

March 18, 2026



**United ISD
School Improvement
Measures**





Agenda



2025 State and Federal
Accountability:

Closing the Gaps

- Campus Rating
- Clark MS Targeted Support
 - Local Improvement Plan and Monitoring Systems
- Salvador Garcia MS Comprehensive Support and Improvement
 - Targeted Improvement Plan and Timeline
 - Progress and Exit Criteria
 - Improvement Strategy
 - Action Plan and Monitoring Systems →

Three Possible School Improvement Labels



FEDERAL



CLOSING THE GAPS DOMAIN

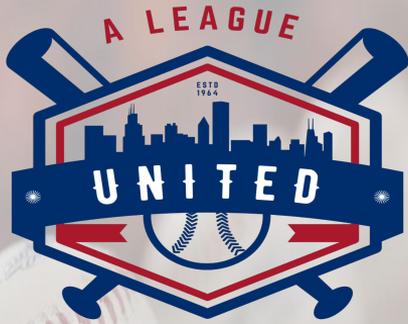
School Improvement

COMPREHENSIVE SUPPORT & IMPROVEMENT

TARGETED SUPPORT

ADDITIONAL TARGETED SUPPORT





**TARGETED
SUPPORT**

**Local Improvement
Plan (LIP)**



**Clark
Middle
School**





CLARK MS

District: United ISD Grades Served: Grade 6 - Grade 8

2023

Overall Rating



86 out of 100

2024

Overall Rating



85 out of 100

2025

Overall Rating



82 out of 100



ACCOUNTABILITY OVERVIEW



What is Targeted Support & Improvement?

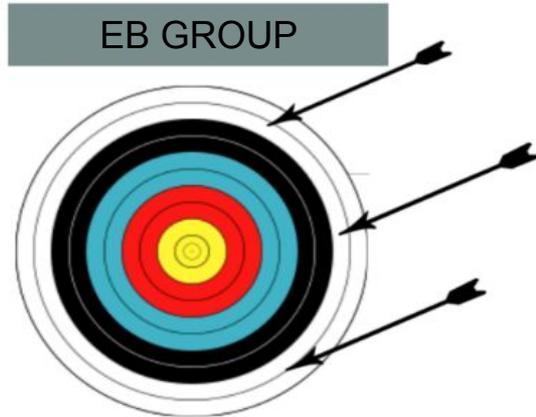


Targeted Support Identification

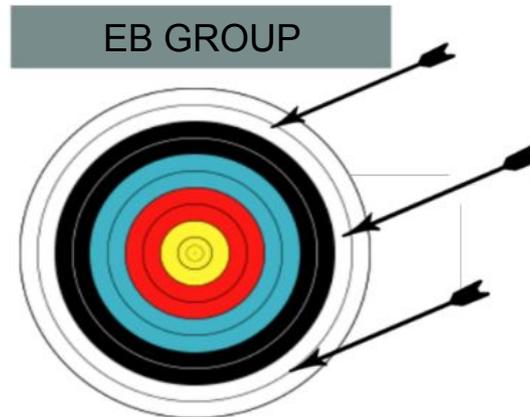
A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered “consistently underperforming.”

CMS' Emergent Bilingual (EB) Group was identified as:

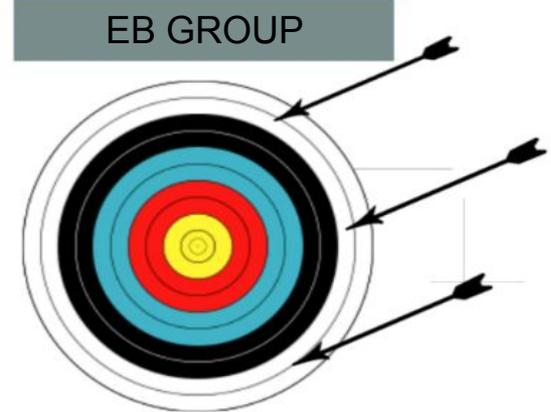
**CONSISTENTLY
UNDERPERFORMING**



**3 Missed Indicators
Year 1**



**3 Missed Indicators
Year 2**



**3 Missed Indicators
Year 3**



Reason for Targeted Support & Improvement

Count of Indicators Missed for Three Consecutive Years

The EB/EL (Current & Monitored) indicator was missed for 3 years.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Economically Disadvantaged	EB/EL (Current & Monitored)*	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	-	0	-	-	-	-	-	0	3	0	-	2
Academic Achievement Status: Reading/Language Arts (RLA)												
2023	-	3	-	-	-	-	-	3	3	3	-	3
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	0	-	-	-	-	3	3	3	-	3
Academic Achievement Status: Mathematics												
2023	-	3	-	-	-	-	-	3	1	0	-	1
2024	-	3	-	-	-	-	-	3	1	0	-	2
2025	-	3	0	-	-	-	-	3	0	3	-	0
Academic Growth Status: RLA												
2023	-	3	-	-	-	-	-	3	3	3	-	3
2024	-	3	-	-	-	-	-	3	0	3	-	3
2025	-	3	0	-	-	-	-	3	3	3	-	3
Academic Growth Status: Mathematics												
2023	-	3	-	-	-	-	-	3	0	3	-	0
2024	-	0	-	-	-	-	-	3	0	3	-	0
2025	-	0	0	-	-	-	-	0	0	0	-	0
Student Success (Student Achievement Domain Score (STAR Component Only))												
2023	-	3	-	-	-	-	-	3	0	3	-	0
2024	-	3	-	-	-	-	-	3	0	3	-	0
2025	-	3	0	-	-	-	-	3	1	0	0	0
Progress in Achieving English Language Proficiency (EB/EL Current)												
2023									0			
2024									3			
2025									3			



Targeted School Improvement - EXIT REQUIREMENTS



EXIT

For a campus to be prevented from being identified as TSI the following year, it must either meet interim targets or show expected growth in the indicators that were previously identified as consistently underperforming.

EB Target: 36%

Academic Achievement: Mathematics				
Year	Target	% at Meets or above	(+/-)	Points
2023	36%	29%	-7% ▼	0
2024	36%	32%	-4% ▼	1
2025	36%	32%	-4% ▼	0

EB Target: 62%

Academic Growth: Mathematics				
Year	Target	% at Meets or above	(+/-)	Points
2023	62%	57%	-5% ▼	0
2024	62%	56%	-6% ▼	0
2025	62%	54%	-8% ▼	0

EB Target: 37

Student Success: STAAR Component				
Year	Target	Component Score	(+/-)	Points
2023	37	36	-1 ▼	0
2024	37	33	-4 ▼	0
2025	37	34	-3 ▼	1



2025-2026

CMS

Targeted Improvement Plan Activities



August 2025

November 21, 2025

March 2026

June 20, 2026



C.A.S.T.



LIP



Progress
Monitoring



LIP

UISD has assigned a Collaborative Academic Support Team or CAST for continuous support at SGMS

Initial Local Improvement Plan Submission (LIP)

Progress Monitor Check In and Feedback

Spring LIP Submission



2025-2026 CMS KPI DATA



2025 - 2026 Key Performance Indicator Summary

Six Weeks Period: 1st, 2nd, 3rd (3) ▾

Campus: 046-CMS (1) ▾

Campus	SW	Met All	iReady Usage	TTESS	Achievement	Growth
046-CMS	1st	No	Yes - 67	No - 94% (36 Teachers)	Yes (87%/70%/45%)	Yes - 80%
046-CMS	2nd	Yes	Yes - 38 Min./94%	Yes - 100% (37 Teachers)	Yes (85%/65%/34%)	Yes - 67%
046-CMS	3rd	Yes	Yes RE-42% MA-29%	Yes - 100% (36 Teachers)	Yes (87%/65%/39%)	Yes - 75%

1st Six Weeks (September 26, 2025)

Indicator 1: iReady Usage (Avg 35 mins or more)

Indicator 2: 100% Teacher T-TESS Walkthroughs

Indicator 3: Stu Ach at App - 50%, Meets - 30%, Mast - 5% (CP1)

Indicator 4: 35% Growth STAAR to CP 1

3rd Six Weeks (January 9, 2026)

Indicator 1: iReady 40% Typical Growth in RE

Indicator 2: 100% Teacher T-TESS Walkthroughs

Indicator 3: Stu Ach at App-70%, Meets-45%, Mast-15% (CP3)

Indicator 4: 50% Growth STAAR to CP3

2nd Six Weeks (November 7, 2025)

Indicator 1: iReady (Avg 35+ mins) & 90% completion

Indicator 2: 100% Teacher T-TESS Walkthroughs

Indicator 3: Stu Ach at App - 65%, Meets - 40%, Mast - 10% (CP2)

Indicator 4: 45% Growth STAAR to CP 2

PENDING



2025-2026 CMS Campus Instructional Initiatives



- **Tutorial Planning and Data Integration**
 - Prescriptive tutorials target students at the different performance levels based on state assessment data with focus on EB students



- **Professional Learning Communities**
 - Each campus administrator oversees a specific content area to ensure teachers' understanding and development of best instructional practices
 - Data is reviewed on current assessments to determine instructional focus moving forward
 - Teachers collaborate to share best learning practices based on proven results



- **Collaborative Academic Support Team (C.A.S.T.)**
 - Monthly Classroom observations, teacher/student progress tracking/goals, and assessment data review.



- **Accountability Training**
 - District provided State and Federal Accountability Training for administrators and teachers and monitor campus results every six-weeks

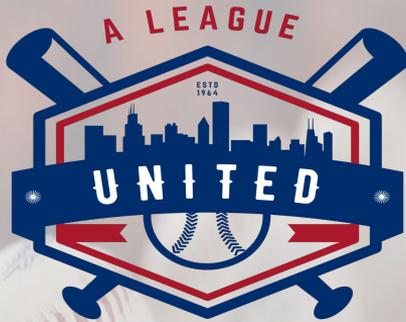


2025-2026 CMS Plan of Action (LIP)



- 9/10/2025: C.A.S.T. Campus Session: Attendance Reports, Student Progress, Tutorial Plan, Observations
- 9/30/2025: C.A.S.T. Campus Session: PLC Roles, Plan of Action for EB/SPED/Cont Enrolled, Progress monitoring, Tutorials, TEA Timeline
- 10/23/2025: C.A.S.T. Campus Session: Attendance Reports, Student Progress - TELPAS, Tutorial Plan, Observations, MTSS Intervention Plans
- 11/13/2025: C.A.S.T. Campus Session: Review Assessment Data, Observations, Review Electronic Binder
- 12/17/2025: DCSI/CIT Engage in Acct. and Goal Setting to Identify Needs
- 12/19/2025: Initial Local Improvement Plan Submission (LIP)
- Dec. 2025 - Jan. 2026 Fall Data Review: Progress Monitor Check In
- 1/14/2026: LIP Feedback Report (Region 1)
- 2/5/2026: C.A.S.T. Campus Session: Attendance Reports, Student Progress, Tutorial Plan, Observations
- Feb. 2026 - March 2026 Spring Data Review: Progress Monitor Check In
- 3/26/2026 C.A.S.T. Campus Session: Attendance Reports, Student Progress, Tutorial Plan, Observations
- 3/31/2026: LIP Board Presentation (before March 31, 2026)
- 6/20/2026: Spring Data Acct. Review / Spring LIP Submission





OF OUR OWN

COMPREHENSIVE SUPPORT & IMPROVEMENT

Targeted Improvement
Plan (TIP)



Salvador Garcia Middle School



TXschools.gov FIND SCHOOLS FIND DISTRICTS

SALVADOR GARCIA MS

District: United ISD Grades Served: Grade 6 - Grade 8

Campus Rating



What is Comprehensive School Improvement?



How are Comprehensive Support and Improvement Identifications Calculated?

2-Year Identification

Low performance in Domain 3:

A **Title I** campus with a Closing the Gaps (CTG) **scaled score in the bottom five percent** of their school type is identified for CSI.

- TEA determines the **bottom 5%** of the CTG outcomes by rank ordering the scaled scores of Title I campuses by school type - elementary, middle, high school/K-12, and alternative education accountability campuses. TEA then determines which campuses fall in the bottom 5% for each school type.

Title I Campuses

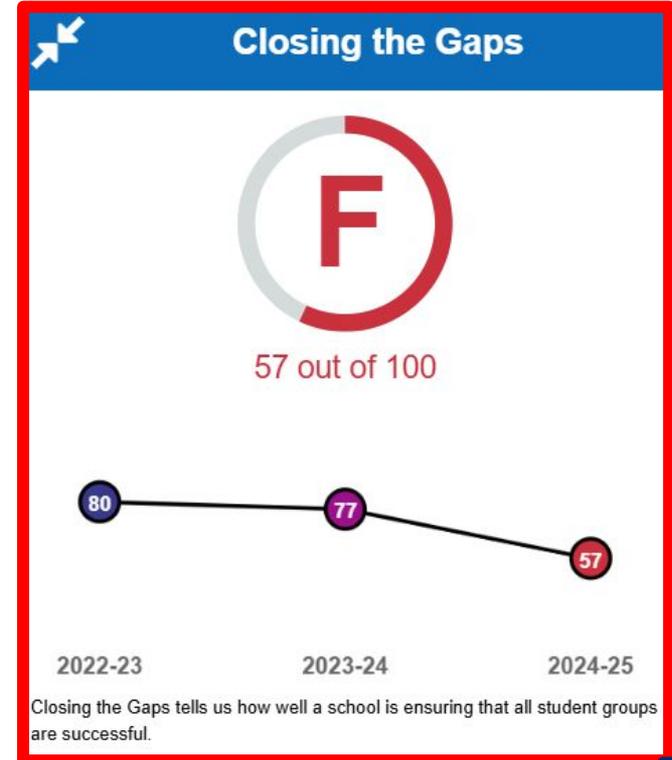


Reason for Comprehensive Support and Improvement Identification



WHY?

- Bottom 5% of all Title 1 schools in Closing the Gaps (Federal Accountability) list.
- The scaled score cut off was 58.
- Salvador Garcia MS was at 57 in Closing the Gaps.



Goal: Year 1 of Comprehensive Support and Improvement

PROGRESS



2025-2026 School Year

- Year 1 Goal: Achieve a Closing the Gaps Score of **70 or better**

2026-2027 School Year

- Year 2 Goal: Closing the Gaps Score must be **maintained at 70 or better**

Criteria for CSI Exit		Projected Goal
	2025	2026
Bottom 5%	Yes	No
CTG Domain	57	70
Identification	CSI Identified	CSI Progress

To **Exit** Comprehensive Support and Improvement

- Must **NOT** rank in the bottom 5% of its school type for Closing the Gaps for one more year.
- Domain scaled score by the end of the second year is that is higher than originally identified



Comprehensive Support and Improvement

EXIT REQUIREMENTS



EXIT

Two Year Process

1. Do NOT rank in the Bottom 5% of the comparative list (40 campuses) for two consecutive years.

AND

2. In YR 2, have a higher Closing the Gaps (CTG) score than at the time of original identification.

Criteria for CSI Exit (Example)			
	2025	2026	2027
Bottom 5%	Yes	No	No
CTG Domain	57	≥70	≥70
Identification	CSI Identified	CSI Progress	CSI EXIT



2025-2026 SGMS Targeted Improvement Plan Milestone Activities



September 10, 2025

Administrators attended Effective Schools Framework (ESF) Orientation

September 16-29, 2025

Region One Service Center performed campus targeted ESF diagnostic systems and Local Classroom Review

October 2, 2025

Core content areas refocused Professional Learning Communities (Instructional Planning) to identify areas of need and create lessons to address student learning.

**October 10, 2025 - ELA
October 17, 2025 - MATH**

The English Language Arts Teachers and Math teachers were trained on Researched Based Instructional Strategies (RBIS) By Region One Staff

November 6, 2025

Campus Principal and Academic Coordinator were trained on Foundational Leadership Instructional Practices and Systems



2025-2026 SGMS

Campus Instructional Initiatives



• Additional Instructional Support

- Include Library services, counseling team, athletics, fine arts, and permanent substitutes in overall instructional support
- Assigned Mrs. Clotilde Gamez as the Interim Principal until 5/29/26



• Teacher Absenteeism Plan

- Instructional coverage plan for daily and consistent instruction



• Tutorial Planning and Data Integration

- Prescriptive tutorials target students at the different performance levels based on state assessment data



• Professional Learning Communities

- Each campus administrator oversees a specific content area to ensure teachers' understanding and development of best instructional practices
- Data is reviewed on current assessments to determine instructional focus moving forward
- Teachers collaborate to share best learning practices based on proven results

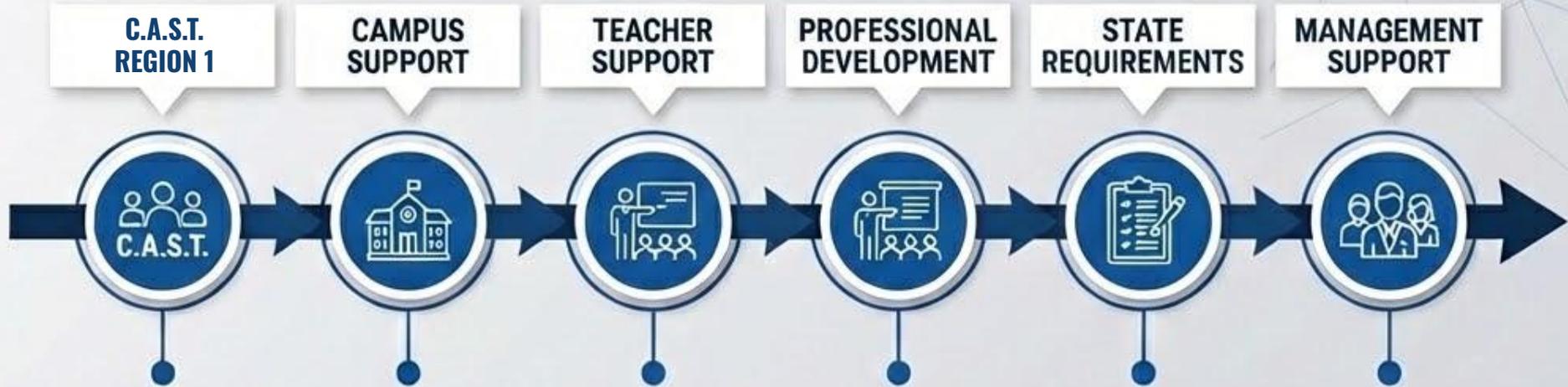


• Accountability Training

- Campus administered benchmark assessments scheduled for December 8th to December 12th to provide teachers with actionable data for Spring Semester implementation
- District provided State and Federal Accountability Training for administrators and teachers and monitor campus results every six-weeks



2025-2026 SGMS Targeted Improvement Plan Activities District Support



UISD has assigned a Collaborative Academic Support Team or C.A.S.T. for continuous support at SGMS.

Executive Director of Middle School Instruction is providing direct support to campus Principal and Administration.

Academic Coordinators and Instructional Coaches are providing direct teacher support in all core content areas.

Campus has participated in all District Professional Staff Development including Instructional Coaching and Student Progress.

District Coordinator for School Improvement/CSI Director and staff are overseeing all state requirements for improvement and data submission.

UISD Superintendent and Management Team are providing necessary resources and support for campus improvement.



2025-2026 SGMS KPI DATA



2025 - 2026 Key Performance Indicator Summary

Six Weeks Period: 1st, 2nd, 3rd (3) ▾

Campus: 044-SGMS (1) ▾

Campus ▾	SW ▾	Met All	iReady Usage	TTESS	Achievement	Growth
<u>044-SGMS</u>	1st	No	Yes - 65	No - 96% (24 Teachers)	Yes (84%/63%/38%)	Yes - 76%
<u>044-SGMS</u>	2nd	Yes	Yes - 43 Min./97%	Yes - 100% (27 Teachers)	Yes (78%/56%/32%)	Yes - 59%
<u>044-SGMS</u>	3rd	No	No RE-27% MA-27%	Yes - 100% (26 Teachers)	Yes (83%/60%/34%)	Yes - 68%

1st Six Weeks (September 26, 2025)

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Indicator 3: Stu Ach at App - 65%, Meets - 40%, Mast - 10% (CP2)

Indicator 4: 45% Growth STAAR to CP 2

PENDING





Additional Resources

- CMS - Local Improvement Plan
- SGMS - Targeted Improvement Plan
- SGMS Milestones Checklist
- SGMS Campus Presentation -
 - TIP Public Meeting 11/14/2025