategy 6 Targeted Support Strategy

Provide instructional materials for students 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 State Assessments (including Kamico, STAAR Master, Measuring UP, Sirius, MAP, IXL, etc.)

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

**Staff Responsible for Monitoring:** Administrators, GLAs, ICs and Teachers

**Funding Sources:** 263 - Title III, \$2,000, Supplies 211 - Title 1-A, \$15,000

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

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

November

January

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June

## Performance Objective 3 High Priority

By the end of the 25-26 school year, 15% of 6th-8th NRH students will perform at the Meets level of achievement on STAAR Social Studies.

**Evaluation Data Source:** STAAR scores, MAP data, IXL

## Strategy 1

Provide afterschool and Saturday school for students identified as needing additional support such as SPED and EB students.

**Strategy's Expected Result/Impact:** Closing the gap in learning

**Staff Responsible for Monitoring:** Administration

**Funding Sources:** Supplies 420 - State,

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

### **Formative Reviews**

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## **Strategy 2**

Conduct data meetings with teachers every three weeks to determine which students need targeted support (review SPED and EB data) for small group instruction.

**Strategy's Expected Result/Impact:** Close the achievement gap

**Staff Responsible for Monitoring:** Administration

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

### **Formative Reviews**

November

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## **Performance Objective 4** **High Priority**

By the end of the 25-26 school year, 70% of ILTexas NRH students will increase performance on traditionally low standards on the 8th grade STAAR Science Exam.

**Evaluation Data Source:** STAAR Scores, MAP data, IXL

## **Strategy 1** **Targeted Support Strategy**

Provide afterschool and Saturday school for students identified as needing additional support such as SPED and EB students for small group instruction

**Funding Sources:** supplies 420 - State,

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

## Formative Reviews

November

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## Strategy 2

Provide student incentives to promote Science challenges as well as attendance

**Strategy's Expected Result/Impact:** Timely instruction

**Staff Responsible for Monitoring:** Administration

**Funding Sources:** Incentives 461 - Campus Activity,

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

## Formative Reviews

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## Performance Objective 5

By MM/YYYY, increase student engagement in Math and Reading classes as measured by student surveys from X% to X%.

## Strategy 1

Use interactive and hands-on activities in Math and Reading lessons to maintain student interest and participation.

**Problem Statements:** Demographics 2

## Formative Reviews

November

January

May

June

## Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<b>2</b> Students lack foundational skills in Math and Reading causing academic gaps from year to year	Teachers lack of experience in differentiating instruction and utilizing small groups

## Performance Objective 6

By MM/YYYY, improve teacher confidence in differentiating instruction in Math and Reading as measured by teacher self-assessment surveys from X% to X%.

### Strategy 1

Provide ongoing coaching and mentoring for teachers focused on developing skills in differentiating instruction and managing small groups.

**Problem Statements:** Demographics 2

### Formative Reviews

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## Performance Objective 6 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<b>2</b> Students lack foundational skills in Math and Reading causing academic gaps from year to year	Teachers lack of experience in differentiating instruction and utilizing small groups

## Performance Objective 7

By MM/YYYY, increase the implementation of small group instruction in classrooms from X% to XX% to support struggling learners.

### Strategy 1

Conduct professional development sessions on effective small group instruction techniques, focusing on differentiation and targeted support for struggling learners.

**Problem Statements:** Student Learning 5

### Formative Reviews

November

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## Performance Objective 7 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

**5**

There is little evidence of small group instruction in the classroom to reteach and support struggling learners

There is not enough time in a 45 minute class period to teach the content and pull a small group.

## Performance Objective 8

By MM/YYYY, improve student outcomes in targeted areas by increasing the use of data-driven small group instruction from X% to XX%.

### Strategy 1

Train teachers to use assessment data to form flexible small groups based on students' specific learning needs and progress.

**Problem Statements:** Student Learning 5

### Formative Reviews

November

January

May

June

### Strategy 2

Implement a system for tracking student progress in small groups to adjust instruction and group composition as needed.

**Problem Statements:** Student Learning 5

## Formative Reviews

November

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June

### Performance Objective 8 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

**5**

There is little evidence of small group instruction in the classroom to reteach and support struggling learners

There is not enough time in a 45 minute class period to teach the content and pull a small group.

# 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

Students will take practice exams for AAPPL during the end of first semester and second semester and then complete AAPPL testing based on a testing schedule created by the campus by the end of the 25-26 school year.

**Evaluation Data Source:** Results from the fall AAPPL test

### Strategy 1 Targeted Support Strategy

Conduct data meetings with teachers every three weeks to determine student growth and learning

**Strategy's Expected Result/Impact:** Timely interventions

**Staff Responsible for Monitoring:** Administration

**Funding Sources:** 420 - State,

**ESF Levers:** Lever 5: Effective Instruction

#### Formative Reviews

November

January

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### Strategy 2

Provide student incentives to promote language acquisition

**Strategy's Expected Result/Impact:** Increased participation

**Staff Responsible for Monitoring:** Chinese and Spanish teachers

**Funding Sources:** Incentives 461 - Campus Activity,

**ESF Levers:** Lever 3: Positive School Culture

## Formative Reviews

November

January

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June

## Strategy 3

Engage parents in speaking Chinese and Spanish with a workshop

**Strategy's Expected Result/Impact:** Increased participation

**Staff Responsible for Monitoring:** Chinese and Spanish teachers

**Funding Sources:** Provide childcare 211 - Title 1-A,

**ESF Levers:** Lever 3: Positive School Culture

## Formative Reviews

November

January

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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:** Evaluation/feedback

### Strategy 1

Provide a welcome packet for new teachers to include phone numbers and staff directory

**Strategy's Expected Result/Impact:** New Teachers feeling supported

**Staff Responsible for Monitoring:** Administration

**Funding Sources:** 420 - State,

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

#### Formative Reviews

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### Strategy 2

Provide monthly check-ins for support and communication

**Strategy's Expected Result/Impact:** Continuous Feedback

**Staff Responsible for Monitoring:** Administrator

**Funding Sources:** 420 - State,

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning

## Formative Reviews

November

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### Performance Objective 2 High Priority

All new teachers will receive a mentor in order to improve teacher retention

**Evaluation Data Source:** Evaluation/feedback/ Reflection survey

### Strategy 1

Provide time for mentors and mentees to meet during the school day.

**Strategy's Expected Result/Impact:** Collaboration and support

**Staff Responsible for Monitoring:** Administrators

**Funding Sources:** 420 - State,

**TEA Priorities:** Recruit, support, retain teachers and principals

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

### Formative Reviews

November

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# Goal 4

By the end of the 25-26 school year, implement a restorative discipline program in 100% of ILTexas campuses to ensure students understand the root cause of their behavior and work towards reconciliation.

## Performance Objective 1 High Priority

By May 2026, increase the percentage of disciplinary actions that include a restorative component from 0% to 25% to promote understanding and reconciliation.

Evaluation Data Source: Student survey

### Strategy 1

Create a restorative discipline toolkit for teachers to use when addressing student behavior, including conversation guides and reflection activities.

Problem Statements: Perceptions 5

#### Formative Reviews

November

January

May

June

## Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

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

## Performance Objective 2 High Priority

By May 2026, increase student understanding of the importance of punctuality from 10% to 50%.

Evaluation Data Source: Attendance and tardy reports every six weeks

### Strategy 1

Create and distribute informational materials, such as posters and flyers, around the school that emphasize the impact of tardiness on learning and success.

**Problem Statements:** School Processes & Programs 4

### Formative Reviews

November

January

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## Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

4

Students come in tardy to school and there are no consequences for students

Educate parents, students, and teachers about the impact of tardiness

## Performance Objective 3 High Priority

By May 2026, establish a consistent and fair consequence system for student tardiness.

**Evaluation Data Source:** Create a tardiness tracker to address students missing 1st period instruction

### Strategy 1

Work with teachers and administrators to develop a clear policy on tardiness that includes specific consequences for repeated tardiness, such as detention or loss of privileges.

**Problem Statements:** School Processes & Programs 4

### Formative Reviews

November

January

May

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### Strategy 2

Communicate the tardiness policy to students and parents at the start of the school year and reinforce it through regular reminders.

**Problem Statements:** School Processes & Programs 4

## Formative Reviews

November

January

May

June

### Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

**4**

Students come in tardy to school and there are no consequences for students

Educate parents, students, and teachers about the impact of tardiness

# Goal 5

By the end of the 25-26 school year, increase middle school attendance to 95% by educating parents on the importance of attendance and the consequences of truancy.

## Performance Objective 1 High Priority

Increase middle school attendance rate from 90.52% to 93.5% by May 2026.

**Evaluation Data Source:** Six weeks attendance trackers

### Strategy 1

Establish a reward system for students with perfect attendance each month to encourage consistent attendance.

**Problem Statements:** Student Learning 1

**Formative Reviews**

November

January

May

June

### Strategy 2

Collaborate with local community organizations to provide resources and support for families struggling with attendance issues.

**Problem Statements:** Student Learning 1

**Formative Reviews**

November

January

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## Performance Objective 1 Problem Statements Identifying Student Learning

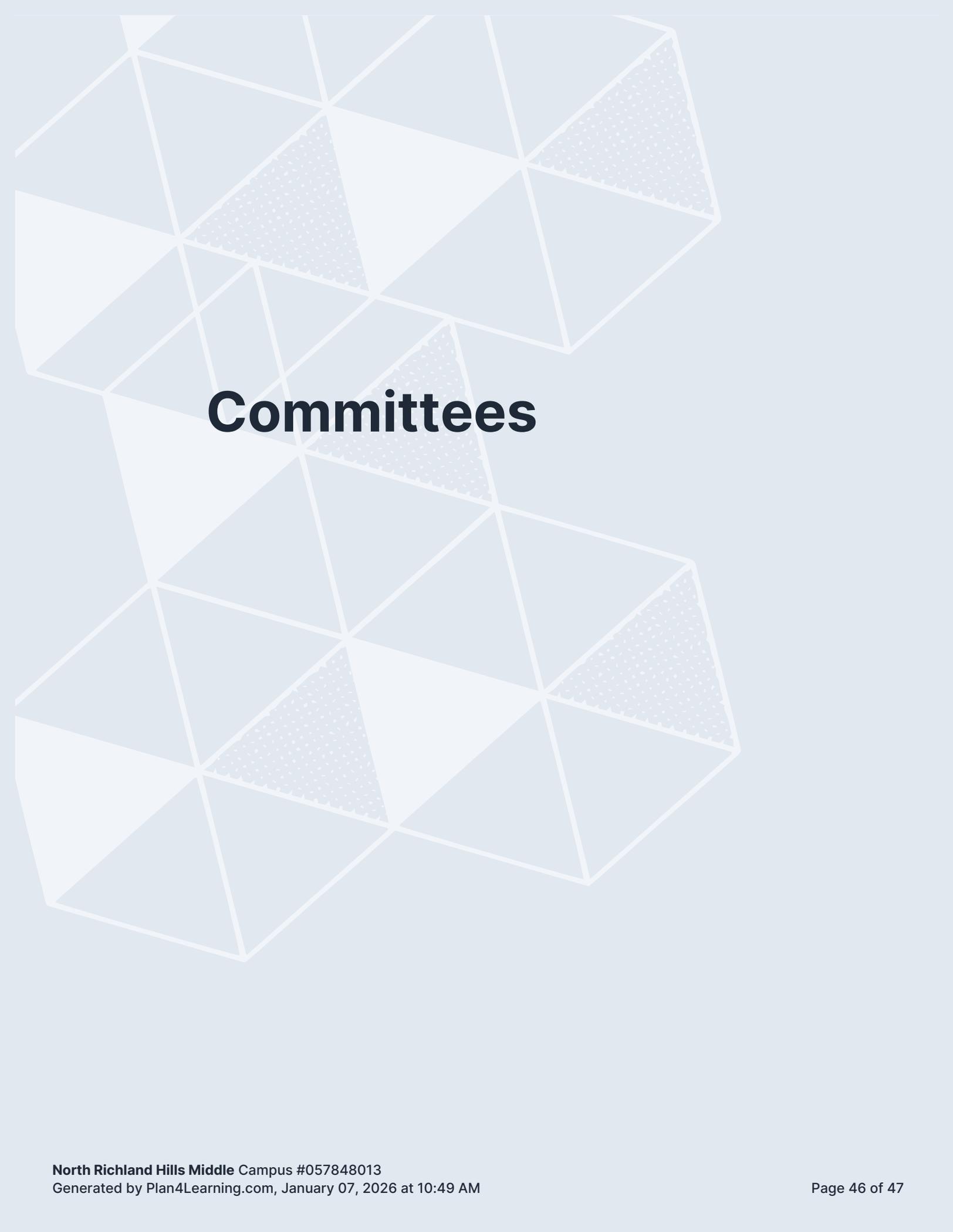
Problem Statement

Root Cause

1

We have low attendance in middle school (90.52%)

Parents allow students to stay home and are not educated on truancy



# 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/Middle Parent	Parent
Zeidy	Mora	Elem / Middle Parent	Parent
Bethany	Cuthbertson	Community/Ft. Worth Museum	Community Representative
Modesta	Tollison	SPED/Dyslexia Teacher	Non-Classroom Professional
Derrick	Neal	Athletic Coordinator	Non-Classroom Professional
Rosalva	Padron	Paraprofessional	Non-classroom Professional
Kate	Padron	Student	Student
Marlo	Hill	7th grade teacher	Classroom Teacher
Willie	Clayborne	8th grade teacher	Classroom Teacher
Christian	Bare	6th grade teacher	Classroom Teacher
Lemuel	Lopez	Technologist	Non-classroom Professional
Temeka	Campbell	Counselor	Non-classroom Professional
Candance	Moffitt	6-8 Assistant Principal	Administrator
Rachel	Moon	Principal	Administrator