

Garland Independent School District



Classical Center At Vial Elementary School

2025-2026 Campus Improvement Plan

Board Approval Date:
October 28, 2025

Mission Statement

We learn. We Care. We lead.

Vision

Inspire others to lead everywhere, every day.

Value Statement

We will:

- Be Responsible
- Be Respectful
- Be Kind
- Be eager to learn

and together be a part of the Vial Viking Community.

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Comprehensive Needs Assessment

Demographics

Summary

Classical Center at Vial Elementary is a diverse campus that offers a high quality education to students from across GISD and neighboring school districts. CC at Vial is among the top performing elementary schools in GISD that earned a TEA rating of "A" and earned all six (6) TEA distinctions for 2024-2025.

Strengths

Based on 2024-2025 Campus Staff Information, 34% of our staff are Bilingual/ESL certified. This positively impacts the academics success of our students because 66% of our student population are bilingual or ESL.

Student attendance has increased from 95.9% in 2023-2024 to 96.2% in 2024-2025.

Student Learning

Summary

Percent of students in grade 3 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading was 62% at the Meets performance level.

Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading was 77% at the Meets performance level.

Percent of students in grade 5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading was 80% at the Meets performance level.

Percent of students in grade 3 demonstrating mathematical proficiency by attaining Meets Grade Level performance on STAAR Math was 50% at the Meets performance level.

Percent of students in grade 4 demonstrating mathematical proficiency by attaining Meets Grade Level performance on STAAR Math was 71% at the Meets performance level.

Percent of students in grade 5 demonstrating mathematical proficiency by attaining Meets Grade Level performance on STAAR Math was 87% at the Meets performance level.

Strengths

According to the 2024-205 STAAR Summary Report for Math, 87% of students in 5th grade performed at the Meets performance level.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	According to the 2024-2025 STAAR Summary Report for Math, 50% of 3rd grade students performed at the Meets level.	Provide higher order questions Targeted small groups Goal setting Differentiating instruction for tier 1 students Option for Vertical alignment planning
2 ★	According to the 2024-2025 STAAR Summary Report for Reading, 62% of 3rd grade students performed at the Meets level.	Inconsistency of Spiral Review (bell ringers-mini lessons) from previous TEKS Lack of Consistent intervention/small group Lack of Goal Setting and Data tracking (Not knowing what programs we are tracking)
3 ★	According to the 2025-2026 BOY i-Ready Reading Diagnostic, only 23% of 1st grade students performed at the "On, Mid, or Late" grade-level.	Insufficient understanding of the RLA curriculum. Targeted interventions have not yet to be provided.
4 ★	According to the 2025-2026 BOY i-Ready Math Diagnostic, only 17% of 1st grade students performed at the "On, Mid, or Late" grade-level.	Insufficient understanding of the Math curriculum. Targeted interventions have not yet to be provided.

★ = Priority

School Processes & Programs

Summary

Classical Center at Vial Elementary provides staff development that supports teachers with instruction and classroom management. For 2024-2025, our LPAC teacher and 4th grade RLA teacher provided professional development that targeted our lowest performing area TELPAS.

Strengths

Classical programs of Piano and Drama were integrated throughout the school year.

Technology integration in each classroom and school-wide technology alignment is evident with 1:1 student-device ratio.

Perceptions

Strengths

According to the 2024-2025 family engagement survey...

- According to the Family Engagement Survey for the 2024-2025 school year, ___% of parents state that the school provides communication in a language they understood.

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause


1



According to the Family Engagement Survey for the 2024-2025 school year, only __% of parents responded that the school always provides materials and training to help parents work with their children to improve students achievement.

Parent trainings/information sessions were not highly advertised.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

According to the 2024-2025 STAAR Summary Report for Reading, 62% of 3rd grade students performed at the Meets level.

Inconsistency of Spiral Review (bell ringers-mini lessons) from previous TEKS Lack of Consistent intervention/small group Lack of Goal Setting and Data tracking (Not knowing what programs we are tracking)

2
★

According to the Family Engagement Survey for the 2024-2025 school year, only __% of parents responded that the school always provides materials and training to help parents work with their children to improve students achievement.

Parent trainings/information sessions were not highly advertised.

3
★

According to the 2024-2025 STAAR Summary Report for Math, 50% of 3rd grade students performed at the Meets level.

Provide higher order questions Targeted small groups Goal setting Differentiating instruction for tier 1 students Option for Vertical alignment planning

4
★

According to the 2025-2026 BOY i-Ready Reading Diagnostic, only 23% of 1st grade students performed at the "On, Mid, or Late" grade-level.

Insufficient understanding of the RLA curriculum. Targeted interventions have not yet to be provided.

5
★

According to the 2025-2026 BOY i-Ready Math Diagnostic, only 17% of 1st grade students performed at the "On, Mid, or Late" grade-level.

Insufficient understanding of the Math curriculum. Targeted interventions have not yet to be provided.

★ = Priority



Goals

Goal 1

Increase the percentage of students achieving Early, Mid, Late Grade-Level performance on the 1st grade i-Ready Math Diagnostic from 17% at BOY 2025 to 57% at EOY 2026.

Performance Objective 1 High Priority

Foundations

Evaluation Data Source: EOY i-Ready Math Diagnostic report.

Strategy 1

Teachers will internalize and customize lessons to understand the Math TEKS, learning objectives, instructional strategies, academic vocabulary, create teacher exemplar for explicit modeling, analyze DOLs, in collaboration with Administrators and Title 1 Support Teacher during Professional Development (Professional Learning Communities).

Strategy's Expected Result/Impact: Increase in teacher understanding of the math curriculum. Increase student mastery of the Math TEKS and participate in engaging activities. Ultimately, positively impacting student achievement in the i-Ready Math Diagnostic.

Problem Statements: Student Learning 4

Funding Sources: Subs for planning 199 - PIC 24 State Comp Ed Funds, \$2,310

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November

February

April

June

Strategy 2

Implement and maintain an instructional schedule that includes math intervention for Tier 2 and Tier students, and Tier 1 small group math instruction.

Strategy's Expected Result/Impact: Instructional schedule that maximizes in-depth, rigorous instruction that positively impacts student academic achievement as measured by the i-Reading Math Diagnostic reports.

Staff Responsible for Monitoring: Teachers, Support Teacher, and Administrators.

Problem Statements: Student Learning 4

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November

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June

Strategy 3

The principal, assistant principal, Title 1 Support Teacher, and teachers will facilitate Weekly Data Meetings (professional development) to build teacher capacity by collaboratively unpacking standards, developing teacher exemplars, analyzing student work, identifying gaps in instruction and student performance, creating reteach plans, and progress monitoring.

Strategy's Expected Result/Impact: Support teachers so they can provide in-depth, rigorous instruction that positively impacts student academic achievement and increase in percentage of students "On, Mid, or Late Grade-Level" as measured by the i-Ready Math Diagnostic.

Staff Responsible for Monitoring: Administrators, Support Teacher, and Teachers

Problem Statements: Student Learning 4

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 4

Administrators and the Title 1 Support Teacher will conduct frequent classroom/instructional observations, then implement coaching conferences in which reinforcements and refinements are identified and next steps are created and implemented by the teacher that will impact instruction and student learning.

Strategy's Expected Result/Impact: Support teachers so they can provide in-depth, rigorous instruction that positively impacts student academic achievement and increase in percentage of students "On, Mid, or Late Grade-Level" as measured by the i-Ready Math Diagnostic.

Staff Responsible for Monitoring: Teachers, Support Teacher, and Administrators

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 5

Provided math tutorials.

Strategy's Expected Result/Impact: Closing math learning gaps to positively impact student academic achievement as measured by the i-Ready Math Diagnostic report.

Staff Responsible for Monitoring: Teachers and Administrators.

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

According to the 2025-2026 BOY i-Ready Math Diagnostic, only 17% of 1st grade students performed at the "On, Mid, or Late" grade-level.

Insufficient understanding of the Math curriculum. Targeted interventions have not yet to be provided.

Goal 2

Increase the percentage of students achieving Early, Mid, Late Grade-Level performance on the 1st grade i-Ready Reading Diagnostic from 23% at BOY 2025 to 68% at EOY 2026.

Performance Objective 1 High Priority HB3 Goal

Foundations

Evaluation Data Source: EOY i-Ready Reading Diagnostic report.

Strategy 1

Teachers will internalize and customize lessons to understand the Reading and Writing TEKS, learning objectives, instructional strategies, academic vocabulary, create teacher exemplar for explicit modeling, analyze Exit Tickets, in collaboration with Administrators and LPAC teacher during Professional Development (Professional Learning Communities).

Strategy's Expected Result/Impact: Increase in teacher understanding of the math curriculum. Increase student mastery of the Reading TEKS and participate in engaging activities. Ultimately, positively impacting student achievement in the i-Ready Reading Diagnostic.

Staff Responsible for Monitoring: Administrators and classroom teachers

Problem Statements: Student Learning 3

Funding Sources: Subs for planning 199 - PIC 24 State Comp Ed Funds, \$2,310

Title I: 2.5.1, 2.5.2, 2.5.3

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

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Strategy 2

Implement and maintain an instructional schedule that includes reading intervention for Tier 2 and Tier 3 students, and Tier 1 small group reading instruction.

Strategy's Expected Result/Impact: Close learning gaps for students identified as Tier 2 and Tier 3 as demonstrated on the i-Ready Reading Diagnostic.

Staff Responsible for Monitoring: Administrators, classroom teachers

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.2, 2.5.3

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

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Strategy 3

The Title 1 Support Teacher and Administrators will collaborate with teachers to identify students for reading intervention instruction for Tier 2 and Tier 3 according to i-Ready reading data.

Strategy's Expected Result/Impact: Close reading gaps that positively impacts student academic achievement as measured by the i-Ready Reading Diagnostic reports.

Staff Responsible for Monitoring: Title 1 Support Teachers, classroom teachers, and administrators.

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.3

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

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Strategy 4

The principal, assistant principal, and teachers will facilitate Weekly Data Meetings (professional development) to build capacity by collaboratively unpacking standards, developing teacher exemplars, analyzing student work, identifying highest leverage gaps in instruction and student performance, creating reteach plans, and progress monitoring.

Strategy's Expected Result/Impact: Increase in teacher understanding of reading curriculum that allows for in-depth, rigorous instruction that positively impacts student academic achievement (i-Ready Reading reports, Curriculum Based Assessments (CBAs), and DOLs

Staff Responsible for Monitoring: Administrators, Title 1 Support Teacher, and teachers.

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

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Strategy 5

Provide Reading tutorials before school.

Strategy's Expected Result/Impact: Closing reading gaps to positively impact student academic achievement as measured by the i-Reading Reading Diagnostic report.

Staff Responsible for Monitoring: Teachers and Administrators

Title I: 2.5.1

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 6

Administrators and the Title 1 Support Teacher will conduct frequent classroom/instructional observations, then implement coaching conferences in which reinforcements and refinements are identified and next steps are created and implemented by the teacher that will impact instruction and student learning.

Strategy's Expected Result/Impact: Support teachers so they can provide in-depth, rigorous instruction that positively impacts student academic achievement and increase in percentage of students "On, Mid, or Late Grade-Level" as measured by the i-Ready Reading Diagnostic.

Staff Responsible for Monitoring: K-5th teachers, Title 1 Support Teacher, and Administrators

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

According to the 2025-2026 BOY i-Ready Reading Diagnostic, only 23% of 1st grade students performed at the "On, Mid, or Late" grade-level.

Insufficient understanding of the RLA curriculum. Targeted interventions have not yet to be provided.

Goal 3

Increase the percentage of all 3rd grade students achieving Meets Grade Level on 3rd grade Math STAAR exams from 50% at BOY 2025 to 58% at EOY 2026.

Performance Objective 1 High Priority HB3 Goal

Foundations

Evaluation Data Source: Texas Education Agency's STAAR report for 2025-2026.

Strategy 1

Teachers will internalize and customize lessons to understand the Math TEKS, learning objectives, instructional strategies, academic vocabulary, create teacher exemplar for explicit modeling, analyze DOLs, in collaboration with Administrators and Title 1 Support Teacher during Professional Development (Professional Learning Communities).

Strategy's Expected Result/Impact: Teachers will internalize and customize lessons to understand the Math TEKS, learning objectives, instructional strategies, academic vocabulary, create teacher exemplar for explicit modeling, analyze DOLs, in collaboration with Administrators and Title 1 Support Teacher.

Staff Responsible for Monitoring: Teachers, Support Teacher, and Administrators.

Problem Statements: Student Learning 1

Funding Sources: Subs for SPED planning 199 - PIC 23 SPED State Allotment Funds, \$646, Subs for Planning 199 - PIC 25 Bil./ESL State Allotment Funds, \$2,205

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

The principal, assistant principal, Title 1 Support Teacher, and teachers will facilitate Weekly Data Meetings (professional development) to build teacher capacity by collaboratively unpacking standards, developing teacher exemplars, analyzing student work, identifying gaps in instruction and student performance, creating reteach plans, and progress monitoring.

Strategy's Expected Result/Impact: Teachers will internalize and customize lessons to understand the Reading TEKS, learning objectives, instructional strategies, academic vocabulary, create teacher exemplar for explicit modeling, analyze DOLs, in collaboration with Administrators and Title 1 Support Teacher.

Staff Responsible for Monitoring: Teachers, Support Teacher, and Administrators.

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

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Strategy 3

Administrators and the Title 1 Support Teacher will conduct frequent classroom/instructional observations, then implement coaching conferences in which reinforcements and refinements are identified and next steps are created and implemented by the teacher that will impact instruction and student learning.

Strategy's Expected Result/Impact: Support teachers so they can provide in-depth, rigorous instruction that positively impacts student academic achievement and increase in percentage of students performing at Meets Level on DOLs, CBAs, and STAAR.

Staff Responsible for Monitoring: Teachers, Support Teacher, and Administrators.

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

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June

Strategy 4

Implement and maintain an instructional schedule that includes Math intervention for Tier 2 and Tier students, and tutoring Tier 1 students.

Strategy's Expected Result/Impact: Support teachers so they can provide in-depth, rigorous instruction that positively impacts student academic achievement and increase in percentage of students performing at Meets Level on DOLs, CBAs, and STAAR.

Staff Responsible for Monitoring: Teachers

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

According to the 2024-2025 STAAR Summary Report for Math, 50% of 3rd grade students performed at the Meets level.

Provide higher order questions
Targeted small groups
Goal setting
Differentiating instruction for tier 1 students
Option for Vertical alignment planning

Goal 4

Increase the percentage of all 3rd grade students achieving Meets Grade Level on 3rd grade Reading Language Arts STAAR exams from 62% at BOY 2025 to 70% at EOY 2026.

Performance Objective 1 High Priority HB3 Goal

Foundations

Evaluation Data Source: Texas Education Agency's STAAR report for 2025-2026.

Strategy 1

Teachers will internalize and customize lessons to understand the Reading and Writing TEKS, learning objectives, instructional strategies, academic vocabulary, create teacher exemplar for explicit modeling, analyze DOLs, in collaboration with Administrators and Title 1 Support Teacher during Professional Development (Professional Learning Communities).

Strategy's Expected Result/Impact: Teachers will internalize and customize lessons to understand the Reading TEKS, learning objectives, instructional strategies, academic vocabulary, create teacher exemplar for explicit modeling, analyze DOLs, in collaboration with Administrators and Title 1 Support Teacher.

Staff Responsible for Monitoring: Administrators, Support Teacher, and Teachers

Problem Statements: Student Learning 2

Funding Sources: Subs for SPED planning 199 - PIC 23 SPED State Allotment Funds, \$646, Subs for planning 199 - PIC 25 Bil./ESL State Allotment Funds, \$2,205

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

The principal, assistant principal, Title 1 Support Teacher, and teachers will facilitate Weekly Data Meetings (professional development) to build teacher capacity by collaboratively unpacking standards, developing teacher exemplars, analyzing student work, identifying gaps in instruction and student performance, creating reteach plans, and progress monitoring.

Strategy's Expected Result/Impact: Teachers will internalize and customize lessons to understand the Reading TEKS, learning objectives, instructional strategies, academic vocabulary, create teacher exemplar for explicit modeling, analyze DOLs, in collaboration with Administrators and Title 1 Support Teacher.

Staff Responsible for Monitoring: Administrators, Support Teacher, and Teachers

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

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Strategy 3

Administrators and the Title 1 Support Teacher will conduct frequent classroom/instructional observations, then implement coaching conferences in which reinforcements and refinements are identified and next steps are created and implemented by the teacher that will impact instruction and student learning.

Strategy's Expected Result/Impact: Support of teachers so they can provide in-depth, rigorous instruction that positively impacts student academic achievement and increase in percentage of students performing at Meets Level on DOLs, CBAs, and STAAR.

Staff Responsible for Monitoring: Teachers, Support Teacher, and Administrators.

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

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

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Strategy 4

Implement and maintain an instructional schedule that includes Reading intervention for Tier 2 and Tier students, and tutoring Tier 1 students.

Strategy's Expected Result/Impact: To support teachers so they can provide in-depth, rigorous instruction that positively impacts student academic achievement and increase in percentage of students performing at Meets Level on DOLs, CBAs, and STAAR.

Staff Responsible for Monitoring: Teachers

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

According to the 2024-2025 STAAR Summary Report for Reading, 62% of 3rd grade students performed at the Meets level.

Inconsistency of Spiral Review (bell ringers-mini lessons) from previous TEKS
Lack of Consistent intervention/small group
Lack of Goal Setting and Data tracking (Not knowing what programs we are tracking)

Goal 5

Increase the Average Daily Attendance rate for students from 96.2% in 2025 to 97.0% by the end of the 2026 school year and decrease teacher absences from 40% in 2025 to 30% at by the end of the 2026 school year.

Performance Objective 1 High Priority HB3 Goal

Attendance

Evaluation Data Source: Average Daily Attendance report via OnSuite Data (Skyward) in June 2026.

Strategy 1

The PBIS committee will recognize individual students and classrooms with perfect attendance weekly and for the grading cycle utilizing a variety of incentives.

Strategy's Expected Result/Impact: Increase of daily attendance as measure by Skyward / Rawee attendance reports.

Staff Responsible for Monitoring: Data Clerk and Administrators

Formative Reviews

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Strategy 2

Administrators will collaborate with the PTA to recognize and incentivize all staff members for monthly perfect attendance.

Strategy's Expected Result/Impact: Increase teacher attendance rate. Decrease loss the rigorous instruction.

Staff Responsible for Monitoring: Administrators and Secretary.

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

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Goal 6

Increase parent engagement attendance of academic events to 50 families in three events in 2024-2025 to 100 families in three events for the 2025-2026 school year.

Performance Objective 1 High Priority

Climate and Culture

Evaluation Data Source: Family Engagement sign-in sheets

Strategy 1

Provided communication to all families using ParentSquare (call, email, and newsletter) to invite them of each family event.

Strategy's Expected Result/Impact: Increase of positive ratings in the Parent Involvement Survey for the 2025-2026 school year.

Staff Responsible for Monitoring: Administrators

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Provide educational resources that will support parents with Reading and/or Math.

Strategy's Expected Result/Impact: Increase reading and/or math skills

Staff Responsible for Monitoring: Teachers and Administrators

Problem Statements: Perceptions 1

Funding Sources: Human Capital to run each event 6100 Parent Inv. Payroll T1, \$900, Educational resources for parents. 6300 Parent Involvement. Supplies T1, \$2,323

Formative Reviews

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

According to the Family Engagement Survey for the 2024-2025 school year, only __% of parents responded that the school always provides materials and training to help parents work with their children to improve students achievement.

Parent trainings/information sessions were not highly advertised.

Goal 7

Increase the percentage of Emergent Bilingual students who grow one proficiency level on TELPAS composite to 40 %in 2026.

Performance Objective 1 High Priority HB3 Goal

English Proficiency

Evaluation Data Source: TELPAS 2026 report

Strategy 1

Provide targeted small-group instruction during daily intervention/tutorial time, focusing on identified gaps.

Strategy's Expected Result/Impact: Increase composite percentage for all grade levels as measured by TELPAS.

Staff Responsible for Monitoring: Teachers and Administrators

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Goal 8 Magnet Funding Justification

Performance Objective 1

Vial will provide high quality Fine Arts and Dual Language programs for all students in K-5.

Evaluation Data Source: Newsletters, surveys, magnet tours

Strategy 1

Fine arts teachers will attend training and conferences to support their continuing professional development.

Strategy's Expected Result/Impact: Quality productions and presentations in Fall and Spring.

Staff Responsible for Monitoring: Administrators, classroom teachers

Funding Sources: Supplies & Materials 199 - Magnet Funds, \$3,750

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

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Strategy 2

Provide resources and equipment to support the best-research practices and high quality instruction in the Two-Way Dual Language Magnet program.

Strategy's Expected Result/Impact: Increase student biliteracy, biculturalism, and bilingualism in English and Spanish.

Staff Responsible for Monitoring: K-5th grade Dual Language Teachers and Administrators.

Funding Sources: Achieve 3000 and other supplies for classroom enrichment 199 - Magnet Funds, \$21,101

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Resources and equipment will be purchased to support the integration of technology, best-research practices, and high quality instruction in the Classical magnet program.

Strategy's Expected Result/Impact: Increase student understanding and performance in Drama, Piano, Art, and Music.

Staff Responsible for Monitoring: Art Teacher, Music Teacher, Piano Lab Teacher, Drama Teacher, and Administrators.

Funding Sources: Supplies, resources, and professional development. 199 - Magnet Funds, \$21,101

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

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Strategy 4

Provide educational excursions (field trips) for students that are aligned with TEKS and district curriculum.

Strategy's Expected Result/Impact: Students will be able to access and acquire the TEKS and participate in engaging activities.

Staff Responsible for Monitoring: Teachers and Administrators

Funding Sources: Educational Excursions for students in each grade level 199 - Magnet Funds, \$16,000

Formative Reviews

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Strategy 5

Increase student engagement by incentivizing hard work and effort.

Funding Sources: Incentives for students 199 - Magnet Funds, \$4,000

Formative Reviews

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Title I Summary

Title I Personnel

Name	Position	Program	FTE
Michelle Usher	Teacher Intervention Specialist	Title I, Part A	1



Committees

Committees

2025-2026 Campus Improvement Team

Members

First Name	Last Name	Position	Committee Role
Christopher	Negron	Teacher	Non-classroom Professional
Maria	Arroyo	Teacher	Classroom Teacher
Sergio	Sanchez	Teacher	Classroom Teacher
Marilyn	Gonzalez	Teacher	Classroom Teacher
Veronica	Hernandez	Teacher	Classroom Teacher
Nikki	Perison	Teacher	Classroom Teacher
Eunice	Escobar	Teacher	Classroom Teacher
Juana	Manriquez	Office Aide	Paraprofessional
Rosa	Gomez	Secretary	Paraprofessional
Lucas	Pizana	Principal	Administrator
Tedria	Runnels	Assistant Principal	Administrator
Lariza	Munoz	Counselor	Member
Maria	Roman	Business Representative	Business Representative
Jennifer	Velasquez	Business Representative	Business Representative
Mark	Gorka	Community Representative	Community Representative
Sonia	Lucas	Community Representative	Community Representative
Janet	Meza	Parent	Parent
Adriana	Martinez	Parent	Parent