

**International Leadership of  
Texas**

**Richmond Middle  
School**

**2025-2026  
Campus  
Improvement Plan**



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# Comprehensive Needs Assessment

# Demographics

## Summary

### Overview:

Richmond K–8 is a diverse public charter school serving students from kindergarten through 8th grade. The campus reflects a broad range of cultural, linguistic, and socioeconomic backgrounds, contributing to a vibrant and inclusive learning environment.

### Student Enrollment:

- Total Enrollment: 227 students
- Grade Levels: 6th grade through 8th grade

### Ethnic/Racial Composition:

- Hispanic/Latino: 41.41%
- African American: 35.68 %
- White: 11.45%
- Asian: 7.05%
- Two or More Races: 4.41%
- Male: 44.49%
- Female: 55.51%

### Special Populations:

- Emergent Bilingual (EBs): 25.99%
- Economically Disadvantaged: 61.67%
- Students Receiving Special Education Services: 11.01%
- Gifted and Talented Students: 7.05%
- At-Risk Students: 62.56%

### Attendance:

- Average Daily Attendance Rate: 96%

### Staff Demographics:

- Total Staff: 42
- Staff Diversity
  - Hispanic/Latino: 45%
  - African American: 23.8%
  - White: 16.6%
  - Asian: 11.9%
  - Two or More Races: 2.38 %
  - Male: 12
  - Female: 30

### Community Context:

Richmond K–8 serves a community with a mix of residential, commercial, and public spaces. Students come from households facing economic challenges, and the school collaborates closely with local organizations to provide wraparound services and family engagement opportunities.

## Strengths

Our school is dedicated to creating an inclusive environment where every student feels valued and respected. We celebrate our diversity through various programs and initiatives that promote cultural awareness and understanding. Our curriculum and

extracurricular activities are designed to reflect and honor the diverse backgrounds of our students, ensuring that all voices are heard and appreciated.

Student population represents a variety of educational backgrounds and cultures. The teaching population mirrors closely our student population. The Chinese and Spanish international teachers provide strong support of our DLI program and language courses. Our class sizes are below state average. We celebrate our diversity via celebrations throughout the year, including, National Hispanic Heritage, Chinese Lunar New Year, Black History month, and ending the year with an International Festival.

# Problem Statements Identifying Demographics Needs

## Problem Statement

## Root Cause

1



Teachers face challenges in effectively differentiating instruction to meet the diverse learning needs of all students, including those with varying academic abilities, learning styles, and language proficiencies.

Inconsistent professional development in differentiation strategies: Teachers have not received sustained, high-quality professional development on practical differentiation techniques tailored to diverse classrooms, leading to varied levels of confidence and implementation across grade levels and content areas.

 = Priority

# Student Learning

## Summary

### Academic Performance Overview:

Richmond K–8 is committed to providing rigorous, standards-aligned instruction to ensure academic growth for all students. Recent assessment data shows both areas of academic strength and opportunities for targeted improvement across grade levels and student groups.

### Assessment Data Highlights (Insert Latest Data):

Content	Approaches	Meets	Masters
6 <sup>th</sup> RLA	15%	19%	47%
6 <sup>th</sup> Math	25%	%	50%
7 <sup>th</sup> RLA	19%	20%	39%
7 <sup>th</sup> Math			
8 <sup>th</sup> RLA			
8 <sup>th</sup> Math			
8 <sup>th</sup> Science	32%	13%	16%
8 <sup>th</sup> Social Studies	23%	3%	29%
Eng I	4%	39%	31%
Alg I	17%	9%	6%

### Student Group Performance:

Achievement gaps are present among student subgroups, particularly:

- English Language Learners and Economically Disadvantaged students show lower proficiency rates in core subjects compared to campus averages.
- Students receiving Special Education services require more intensive, individualized academic supports. Targeted intervention and progress monitoring systems are in place to close these gaps.

### Interventions & Supports:

- MTSS framework implemented for all grade levels
- After-school and in-school tutoring provided for identified students
- Use of data-driven instruction and formative assessments to adjust teaching
- Small-group instruction and Tier II/Tier III supports embedded in daily schedules

### Instructional Focus Areas for Improvement:

- Strengthen Tier 1 instruction through alignment with TEKS and effective instructional practices
- Increase student engagement and ownership of learning
- Expand literacy-rich environments across all content areas
- Improve use of formative assessments to guide immediate instructional adjustments
- Provide ongoing professional development in differentiated instruction and inclusive practices

## Strengths

The focus for ILTexas Richmond K8 is to provide a rigorous curriculum to all students based on the TEKS.

- All students receive instruction in Spanish, Mandarin Chinese, and English.
- Instruction and learning is supported through character education taught throughout the curriculum and the

leadership traits.

- The campus provides PLC opportunities with district and/or campus-wide daily and weekly.
- Ongoing formative assessments are utilized at regular intervals during the learning cycles to gauge mastery learning.
- Data Days are set aside for teachers to understand where students are and to purposefully plan for instruction, remediation, and extension.
- Area instructional coaches are available to support teachers in academic planning and lesson modeling.

# Problem Statements Identifying Student Learning Needs

## Problem Statement

## Root Cause

1



A number of students at Richmond K-8 are finding it difficult to keep up with the fast pace of the curriculum, leading to gaps in understanding and academic performance.

Teachers often struggle to effectively differentiate instruction due to insufficient internalization of the lesson content.

 = Priority

# School Processes & Programs

## Summary

### Curriculum and Instruction

At Richmond K–8, curriculum and instruction are driven by the district’s vision to cultivate servant leaders prepared for global roles. This vision is grounded in academic excellence, multilingual proficiency (English, Spanish, and Chinese), and the holistic development of students' body, mind, and character.

Instruction is guided by the Texas Essential Knowledge and Skills (TEKS) across all content areas. To monitor student learning and ensure alignment with standards, the school utilizes a variety of assessments:

- Campus and District Common Assessments
- End-of-Course Exams
- State of Texas Assessments of Academic Readiness (STAAR)
- Measures of Academic Progress (MAP) to gauge student growth and project achievement
- TELPAS to monitor progress of English Language Learners
- Language Proficiency Assessments including ACTFL-based tools and AAPL exams for students in grades 5 and 8 in Spanish and Mandarin

Teachers follow a structured lesson planning model incorporating content and language objectives, engagement strategies, direct instruction (I Do–We Do–You Do), and reflective closures. Teachers are provided with daily planning time and Professional Learning Community (PLC) periods to collaborate, analyze data, and refine instruction.

To support continuous improvement, the district calendar includes professional development days and data analysis days. Instructional strategies are enhanced through district-wide support, including coaching, modeling, and targeted training.

### Staff Recruitment and Retention

Richmond K–8 employs a multi-tiered approach to recruiting highly qualified educators. Hiring decisions are made through interview committees that include administrators, teacher leaders, and Grade Level Administrators (GLAs). Recruitment efforts include:

- Job fairs (on and off campus)
- College and university outreach
- Regional Service Center events
- Online job postings

While staff turnover has presented a challenge—often attributed to compensation—ILTexas has revised its salary structure to remain competitive. The campus also emphasizes staff recognition, wellness, and community through PTO-supported initiatives that contribute to a positive work environment and increased staff retention.

### School Organization

Richmond K–8 is funded through a combination of local, state, and federal resources, with additional support from an active Parent-Teacher Organization (PTO). The PTO assists with funding instructional supplies, student experiences, and teacher appreciation events.

Instructional planning is supported by the **TEKS R Us** curriculum resource platform, which aligns with state standards and provides structured support for lesson design. Teachers receive ongoing professional development, data-driven planning time, and collaborative opportunities built into the academic calendar.

The campus maintains a strong focus on using student achievement data to drive instruction, identify gaps, and implement targeted interventions. Grade-level and department teams meet regularly to examine data and adjust instructional plans accordingly.

### Technology Integration

Technology is embedded throughout teaching and learning at Richmond K–8. Each classroom is equipped with:

- Interactive projectors and document cameras
- Smart pens and related peripherals
- Windows laptops for teacher use
- Chromebook access for all students

The school offers a range of digital learning platforms and tools, supported by a campus-based technology specialist. Teachers have been trained in the use of the Google Suite for Education and other instructional technologies to enhance student engagement and digital literacy. Ongoing tech support and professional development ensure that educators can effectively integrate technology into daily instruction.

## Strengths

### Campus Strengths and Priorities:

- **Leadership & Organization:** Tiered administrative support (GLA, AP, Principal) ensures targeted guidance. Grade-level administrators support teacher and student success.
- **Curriculum & Instruction:** Strong, TEKS-based curriculum with quality resources in both core and language programs. New teacher support and data-driven planning built into the academic calendar.
- **Assessment & Collaboration:** Multiple assessment tools across subjects; regular PLC time and planning opportunities promote staff collaboration and instruction.
- **Languages & Character Education:** Emphasis on language development and character education through Dual Language Instruction (DLI) and campus initiatives.
- **Professional Development:** Ongoing PD provided through PLCs and district sessions; extensive training opportunities throughout the year.
- **Staff Recruitment & Retention:** Active recruitment of highly qualified and international teachers. District incentives include stipends for DLI and other specialized programs.
- **Technology Integration:** Up-to-date student-device ratio, classroom technology upgrades, and access to digital learning programs supported by campus and district technology teams.

# Problem Statements Identifying School Processes & Programs Needs

## Problem Statement

## Root Cause

1

Teachers face challenges with differentiating instruction in the classroom, which hinders their ability to effectively meet the diverse learning needs of all students.

Inexperienced teachers struggle with differentiation due to a lack of targeted professional development on effective strategies, hindering their ability to meet the diverse needs of students.

 = Priority

# Perceptions

## Summary

### Family and Community Engagement

ILTexas Richmond K–8 is committed to building strong partnerships with families and the community to support student success. Throughout the school year, parents and guardians are provided with multiple opportunities to engage with the campus. Family-focused events hosted by the school include:

- Literacy Night
- Math Night
- STAAR Information Night
- Coffee with the Principal sessions
- Trilingual Bingo Nights celebrating English, Spanish, and Chinese language learning

These events encourage collaboration between home and school while reinforcing the district's commitment to multilingualism and international awareness. In addition, the school celebrates cultural diversity through international community events that highlight traditions, languages, and customs from around the world.

Community engagement is further supported through:

- A highly active Parent-Teacher Organization (PTO)
- Parent volunteer opportunities
- Watch D.O.G.S. (Dads of Great Students) program
- Student support from high school volunteers at ILTexas Katy Westpark High School

To maintain clear and consistent communication with families, ILTexas Richmond utilizes multiple platforms, including:

- Skyward for student academic progress
- School Messenger
- Class Dojo
- Facebook and school website
- Peachjar digital flyers
- Parent-teacher conferences
- Email and tip411 alerts

These channels ensure families are informed, engaged, and empowered to support their child's education.

### School Culture and Climate

At ILTexas Richmond K–8, fostering a safe, inclusive, and positive learning environment is a top priority. The school promotes a culture grounded in the ILTexas mission of servant leadership, high expectations, and respect for all. Staff are well-trained in safety and emergency protocols, and the campus maintains a full-time police officer to ensure a secure environment.

The school culture is enriched by a wide range of extracurricular opportunities that help students grow socially and emotionally. Students are encouraged to participate in:

- Athletics
- Fine arts
- Academic and leadership clubs
- Cultural and community service projects

Partnerships with local organizations, including the sheriff's department, fire department, and intercultural groups, provide students with real-world connections and community-building experiences.

ILTexas Richmond K–8 prioritizes open communication and values parental input. Family and community involvement is seen as vital to student achievement and school improvement. Through regular events, volunteer opportunities, and collaborative planning, the

campus continues to strengthen its culture of support, trust, and shared responsibility for student success.

## Strengths

- **Welcoming School Environment:**  
The active PTO and frequent community events contribute to a positive and inclusive school climate where families feel welcon
- **Cultural Inclusivity:**  
Intercultural celebrations—including the Hispanic Heritage Celebration, International Festival, Lunar New Year Celebration, and
- **Positive Community Engagement:** Ongoing family and community involvement helps shape a supportive perception of the school as a hub for learning, culture, and connection.

# Problem Statements Identifying Perceptions Needs

## Problem Statement

## Root Cause

1

: Parents at Richmond K-8 are requesting more consistent and aligned communication between teachers and the campus. Currently, different grade levels are using varying communication methods, which creates confusion and challenges for parents with multiple children at the school, making it difficult for them to stay informed and engaged.

The lack of standardized communication protocols across grade levels leads teachers to use multiple platforms, causing confusion for parents with children in different grades.

 = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

Teachers face challenges in effectively differentiating instruction to meet the diverse learning needs of all students, including those with varying academic abilities, learning styles, and language proficiencies.

Inconsistent professional development in differentiation strategies: Teachers have not received sustained, high-quality professional development on practical differentiation techniques tailored to diverse classrooms, leading to varied levels of confidence and implementation across grade levels and content areas.

2  
★

A number of students at Richmond K-8 are finding it difficult to keep up with the fast pace of the curriculum, leading to gaps in understanding and academic performance.

Teachers often struggle to effectively differentiate instruction due to insufficient internalization of the lesson content.

★ = 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)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- 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
- Section 504 data
- Homeless data
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

## Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

## Parent/Community Data

- Parent 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 C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher the previous year.

## Performance Objective 1 HB3 Goal

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

Evaluation Data Source: STAAR

### Strategy 1

ILTexas RK8 will bring in subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students with focus on increasing the Meets Target goal on the STAAR Reading assessment.

**Strategy's Expected Result/Impact:** Improved student academic progress.

**Staff Responsible for Monitoring:** Deputy Superintendent of Academics & Student Services, Exec. Director of EL/  
EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches

**Funding Sources:** Subject Area Consultants for Reading and Math to provide support and development 211 - Title I School Improvement, \$3,500

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

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

### Formative Reviews

November

January

May

June

### Strategy 2

Provide teachers professional development on how to differentiate lesson planning and lesson presentation. Hire presenters, provide books and videos. 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:** Improved student academic performance

**Staff Responsible for Monitoring:** Assistant Principals and Principal

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

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

### **Formative Reviews**

**November**

**January**

**May**

**June**

## **Strategy 3**

ILTexas RK8 will purchase supplemental resources for students such as instructional materials (bilingual dictionaries, leveled readers) and online platforms to increase access to language acquisition and differentiation. Supplemental instructional software (SeeSaw) will be purchased to aid in increasing student academic achievement, track language proficiency, and increase the effective usage of technology within the educational environment.

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

**Staff Responsible for Monitoring:** Exec. Director of EL/EB Support, Content Directors, Area Instructional Coaches, Academic Directors, Campus Principals, Deans of Instruction, Instructional Coaches

**Funding Sources:** supplies 211 - Title I School Improvement, \$40,000

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

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

### **Formative Reviews**

**November**

**January**

**May**

**June**

## **Strategy 4**

Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost.

### **Formative Reviews**

November

January

May

June

### Strategy 5

Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the compact will be made available at no cost. (

**Funding Sources:** Food snacks and beverages for parent meetings after hours 211 - Title I School Improvement, \$1,000

#### Formative Reviews

November

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June

### Strategy 6

Build capacity of families and staff to partner effectively to improve student outcomes by providing professional development for staff on the value and utility of parents, and providing parents with resources to support student learning outside of the classroom.

**Funding Sources:** Professional development resources and flyers for parents 211 - Title I School Improvement, \$1,000

#### Formative Reviews

November

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June

# 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 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 HB3 Goal

By the end of 25-26 school year, 90% of K-12 fine art students will be successful in completing the specific TEKS required for all fine art courses.

Evaluation Data Source: APPL

### Strategy 1

Develop professional development for teachers to educate on Year at a Glance and Vertical Alignments for fine art courses.

**Strategy's Expected Result/Impact:** 90% result

**Staff Responsible for Monitoring:** Dir. of Fine Arts, campus Dean's for K-8

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

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

#### Formative Reviews

November

January

May

June

### Strategy 2

Provide more PD for teachers to support language output and to build presentational skills in reading and speaking, and interpersonal speaking.

**Strategy's Expected Result/Impact:** Improve students APPL scores

**Staff Responsible for Monitoring:** Director of Chinese, Director of DLI and LOTE Spanish.

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

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

## Formative Reviews

November

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June

# Goal 3

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

## Performance Objective 1 HB3 Goal

ILTexas RK8 will provide onboarding training for all new teachers in the classroom throughout the 25-26 School Year.

**Evaluation Data Source:** Inhouse data based on teacher retention percentage.

### Strategy 1

Publicly recognize accomplishments of all staff.

**Strategy's Expected Result/Impact:** Higher teacher retention

**Staff Responsible for Monitoring:** Administration

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

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

#### Formative Reviews

November

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### Strategy 2

Before new teachers enter a classroom, new teacher onboarding and training will be provided by the curriculum departments who support the content the teacher will teach.

**Strategy's Expected Result/Impact:** Greater retention of teachers

**Staff Responsible for Monitoring:** Administration

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

**ESF Levers:** Lever 2: Strategic Staffing

#### Formative Reviews

November

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May

June

### Strategy 3

Create and implement an asynchronous onboarding plan to support teachers who join ILTexas after initial August training.

**Strategy's Expected Result/Impact:** Supported teachers will want to remain at RK8

**Staff Responsible for Monitoring:** All

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

**ESF Levers:** Lever 2: Strategic Staffing

#### Formative Reviews

November

January

May

June

### Strategy 4

Each curriculum and instruction department will provide continuous training in the TEKS and instructional strategies through content PLC meetings, data day analysis, professional learning days, and other professional learning opportunities.

**Strategy's Expected Result/Impact:** Teachers will learn from their peers resulting in improved instruction

**Staff Responsible for Monitoring:** Administrators

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

**ESF Levers:** Lever 2: Strategic Staffing

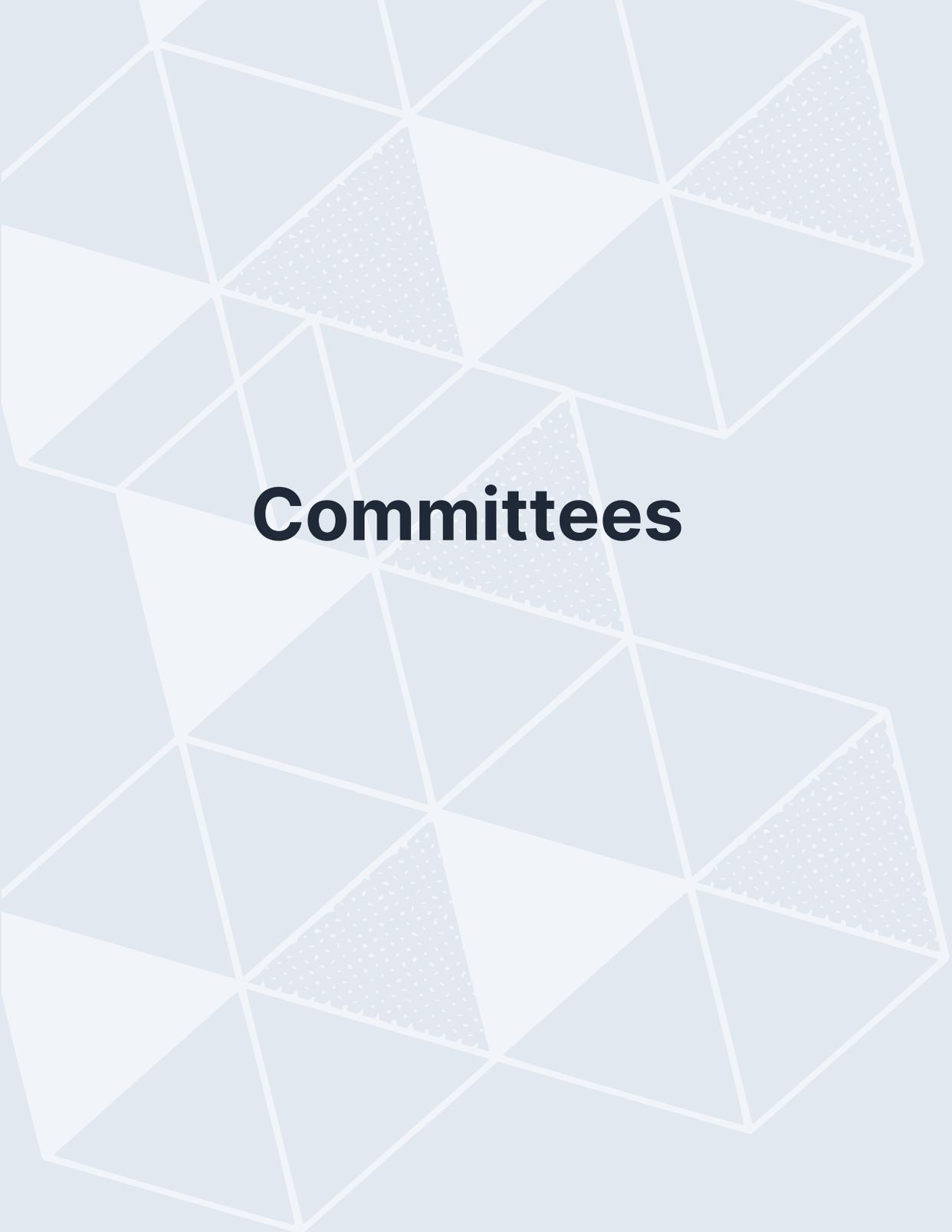
#### Formative Reviews

November

January

May

June



# Committees

# Committees

## Site Based Decision Making Committee

### Members

First Name	Last Name	Position	Committee Role
Marcia	Smith	Parent	Parent
Celia	Fuentes	Parent	Parent
Marcia	Smith	Parent	Parent
Brandon	Guerrero	Financial Advisor	Community Member
Larry	Pittman	Business Owner	Business Rep
Demarqus	Epps	SPED Teacher	Teacher
Daniel	Tabor	GLA	Teacher
Benjamin	Leasure	Media Specialist	Teacher
Anabel	Marquez	GLA	Teacher
Ronda	Milic	GLA	Teacher
Emiliy	Alastre	AP	admin
Deanna	Woollen	AP	admin
Brandon	Pigeon	Principal	Admin