

International Leadership of Texas

Westpark Middle

2021-2022 Campus Improvement Plan



Mission Statement

Our mission at 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

IL Texas Westpark will provide a second to none educational experience that focuses on mastery of trilingual curriculum, servant leadership, and student centered learning that encompasses high expectations, quality instruction and self-reflection.

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Comprehensive Needs Assessment

Needs Assessment Overview

Located in the Mission Bend area of Houston, TX, the campus is expected to open at full capacity with at least 1,416 total students. The middle school grades (6-8) will each have 156 students, and each classroom is expected to have a teacher: student ratio of 1:26. The students are expected to be from diverse cultural and ethnic backgrounds with at least 40% low SES to make the campus eligible for Title I. The CNA was conducted with the input of as many stakeholders as possible.

ILTexas Westpark Elementary School needs assessment will identify strengths and weaknesses in the instructional program that may affect student performance. The data collected in the Needs Assessment will be used to review the overall effectiveness of the instructional program at ILTexasWPE.

The Campus Improvement Plan Committee will meet approximately four times annually, and a summary of the minutes will be distributed to all faculty and committee members.

Campus leadership will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade level academic performance gains and STAAR performance gains. Teachers will follow the TEKS, RS Scope and Sequence and curriculum for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. Instruction will be data driven. 3rd grade students will take STAAR Reading and Mathematics tests, 4th graders will take STAAR Reading, Writing and Mathematics tests and 5th graders will take STAAR Reading, Mathematics and Science. Students will also take TPRI in grades K-2nd and MAP in grades 2nd-5th. All students K-5th will take district CSAs. Critical thinking and problem-solving skills will be emphasized in all core subject areas.

Economically disadvantaged, LEP, and at risk student population groups who have established a pattern of non-mastery will be targeted for remediation. Small group instruction, tutorials, parent- teacher conferences and consistent written and oral communication between home and school will ensure that home and school work together provide the necessary support to students to bring about student success. ILTexas WP will provide student support services as outlined in IEPs and 504 accommodations for qualifying students.

In order for students to be successful they must attend school on a regular basis. Student absences will be closely monitored by homeroom teachers, school registrar and school counselor. Parents will be contacted if a student is absent more than two days. Students with perfect attendance for the year will be recognized at the end of the school year during our awards program.

Demographics

Demographics Summary

Our school is at capacity with over 1416 confirmed students with the following breakdown per grade at the middle school (MS) level.

Sixth Grade: 156; Seventh Grade: 156; Eighth Grade: 156

We have attracted a very diverse population of students in regards to race/ethnicity and socioeconomics status. Our plan is to be at capacity of 468 students by August 12, 2021, which is the first day of school. This includes precisely 156 students per each grade level sixth through to eighth. Our teacher-to-student ratio is expected to be 1:26 per classroom.

We are still in the process of filling all of our teacher and staff vacancies. Total school K-8, are expected 100% staffed in our classroom positions. In terms of certified professionals at the MS (6-8) level, we are expected to have all 2 (100%) leadership positions staffed, 12 (100%) core teaching positions staffed, 6 (100%) LOTE positions staffed.

Data Sources include: Skyward reports; Eklipse reports; Staff hired and vacancy list

Demographics Strengths

ILTexas WestPark Middle School has many strengths.

- 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 1: New students unfamiliar with English and American culture often struggle. **Root Cause:** No immediate induction service or support is available to students new to the country.

Problem Statement 2 (Prioritized): There is a large polarity in the social economic needs of our families. Some families may expect small class sizes and highly specialized after school programs. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications. **Root Cause:** Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

Problem Statement 3 (Prioritized): Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause:** The academic instruction for the past year and a half.

Problem Statement 4: There are a significant number of students identified as at-risk students, therefore impacting the amount of time teachers and Instructional Aides can spend

with individual students. **Root Cause:** Teacher student ratio minimizes the amount of time for individualized instruction and interventions.

Student Learning

Student Learning Summary

Preliminary STAAR results indicate ILTexas Westpark K-8 will meet standard and receive a grade of B. As of May 2019, significant improvement on the initial round of the STAAR test has been noted in 8th grade reading and math passing scores from the previous year. Specifically, from 78.46% to 78.12 % in math and from 65.61% to 89.69% in reading). Although significant improvement is expected in all middle school subjects, we still have a few students who are not reading on grade level. The campus will continue to strive to partner with parents and be data driven in order to meet the individual needs of every student, regardless if they require intervention or challenge.

Student Learning Strengths

- ILTexas Westpark K8 provided regular and ongoing communication with parents regarding student achievement.
- Students are provided extended day opportunities for academic support.
- ILTexas provides a rigorous curriculum to all students based on the TEKS.
- Instruction is provided in Chinese, Spanish, and English.
- Students are assessed throughout the year utilizing common formative assessments and common district level assessments to monitor progress of all students.
- Teachers are provided multiple opportunities for collaboration to review data and focus on student progress.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 2: Under the virtual learning platforms, the teachers struggled to teach students with differentiation in the remote classroom. **Root Cause:** Difficulty in capturing and retaining experienced teachers who have worked in the remote/virtual setting and being able to provide professional development in the differentiated classroom to help and reach our different types of learners.

Problem Statement 3 (Prioritized): Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause:** The academic instruction for the past year and a half.

Problem Statement 4 (Prioritized): The number of teachers on campus with sufficient experience and knowledge of effective research based strategies in core subject areas poses issues with providing enough tools for students to reach mastery. **Root Cause:** Lack of knowledge of research based strategies.

Problem Statement 5: There are a significant number of students identified as at-risk students, therefore impacting the amount of time teachers and Instructional Aides can spend with individual students. **Root Cause:** Teacher student ratio minimizes the amount of time for individualized instruction and interventions.

Problem Statement 6 (Prioritized): There is a lack in professional development and follow up implementation of technology programs available for instruction. **Root Cause:** Staff efficacy.

Problem Statement 7: Students leave chromebooks at home and realize that they do not have it to access their work or educational programs. **Root Cause:** Students will leave their chromebooks at home because they don't consider it part of their supplies to bring to school.

Problem Statement 8: New students unfamiliar with English and American culture often struggle. **Root Cause:** No immediate induction service or support is available to students new to the country.

Problem Statement 9 (Prioritized): There is a large polarity in the social economic needs of our families. Some families may expect small class sizes and highly specialized after school programs. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications. **Root Cause:** Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

School Processes & Programs

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). The district utilizes the TEKS Resource system as the primary resource for the units of study and basic lesson plans. 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 in April 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.

Staff Recruitment and Retention:

Positions at ILTexas Westpark 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

The ILTexas Westpark is supported financially through local, state and federal funding. In addition, the PTO provides supporting the areas of instructional supplies, supporting field trips, student and teacher events. The curriculum is based on the TEKS with the TEKS R Us resource system provided to support teachers in curriculum and instruction. Teachers are provided multiple opportunities for professional development and collaborative planning time. The campus is data driven and is provided with data processing days build into the academic calendar.

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 lab. Students are given Chromebooks for in class use and may be checked out to take home. The district provides multiple digital learning opportunities for all students. The campus houses a technology specialist who is available for tech support when needed.

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

School Processes & Programs Strengths

Curriculum and Instruction:

- Focus on leadership
- Focus on languages
- Focus on character
- Strong TEKS based curriculum guide and resource.
- Numerous avenues for assessing students in languages and core curriculum.
- Multiple opportunities for teacher collaboration.
- Professional Development offered throughout the year via PLC time.

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
- New teacher support
- 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

Technology:

- device to student ratio
- updated classroom equipment
- Campus Technologist
- District level technology support
- Digital Learning Programs for students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of parent, community volunteers and community resources to participate and assist in organizing and facilitating school events. **Root Cause:** The participation of parents is very minimal at school sponsored events.

Problem Statement 2: Students leave chromebooks at home and realize that they do not have it to access their work or educational programs. **Root Cause:** Students will leave their chromebooks at home because they don't consider it part of their supplies to bring to school.

Problem Statement 3: New students unfamiliar with English and American culture often struggle. **Root Cause:** No immediate induction service or support is available to

students new to the country.

Problem Statement 4 (Prioritized): There is a large polarity in the social economic needs of our families. Some families may expect small class sizes and highly specialized after school programs. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications. **Root Cause:** Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

Problem Statement 5 (Prioritized): Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 6: Under the virtual learning platforms, the teachers struggled to teach students with differentiation in the remote classroom. **Root Cause:** Difficulty in capturing and retaining experienced teachers who have worked in the remote/virtual setting and being able to provide professional development in the differentiated classroom to help and reach our different types of learners.

Problem Statement 7 (Prioritized): Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause:** The academic instruction for the past year and a half.

Problem Statement 8 (Prioritized): The number of teachers on campus with sufficient experience and knowledge of effective research based strategies in core subject areas poses issues with providing enough tools for students to reach mastery. **Root Cause:** Lack of knowledge of research based strategies.

Problem Statement 9: There are a significant number of students identified as at-risk students, therefore impacting the amount of time teachers and Instructional Aides can spend with individual students. **Root Cause:** Teacher student ratio minimizes the amount of time for individualized instruction and interventions.

Problem Statement 10 (Prioritized): There is a lack in professional development and follow up implementation of technology programs available for instruction. **Root Cause:** Staff efficacy.

Problem Statement 11 (Prioritized): There needs to be an alignment between campus and teachers when communicating information out to parents so that parents can receive information from one source instead of multiple sources. **Root Cause:** Teachers are using multiple avenues for communication with parents (Classdojo, email, texting, social media, and facebook) and excluding the skyward announcements that should be used in each grade level.

Perceptions

Perceptions Summary

Family and Community Engagement:

Parents of ILTexas Westpark students are provided multiple opportunities to be involved with the school. This year the campus hosted a literacy night, Math Night, All About STAAR night, and a weekly Cofe With the Principal meetings, and career day featuring community members. In addition, the campus held many events to celebrate the international community. This year Westpark hosted first annual car show, breast cancer walk, fashion show. The community also has opportunities to be a part of the PTO, be a volunteer parent, or Watch D.O.G. To support middle school, a middle school parent group has been formed. The campus utilizes multiple social media to maintain communication with stakeholders.

School Culture and Climate

It is our goal at ILTexas Westpark K-8 to create a safe and positive learning environment for all of our students. Teachers are well trained in security and safety protocol and the campus has a security officer on campus full time. Students and parents are provided multiple opportunities to participate in a variety of school activities. Activities include atheletic teams, fine arts, clubs, leadership opportunities and school community activities. The local sheriff's department, fire department, and community and intercultural organizations often visit and participate in school activities. Our mission stresses servant leadership and putting others before self, and the culture promotes respect and sets high expectations for all students.

Family and community members have multiple opportunities to engage in meaningful school activities that support student learning throughout the year. The campus hosts curriculum nights (literacy, math, science, STAAR parent education nights), and provides opportunities for the parents and community members to volunteer at the school. Volunteer opportunities include, but are not limited to, PTO, Watch D.O.G. program, reading buddies, decorations, etc. ILTexas Westpark strives to have strong relationships with the families and communities we serve. Creating opportunities for parental input and maintaining open line of communication with the parents is a priority. Communication avenues include Skyward access to student progress, School Messenger, Website, Facebook, tip411, email, Peachjar flyer distribution, parent conferences, Class Dojo, coffee with the principal, PTO meetings, and more.

Perceptions Strengths

Family and Community Engagement:

- Active PTO
- Active Watch D.O.G. program
- Parent Academic Nights
- Community events - Car Show, Fashion Show, Breast Cancer Walk
- Career Day with community volunteers
- International Festival
- Lunar New Year Celebration
- Middle School Parent Group
- Social Media

School Culture and Climate

- Most parents indicated they felt ILTexas Westpark is effectively preparing their child for their academic future
- Only small percentage indicated that the culture was not positive on campus
- High percentage of parents felt their child was safe on campus

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There needs to be an alignment between campus and teachers when communicating information out to parents so that parents can receive information from one source instead of multiple sources. **Root Cause:** Teachers are using multiple avenues for communication with parents (Classdojo, email, texting, social media, and facebook) and excluding the skyward announcements that should be used in each grade level.

Problem Statement 2 (Prioritized): Lack of parent, community volunteers and community resources to participate and assist in organizing and facilitating school events. **Root Cause:** The participation of parents is very minimal at school sponsored events.

Problem Statement 3: New students unfamiliar with English and American culture often struggle. **Root Cause:** No immediate induction service or support is available to students new to the country.

Priority Problem Statements

Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels.

Root Cause 1: The academic instruction for the past year and a half.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners).

Root Cause 2: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: The number of teachers on campus with sufficient experience and knowledge of effective research based strategies in core subject areas poses issues with providing enough tools for students to reach mastery.

Root Cause 3: Lack of knowledge of research based strategies.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: There is a lack in professional development and follow up implementation of technology programs available for instruction.

Root Cause 4: Staff efficacy.

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Problem Statement 5: Lack of parent, community volunteers and community resources to participate and assist in organizing and facilitating school events.

Root Cause 5: The participation of parents is very minimal at school sponsored events.

Problem Statement 5 Areas: School Processes & Programs - Perceptions

Problem Statement 6: There needs to be an alignment between campus and teachers when communicating information out to parents so that parents can receive information from one source instead of multiple sources.

Root Cause 6: Teachers are using multiple avenues for communication with parents (Classdojo, email, texting, social media, and facebook) and excluding the skyward announcements that should be used in each grade level.

Problem Statement 6 Areas: School Processes & Programs - Perceptions

Problem Statement 7: There is a large polarity in the social economic needs of our families. Some families may expect small class sizes and highly specialized after school programs. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications.

Root Cause 7: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

Problem Statement 7 Areas: Demographics - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Covid-19 Factors and/or waivers

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
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

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, progress, and participation data
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: August 11, 2021

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

Performance Objective 1: The percent of English learners that score "Meets Grade Level" on STAAR Reading will increase from 34% to 39% by June 2022 considering also the COVID gap.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Reading, English EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: To increase the achievement of students including those who participate in ESL, SPED and 504, Westpark teachers/coaches/principals/assistant principals and district staff will participate in professional conferences to assist them to strengthen their ability to support students.</p> <p>Strategy's Expected Result/Impact: increase student achievement among students who receive special services</p> <p>Staff Responsible for Monitoring: Administration, Dean of Instruction, counselors, special education, instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 3, 6 - School Processes & Programs 5, 7, 10</p> <p>Funding Sources: Professional development registration and consultant fees - 263 - Title III - Title III - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase supplemental technology, instructional materials and evaluation/assessment kits plus - subsequent related PD (hard copies as well as online tools/software) to scaffold instruction (ie; Brainpop, Study Island, Imagine Learning, Measuring up, SPED evaluation kits, bilingual dictionaries, leveled readers, All in learning response systems etc.)</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Administration, Dean of Instruction, counselors, instructional coaches, GLAs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 7</p> <p>Funding Sources: Supplemental materials - 211 - Title I-A - Title I-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All students will be provided the opportunity to participate in before, during, and after school tutoring and Saturday tutorials/intervention camps and enrichment (includes academic clubs, Mastery Learning in Eagle Academy and organizations with a focus on ELAR, Math, and Science) by the end of 2021-2022 School Year.</p> <p>Strategy's Expected Result/Impact: increased student achievement</p> <p>Staff Responsible for Monitoring: administrators, instructional coaches, GLAs, Dean of instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 3, 4 - School Processes & Programs 5, 7, 8</p> <p>Funding Sources: Salaries and wages - 211 - Title I School Improvement - \$35,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Hire Math and Reading Interventionists to provide math and reading interventions during the day.</p> <p>Strategy's Expected Result/Impact: increased student achievement</p> <p>Staff Responsible for Monitoring: administrators, instructional coaches, GLAs, Dean of instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 3, 4 - School Processes & Programs 7, 8</p> <p>Funding Sources: Salaries and wages - 211 - Title I School Improvement - \$35,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause:** The academic instruction for the past year and a half.

Student Learning

Problem Statement 1: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 3: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause:** The academic instruction for the past year and a half.

Problem Statement 4: The number of teachers on campus with sufficient experience and knowledge of effective research based strategies in core subject areas poses issues with providing enough tools for students to reach mastery. **Root Cause:** Lack of knowledge of research based strategies.

Problem Statement 6: There is a lack in professional development and follow up implementation of technology programs available for instruction. **Root Cause:** Staff efficacy.

School Processes & Programs

Problem Statement 5: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 7: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause:** The academic instruction for the past year and a half.

Problem Statement 8: The number of teachers on campus with sufficient experience and knowledge of effective research based strategies in core subject areas poses issues with providing enough tools for students to reach mastery. **Root Cause:** Lack of knowledge of research based strategies.

Problem Statement 10: There is a lack in professional development and follow up implementation of technology programs available for instruction. **Root Cause:** Staff efficacy.

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

Performance Objective 2: By June 2022, EL students at ILTexas will increase the TELPAS performance level from 31% (2019) to, at least, 36% in 2022.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide support to teachers providing services to newcomer ESL students in the form of professional learning opportunities for staff, supplemental resources for students, extending learning time for students, and parental engagement. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.</p> <p>Strategy's Expected Result/Impact: increased student achievement and increased proficiency level in all four language domains</p> <p>Staff Responsible for Monitoring: administrators, instructional coaches, area coaches, and personnel, GLAs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 3, 6 - School Processes & Programs 1, 5, 7, 10 - Perceptions 2</p> <p>Funding Sources: Supplemental materials - 263 - Title III - Title III - \$5,000, Supplemental materials - 211 - Title 1-A - Title I-A - \$5,000, Professional development - 263 - Title III - Title III - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: In an effort to increase student achievement, we will provide Professional Development Opportunities for subject matter experts and consultants to assist Westpark teachers, administrators, and support staff so that they can strengthen their ability to support all of our students, participating in our ESL, DLI and other programs. Particular emphasis will be on English Learners. Conferences will occur on campus, off campus, and in Ed Service Centers.</p> <p>Strategy's Expected Result/Impact: increased student achievement and increased proficiency level in all four language domains</p> <p>Staff Responsible for Monitoring: administrators, instructional coaches, area coaches, and personnel, GLAs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 3, 4 - School Processes & Programs 7, 8</p> <p>Funding Sources: Professional development registration and consultant fees - 211 - Title I School Improvement - Title I - \$15,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Bring in (or send our faculty/staff to) subject matter experts and consultants (to IL Texas or at a conference/ED Service Center/Off campus) to help IL Texas teachers, administrators, and district support staff strengthen their ability to support all of our students including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners and with focus on increasing the Meets Target goal on the STAAR Reading assessment.</p> <p>Strategy's Expected Result/Impact: increased student achievement and increased proficiency level in all four language domains</p> <p>Staff Responsible for Monitoring: administrators, instructional coaches, area coaches, and personnel, GLAs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 4 - School Processes & Programs 5, 8</p> <p>Funding Sources: - 263 - Title III - \$4,000, - 211 - Title 1-A - \$4,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Send campus (teachers/coaches/principals/assistant principals/deans) to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist IL Texas teachers, administrators, and district support staff strengthen their ability to support our students, including and in particular our ESL, DLI and other programs that will increase student achievement of all students (particularly our special populations).</p> <p>Strategy's Expected Result/Impact: increased student achievement and increased proficiency level in all four language domains</p> <p>Staff Responsible for Monitoring: administrators, instructional coaches, area coaches, and personnel, GLAs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 4 - School Processes & Programs 5, 8</p> <p>Funding Sources: - 263 - Title III - \$4,000, - 211 - Title 1-A - \$4,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide enrichment summer school to English learners to develop and strengthen their knowledge base as well as their English language proficiency in all four domains.</p> <p>Strategy's Expected Result/Impact: increased student achievement and increased proficiency level in all four language domains</p> <p>Staff Responsible for Monitoring: administrators, instructional coaches, area coaches, and personnel, GLAs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 4 - School Processes & Programs 5, 8</p> <p>Funding Sources: - 211 - Title 1-A - \$3,500, - 263 - Title III - \$3,500</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Purchase supplemental technology (such as Chromebooks), instructional materials, and evaluation/assessment/data analysis resources (and subsequent related PD.) This includes hard copies as well as online tools/software to scaffold instruction (i.e. Peoples Education- Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.</p> <p>Strategy's Expected Result/Impact: increased student achievement and increased proficiency level in all four language domains</p> <p>Staff Responsible for Monitoring: administrators, instructional coaches, area coaches, and personnel, GLAs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 4 - School Processes & Programs 5, 8</p> <p>Funding Sources: - 211 - Title 1-A - \$3,500, - 263 - Title III - \$3,500</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Campuses that have newcomer ESL students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extended learning time for students, and parental engagement.</p> <p>Strategy's Expected Result/Impact: increased student achievement and increased proficiency level in all four language domains</p> <p>Staff Responsible for Monitoring: administrators, instructional coaches, area coaches, and personnel, GLAs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 4 - School Processes & Programs 5, 8</p> <p>Funding Sources: - 211 - Title 1-A - \$3,500, - 263 - Title III - \$3,500</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. Root Cause: The academic instruction for the past year and a half.</p>
Student Learning
<p>Problem Statement 1: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). Root Cause: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>
<p>Problem Statement 3: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. Root Cause: The academic instruction for the past year and a half.</p>
<p>Problem Statement 4: The number of teachers on campus with sufficient experience and knowledge of effective research based strategies in core subject areas poses issues with providing enough tools for students to reach mastery. Root Cause: Lack of knowledge of research based strategies.</p>
<p>Problem Statement 6: There is a lack in professional development and follow up implementation of technology programs available for instruction. Root Cause: Staff efficacy.</p>
School Processes & Programs
<p>Problem Statement 1: Lack of parent, community volunteers and community resources to participate and assist in organizing and facilitating school events. Root Cause: The participation of parents is very minimal at school sponsored events.</p>
<p>Problem Statement 5: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). Root Cause: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>
<p>Problem Statement 7: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. Root Cause: The academic instruction for the past year and a half.</p>

School Processes & Programs

Problem Statement 8: The number of teachers on campus with sufficient experience and knowledge of effective research based strategies in core subject areas poses issues with providing enough tools for students to reach mastery. **Root Cause:** Lack of knowledge of research based strategies.

Problem Statement 10: There is a lack in professional development and follow up implementation of technology programs available for instruction. **Root Cause:** Staff efficacy.

Perceptions

Problem Statement 2: Lack of parent, community volunteers and community resources to participate and assist in organizing and facilitating school events. **Root Cause:** The participation of parents is very minimal at school sponsored events.

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

Performance Objective 3: At least 85% of middle school students will show at least one year's growth on the Reading STAAR by June 2022.

Evaluation Data Sources: MAP, benchmarks, STAAR, Istation

Strategy 1 Details	Reviews			
<p>Strategy 1: All middle school teachers will receive opportunities for professional development growth, coaching, and feedback to help improve and implement best instructional strategies by June 2022.</p> <p>Strategy's Expected Result/Impact: increased student achievement</p> <p>Staff Responsible for Monitoring: administrators, instructional coaches, area coaches and personnel, GLAs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 3, 4, 6 - School Processes & Programs 5, 7, 8, 10</p> <p>Funding Sources: professional development registration - 211 - Title I School Improvement - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Hire campus instructional coaches to coach teachers in various learning capacities.</p> <p>Strategy's Expected Result/Impact: increased student achievement and increased teacher efficacy</p> <p>Staff Responsible for Monitoring: administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 3, 4, 6 - School Processes & Programs 5, 7, 8, 10</p> <p>Funding Sources: Salaries and wages - 211 - Title I School Improvement - \$150,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize the Whetstone program to provide feedback and track teacher effectiveness and provide instructional strategies from campus administrators, assistant principals, instructional coaches and area office personnel.</p> <p>Strategy's Expected Result/Impact: improvement in instructional practices</p> <p>Staff Responsible for Monitoring: administrators, instructional coach, area coaches and personnel</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction -</p> <p>Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 3, 4 - School Processes & Programs 5, 7, 8</p> <p>Funding Sources: Staff communication resource - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 3: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. Root Cause: The academic instruction for the past year and a half.</p>
Student Learning
<p>Problem Statement 1: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). Root Cause: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>
<p>Problem Statement 3: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. Root Cause: The academic instruction for the past year and a half.</p>
<p>Problem Statement 4: The number of teachers on campus with sufficient experience and knowledge of effective research based strategies in core subject areas poses issues with providing enough tools for students to reach mastery. Root Cause: Lack of knowledge of research based strategies.</p>
<p>Problem Statement 6: There is a lack in professional development and follow up implementation of technology programs available for instruction. Root Cause: Staff efficacy.</p>
School Processes & Programs
<p>Problem Statement 5: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). Root Cause: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>
<p>Problem Statement 7: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. Root Cause: The academic instruction for the past year and a half.</p>
<p>Problem Statement 8: The number of teachers on campus with sufficient experience and knowledge of effective research based strategies in core subject areas poses issues with providing enough tools for students to reach mastery. Root Cause: Lack of knowledge of research based strategies.</p>
<p>Problem Statement 10: There is a lack in professional development and follow up implementation of technology programs available for instruction. Root Cause: Staff efficacy.</p>

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022.

Performance Objective 1: The percent of students including English learners that score "Meets Grade Level" on STAAR Math will increase from 35% (2019) to 40% by June 2022 taking also into consideration the COVID gaps that need to be addressed.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Math

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will be given the opportunity to participate in before, during, and after school tutoring and Saturday tutorials/intervention camps and enrichment (includes academic clubs, Mastery Learning in Eagle Academy and organizations with a focus on ELAR, Math, and Science) by the end of 2021-2022 School Year.</p> <p>Strategy's Expected Result/Impact: increased student achievement</p> <p>Staff Responsible for Monitoring: administrators, instructional coaches, GLAs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 3, 4 - School Processes & Programs 5, 7, 8</p> <p>Funding Sources: Salaries and wages - 211 - Title I School Improvement - \$25,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase supplemental technology, instructional materials and evaluation/assessment kits plus - subsequent related PD (hard copies as well as online tools/software) to scaffold instruction (ie; Brainpop, Study Island, Imagine Learning, Measuring up, SPED evaluation kits, bilingual dictionaries, leveled readers, All in learning response systems etc.)</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: administrators, instructional coaches, area coaches, and personnel, GLAs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 3, 4 - School Processes & Programs 5, 7, 8</p> <p>Funding Sources: Supplemental resources - 211 - Title 1-A - Title I-A - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Will utilize the Whetstone program to provide feedback, track teacher progress among campus administrators, instructional coaches and area office personnel.</p> <p>Strategy's Expected Result/Impact: Increased teacher effectiveness and efficacy in implementing research-based strategies</p> <p>Staff Responsible for Monitoring: administrators and instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 3 - School Processes & Programs 5, 7</p> <p>Funding Sources: Staff communication resource - 211 - Title I School Improvement - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Hire Math and Reading Interventionists to provide math and reading interventions during the day.</p> <p>Strategy's Expected Result/Impact: increased student achievement</p> <p>Staff Responsible for Monitoring: administrators, instructional coaches, GLAs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 3, 4 - School Processes & Programs 5, 7, 8</p> <p>Funding Sources: Salaries and wages - 211 - Title I School Improvement - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. Root Cause: The academic instruction for the past year and a half.</p>
Student Learning
<p>Problem Statement 1: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). Root Cause: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>
<p>Problem Statement 3: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. Root Cause: The academic instruction for the past year and a half.</p>
<p>Problem Statement 4: The number of teachers on campus with sufficient experience and knowledge of effective research based strategies in core subject areas poses issues with providing enough tools for students to reach mastery. Root Cause: Lack of knowledge of research based strategies.</p>

School Processes & Programs

Problem Statement 5: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 7: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause:** The academic instruction for the past year and a half.

Problem Statement 8: The number of teachers on campus with sufficient experience and knowledge of effective research based strategies in core subject areas poses issues with providing enough tools for students to reach mastery. **Root Cause:** Lack of knowledge of research based strategies.

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022.

Performance Objective 2: By the end of the school year, ILTexas campuses identified as in need of comprehensive support will score a at least 60% on their Domain III from the current average of 30% for these campuses.

Targeted or ESF High Priority

Evaluation Data Sources: MAP, STAAR, Imagine Math

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire math and reading interventionist to provide math and reading interventions during the day. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: administrators, instructional coaches, area coaches, and personnel, GLAs Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 1, 3 - School Processes & Programs 5, 7 Funding Sources: Salaries and Wages - 211 - Title 1-A - Title I-A School Improvement - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. Root Cause: The academic instruction for the past year and a half.</p>
Student Learning
<p>Problem Statement 1: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). Root Cause: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>
<p>Problem Statement 3: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. Root Cause: The academic instruction for the past year and a half.</p>
School Processes & Programs
<p>Problem Statement 5: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). Root Cause: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.</p>
<p>Problem Statement 7: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. Root Cause: The academic instruction for the past year and a half.</p>

Goal 3: The percent of teachers retained annually will increase from 76% to 80% by June 2022.

Performance Objective 1: By June 2022, ILTexas will coordinate a frequent and robust professional development plan for mentor teachers and APs over mentor teachers with a 25% greater time for training than previous year.

Targeted or ESF High Priority

Evaluation Data Sources: Track Frequency of Scheduled trainings for Mentors and Mentee teachers
Track survey responses for ongoing Mentor sessions

Strategy 1 Details	Reviews			
<p>Strategy 1: Enroll and promote district professional development. Specific: Attend district trainings Attend on-going PD provided from staff and recommended PD from best practices Provide subs in order to implement lesson planning day and professional development Develop a collaborative plan for instruction and assessment Provide opportunity for shadowing master teacher and increase instructional rounds Observe implementation of instruction Provide time for meetings to analyze data collaboratively Observe and give feedback on the informed teams action plan Keep building on our culture, grade level and campus</p> <p>Strategy's Expected Result/Impact: Increased collaboration with staff, teachers, faculty, and students. Consistent implementation of highly effective instruction in the classroom. Shared best practices across our campus. Percentage increase in student achievement in the meets category on STAAR. Increase in Istation and MAP scores</p> <p>Staff Responsible for Monitoring: administrators, instructional coaches, area coaches, and personnel, GLAs, counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 3, 4, 6 - School Processes & Programs 5, 7, 8, 10</p> <p>Funding Sources: Teacher Development Whetstone - 211 - Title 1-A - Title I-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. Root Cause: The academic instruction for the past year and a half.</p>

Student Learning

Problem Statement 1: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 3: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause:** The academic instruction for the past year and a half.

Problem Statement 4: The number of teachers on campus with sufficient experience and knowledge of effective research based strategies in core subject areas poses issues with providing enough tools for students to reach mastery. **Root Cause:** Lack of knowledge of research based strategies.

Problem Statement 6: There is a lack in professional development and follow up implementation of technology programs available for instruction. **Root Cause:** Staff efficacy.

School Processes & Programs

Problem Statement 5: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 7: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause:** The academic instruction for the past year and a half.

Problem Statement 8: The number of teachers on campus with sufficient experience and knowledge of effective research based strategies in core subject areas poses issues with providing enough tools for students to reach mastery. **Root Cause:** Lack of knowledge of research based strategies.

Problem Statement 10: There is a lack in professional development and follow up implementation of technology programs available for instruction. **Root Cause:** Staff efficacy.

Goal 4: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2022.

Performance Objective 1: Secondary LOTE classes students will complete language performance assessments to demonstrate language proficiency as documented in their language portfolio by the end of June 2022.

Targeted or ESF High Priority

Evaluation Data Sources: AAPPL

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development via consultants, education service centers, instructional area coaches, etc. Strategy's Expected Result/Impact: Improvement in academic achievement and proficiency in all language domains. Staff Responsible for Monitoring: administrators, instructional coaches, area coaches, Dean of Instruction, GLAs Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 1, 3, 4 - School Processes & Programs 5, 7, 8 Funding Sources: Professional development - 211 - Title 1-A - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase linguistically appropriate resources to assist teachers with engaging students. Strategy's Expected Result/Impact: Increased student engagement and achievement Staff Responsible for Monitoring: administrators, instructional coaches, area coaches, Dean of Instruction, GLAs, DLI Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 1, 3, 4 - School Processes & Programs 5, 7, 8 Funding Sources: supplemental materials - 211 - Title 1-A - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause:** The academic instruction for the past year and a half.

Student Learning

Problem Statement 1: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 3: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause:** The academic instruction for the past year and a half.

Problem Statement 4: The number of teachers on campus with sufficient experience and knowledge of effective research based strategies in core subject areas poses issues with providing enough tools for students to reach mastery. **Root Cause:** Lack of knowledge of research based strategies.

School Processes & Programs

Problem Statement 5: Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners). **Root Cause:** Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 7: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020 and 2020-2021 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause:** The academic instruction for the past year and a half.

Problem Statement 8: The number of teachers on campus with sufficient experience and knowledge of effective research based strategies in core subject areas poses issues with providing enough tools for students to reach mastery. **Root Cause:** Lack of knowledge of research based strategies.

Goal 5: To improve the culture and climate of our campuses by the end of the 2021-2022 school year.

Performance Objective 1: The culture and climate of our campuses will improve with the help of subject matter experts and specialized programs/resources aimed at improving the social emotional health of our students with a focus on safety and security from 50% to 75% by the end of the 2021-2022 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Bring in subject matter experts (such as but not limited to AIM for Success) and purchase resources (such as but not limit to purchasing kits for counselors) aimed an improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students).</p> <p>Strategy's Expected Result/Impact: Increased social emotional health of our students</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Guidance Counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: - 289 - Title IV - \$1,400</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	To increase the achievement of students including those who participate in ESL, SPED and 504, Westpark teachers/coaches/principals/assistant principals and district staff will participate in professional conferences to assist them to strengthen their ability to support students.
1	1	3	All students will be provided the opportunity to participate in before, during, and after school tutoring and Saturday tutorials/intervention camps and enrichment (includes academic clubs, Mastery Learning in Eagle Academy and organizations with a focus on ELAR, Math, and Science) by the end of 2021-2022 School Year.
1	3	2	Hire campus instructional coaches to coach teachers in various learning capacities.
1	3	3	Utilize the Whetstone program to provide feedback and track teacher effectiveness and provide instructional strategies from campus administrators, assistant principals, instructional coaches and area office personnel.

2021-2022 Campus Advisory Council

Committee Role	Name	Position
Administrator	Arelis Hilaire	Principal
Business Representative	Tamesha Bullock	Business Representative
Parent	Nora Garcia	Parent
Community Representative	Ingrid Ajo Fagundo	Community Representative
Non-classroom Professional	Dion Holley	Instructional Coach
District-level Professional	Christin Bryant	District IC
Classroom Teacher	Dolce Cruz	GLA
Classroom Teacher	Grayden Howard	GLA
Paraprofessional	Joanna Canales	Paraprofessional

2021-2022 Needs Assessment Team

Committee Role	Name	Position
Administrator	Arelis Hilaire	Principal
Business Representative	Tamesha Bullock	Business Representative
Parent	Nora Garcia	Parent
Community Representative	Ingrid Ajo Fagundo	Community Representative
Non-classroom Professional	Dion Holley	Non-classroom Professional
District-level Professional	Christin Bryant	District IC
Classroom Teacher	Dolce Cruz	GLA
Classroom Teacher	Grayden Howard	GLA
Paraprofessional	Joanna Canales	Paraprofessional

Campus Funding Summary

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplemental materials	Title I-A	\$10,000.00
1	2	1	Supplemental materials	Title I-A	\$5,000.00
1	2	3			\$4,000.00
1	2	4			\$4,000.00
1	2	5			\$3,500.00
1	2	6			\$3,500.00
1	2	7			\$3,500.00
1	3	3	Staff communication resource		\$10,000.00
2	1	2	Supplemental resources	Title I-A	\$20,000.00
2	2	1	Salaries and Wages	Title I-A School Improvement	\$10,000.00
3	1	1	Teacher Development Whetstone	Title I-A	\$5,000.00
4	1	1	Professional development	Title 1-A	\$10,000.00
4	1	2	supplemental materials	Title 1-A	\$10,000.00
Sub-Total					\$98,500.00
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional development registration and consultant fees	Title III	\$10,000.00
1	2	1	Supplemental materials	Title III	\$5,000.00
1	2	1	Professional development	Title III	\$10,000.00
1	2	3			\$4,000.00
1	2	4			\$4,000.00
1	2	5			\$3,500.00
1	2	6			\$3,500.00
1	2	7			\$3,500.00
Sub-Total					\$43,500.00

289 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$1,400.00
Sub-Total					\$1,400.00
211 - Title I School Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Salaries and wages		\$35,000.00
1	1	4	Salaries and wages		\$35,000.00
1	2	2	Professional development registration and consultant fees	Title I	\$15,000.00
1	3	1	professional development registration		\$10,000.00
1	3	2	Salaries and wages		\$150,000.00
2	1	1	Salaries and wages		\$25,000.00
2	1	3	Staff communication resource		\$10,000.00
2	1	4	Salaries and wages		\$10,000.00
Sub-Total					\$290,000.00
Grand Total					\$433,400.00

Addendums