International Leadership of Texas

Westpark Middle

2022-2023 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

Demographics

Demographics Summary

Our K-8 campus has a capacity for 1416 students. For the Fy 2021-2022 school year we had a total of 846 students in our elementary campus and 435 students in our middle school campus for a total of 1281 students. Our students are from diverse cultural and ethnic backgrounds as demonstrated: In the elementary school: 37% hispanic-latino, 2.36% asian, 55.7% black-african american, 1.89% white and 2.01% two or more races. The economic disadvanged percentages were at 78% and the at-risk at 61.94%. In the middle school: 47% hispanic-latino, 1.84% asian, 46% Black- African American, 1.84% white and 2.53% two-or more races. The economic disadvantaged percentages were listed as 75.17% and the at-risk at 71.49%. The following is a breakdown of students by grade level:

K: 126 out of 160

1st: 149 out of 160

2nd: 138 out of 160

3rd: 143 out of 156

4th: 139 out of 156

5th: 151 out of 156

6th: 144 out of 156

7th: 144 out of 156

8th: 147 out of 156

We have attracted a very diverse population of students in regards to race/ethnicity and socioeconomics status. We are expected to be over capacity of 1416 students at the beginning of SY 2023. This includes 156 students in sixth to eigth grades. Our teacher student ratios will be 1:26 in grades 6th - 8th.

The demographics for our teaching population is very similar to our student population. In the elementary school we have a total of 65 teachers in the following category: Asian - 6, Black/African American - 22, Hispanic - 33, Two-or more races -1, and White - 3. Male teachers - 12 and Femaile teachers - 53. In the middle school we have a total of 34 teachers in the following category: Asian - 3, Black/African American - 24, Hispanic - 6, and White - 1. Male teachers 15 and Female teachers 19.

Our teacher experience on both campus range from beginning teacher to over 20 years. In the elementary school, the experience percentages are as followed: Beginning teachers - 27.8%, 1 to 5 years - 56.2%, 6 to 10 - 8.3%, 11 to 20 - 6.6%, over 20 years = 1.2%. In theh middle school: Beginning teachers - 25.9%, 1 to 5 years - 58.4%, 6 to 10 years - 0%, 11 to 20 years - 10.9%, and over 20 years - 0%

Demographics Strengths

ILTexas WestPark Elementary 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 an International Festival.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause:** Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

Problem Statement 2: Students new to the country are unfamiliar with English language and American culture often struggle with acclimating to their social environment. **Root Cause:** No immediate induction service or support is available to students new to the country

Problem Statement 3 (Prioritized): There is a large polarity in the social economic needs and status of our families. 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. Lack of technological literacy and access.

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

Problem Statement 5 (Prioritized): 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 that IL Texas Westpark 6-8 has an accountablity rating for 2022 of a C. Based on our data, we met the standardard and goals in the area of reading for all of our subgroups. We also achieved high scores in Doman II academic progress and school growth. An area of deficit for our students is in Math. This was noted for all students, African American Students, Hispanic Students, Economically Disadvantaged Students, Emergent Students and Special Education Students. We believe that this was partly due to the implementation of a new math program and the residual of the COVID gap. This year we will continue to provide accelerated classes to students who did not meet the standards in the area of reading and math. This will include instructional time by teachers during the day as well as afterschool and Saturday tutorials. Students will be monitored throughout the year to make adjustment to their individualized program.

Student Learning Strengths

- ILTexas Westpark K8 provided regular and ongoing communication with parents regarding student achievement.
- Students are provided extended day, Saturday, and holiday (Thanksgiving and Christmas) opportunities for academic support.
- ILTexas provides a rigourous 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

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Problem Statement 6 (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.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction:

The charter goal is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the Eglish, Spanish, and Chinese languages, and strengthening the body mind and charater 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 unites of study and basic lesson plans. Assessments are a combination of collaborative commoncampus 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 exames are administered in April for grades 5 and 8. The districtict 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 and 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 Rentention:

Staff at ILTexas Westpark are hired through a carefully selected interview committee composed of teachers, GLAs, and administrators. 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 Instructioin:

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

Staff Recruitment and Retention:

Campus has a significantly higher rate of teacher retention in camparison to other campuses.

- 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:

- chromebook device to student ratio 1:1
- 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): Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause:** Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

Problem Statement 2 (Prioritized): There is a large polarity in the social economic needs and status of our families. 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. Lack of technological literacy and access.

Problem Statement 3 (Prioritized): The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause:** Lack of knowledge of research based strategies.

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Problem Statement 5 (Prioritized): Lack of parent involvement, community volunteers, and resources to participate and assist in organizing and facilitating school events. **Root Cause:** The participation of parents is very minimal at school sponsored events due to competing priorities and lack of understanding of their need to participate.

Problem Statement 6 (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 7: 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. No clear direction on acceptable use of communication.

Perceptions

Perceptions Summary

Parents of ILTexas Westpark students are provided multiple opportunities to be involved with the school. At the start of the previous school year, the campus was limited in hosting events face to face due to concerns of COVID and exposure. As the year progressed we were able to conduct events such as indoor and outdoor sports events, Band events, our Annual Chinese New Year and International Festival, Sports Awards Night, Grade Level Celebration Awards Ceremony, and National Junior Honor Society meetings featuring community members were completed. Coffee with the Principal was held monthly in English and Spanish via zoom so that parents could have a forum to address their concerns and obtain information about school activities. 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 servent 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:

- PTO
- Watch D.O.G. (Dads of Great Students) program
- Parent Academic Nights
- Community events -
- Career Day with community volunteers
- International Festival
- Lunar New Year Celebration
- Middle School Parent Group
- Academic Relay 6th grade
- Multiplication Tournament 3rd grade
- Social Media-Facebook, Smore, Skylert, Skyward

School Culture and Climate

- Most parents indicated they felt ILTexas Westpark is effectively preparing their child for their academic future

- Due to Covid, parents, community involvement, and student after school programs were very limited with minimal access to building due to policy of covid restrictions
- Climate of the school was safe and full of safety cleaniness precautions due to Covid pandemic.
- Increase of cleaniness,and each classroom had disinfecting wipes and hand sanitizer stations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 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. No clear direction on acceptable use of communication.

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

Priority Problem Statements

Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels.

Root Cause 1: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

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

Problem Statement 2: There is a large polarity in the social economic needs and status of our families. It is also a challenge to have some of the families come to school functions, check homework, and respond to communications.

Root Cause 2: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.

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

Problem Statement 6: Lack of parent involvement, community volunteers, and resources to participate and assist in organizing and facilitating school events.

Root Cause 6: The participation of parents is very minimal at school sponsored events due to competing priorities and lack of understanding of their need to participate.

Problem Statement 6 Areas: School Processes & Programs - Perceptions

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

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

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

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 4: Teacher student ratio minimizes the amount of time for individualized instruction and interventions.

Problem Statement 4 Areas: Demographics - Student Learning - 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 5: Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

Problem Statement 5 Areas: 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.

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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
- 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

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: June 15, 2022

Goal 1: By the end of the 22-23 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 1: The percent of learners that score "Meets Grade Level" on STAAR Reading will increase from 45% to 50% for Emergent Bilingual and 52% to 57% for oun non-emergent bilingual learners by June 2023.

High Priority

Evaluation Data Sources: STAAR Reading, English EOC

Strategy 1 Details	Reviews			
Strategy 1: Professional Development Opportunities from subject matter experts and consultants will be provided to assist teachers, administrators, and support staff in an effort to increase student achievement. The focus will be on all students participating in the EL, DLI and other programs with an emphasis on Emergent Learners. Conferences will occur on campus, off campus and n Ed Service Centers.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student achievement and improvement in staff efficacy **Staff Responsible for Monitoring:** Administrators, Dean of Instruction, Instructional Coaches **- 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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 5 - Student Learning 1, 5 - School Processes & Programs 1, 4 **Funding Sources:** - 211 - Title I School Improvement - $10,000				

Strategy 2 Details	Reviews			
Strategy 2: 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 2022-2023 School Year.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: increased student achievement **Staff Responsible for Monitoring:** administrators, instructional coaches, GLAs, Dean of instruction - **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** **Problem Statements:** Demographics 1, 5 - Student Learning 1, 5 - School Processes & Programs 1, 4 **Funding Sources:** Salaries and wages - 211 - Title I School Improvement - $35,000				

Strategy 3 Details	Reviews			
Strategy 3: Will utilize the Whetstone program to provide feedback and track teacher effectiveness and provide instructional strategies from campus administrators, assistant principals, dean of instruction, instructional coaches and area office personnel.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased teacher effectiveness and efficacy in implementing research-based strategies **Staff Responsible for Monitoring:** Administrators, Dean of Instruction and instructional coaches - **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** **Problem Statements:** Demographics 4 - Student Learning 4, 6 - School Processes & Programs 3, 6 **Funding Sources:** - 420 - State - $10,000				

Strategy 4 Details	Reviews			
Strategy 4: 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.	Formative			Summative
	Nov	Jan	May	June
Strategy's Expected Result/Impact: increase student achievement among students who receive special services **Staff Responsible for Monitoring:** Administration, Dean of Instruction, counselors, special education, instructional coaches - **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** **Problem Statements:** Demographics 1, 4, 5 - Student Learning 1, 4, 5 - School Processes & Programs 1, 3, 4 **Funding Sources:** Professional development registration and consultant fees - 263 - Title III - Title III - $10,000				

Strategy 5 Details	Reviews			
Strategy 5: 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.)	Formative			Summative
	Nov	Jan	May	June
Strategy's Expected Result/Impact: Increase in student achievement **Staff Responsible for Monitoring:** Administration, Dean of Instruction, counselors,instructional coaches, GLAs - **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 **Problem Statements:** Demographics 5 - Student Learning 5 - School Processes & Programs 4 **Funding Sources:** Supplemental materials - 211 - Title 1-A - Title I-A - $10,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

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Campus #17
September 27, 2022 11:49 AM

Demographics

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School Processes & Programs

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Goal 1: By the end of the 22-23 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 2: At least 85% of middle school students will show at least one year's growth on the Reading STAAR by June 2023.

    Evaluation Data Sources: MAP, benchmarks, STAAR, Istation

Strategy 1 Details	Reviews			
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 2023.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: increased student achievement **Staff Responsible for Monitoring:** administrators, instructional coaches, area coaches and personnel, GLAs **- 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 **Problem Statements:** Demographics 4, 5 - Student Learning 4, 5, 6 - School Processes & Programs 3, 4, 6 **Funding Sources:** professional development registration - 211 - Title I School Improvement - $10,000				

Strategy 2 Details	Reviews			
Strategy 2: Hire campus instructional coaches to coach teachers in various learning capacities.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: increased student achievement and increased teacher efficacy **Staff Responsible for Monitoring:** administrators **- 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** **Problem Statements:** Demographics 1, 4, 5 - Student Learning 1, 4, 5, 6 - School Processes & Programs 1, 3, 4, 6 **Funding Sources:** Salaries and wages - 211 - Title I School Improvement - $200,000				

Strategy 3 Details	Reviews			
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.	Formative			Summative
	Nov	Jan	May	June
Strategy's Expected Result/Impact: improvement in instructional practices **Staff Responsible for Monitoring:** administrators, instructional coach, area coaches and personnel - **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 - **Targeted Support Strategy** **Problem Statements:** Demographics 4 - Student Learning 4, 6 - School Processes & Programs 3, 6 **Funding Sources:** Staff communication resource - 211 - Title 1-A - $10,000				

Strategy 4 Details	Reviews			
Strategy 4: 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.	Formative			Summative
	Nov	Jan	May	June
Strategy's Expected Result/Impact: increase student achievement among students who receive special services **Staff Responsible for Monitoring:** Administration, Dean of Instruction, counselors, special education, instructional coaches - **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** **Problem Statements:** Demographics 1, 4, 5 - Student Learning 1, 4, 5 - School Processes & Programs 1, 3, 4 **Funding Sources:** Professional development registration and consultant fees - 263 - Title III - Title III - $10,000				

Strategy 5 Details		Reviews			
Strategy 5: 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.)		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase in student achievement **Staff Responsible for Monitoring:** Administration, Dean of Instruction, counselors,instructional coaches, GLAs **- 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 **Problem Statements:** Demographics 5 - Student Learning 5 - School Processes & Programs 4 **Funding Sources:** Supplemental materials - 211 - Title 1-A - Title I-A - $10,000					

Strategy 6 Details		Reviews			
Strategy 6: 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 2022-2023 School Year.		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: increased student achievement **Staff Responsible for Monitoring:** administrators, instructional coaches, GLAs, Dean of instruction **- 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** **Problem Statements:** Demographics 1, 5 - Student Learning 1, 5 - School Processes & Programs 1, 4 **Funding Sources:** Salaries and wages - 211 - Title I School Improvement - $35,000					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction 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.

Student Learning

Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction 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: 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.

School Processes & Programs

Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

Problem Statement 3: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.

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.

Problem Statement 6: 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.

Goal 1: By the end of the 22-23 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 3: The percent of learners that score "Meets Grade Level" on STAAR Math will increase from 13% to 18% for Emergent Bilingual and 18% to 23% for our non-emergent bilingual learners by June 2023.

    High Priority

    Evaluation Data Sources: STAAR Math

Strategy 1 Details	Reviews			
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 2022-2023 School Year.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: increased student achievement
    Staff Responsible for Monitoring: administrators, instructional coaches, GLAs
 	
    Problem Statements: Demographics 5 - Student Learning 5 - School Processes & Programs 4
    Funding Sources: Salaries and wages - 211 - Title I School Improvement - $25,000				

Strategy 2 Details	Reviews			
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.)	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increased student achievement
    Staff Responsible for Monitoring: administrators, instructional coaches, area coaches, and personnel, GLAs
 	
    - 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 1, 5 - Student Learning 1, 5 - School Processes & Programs 1, 4
    Funding Sources: Supplemental resources - 211 - Title 1-A - Title I-A - $20,000				

Strategy 3 Details	Reviews			
Strategy 3: Will utilize the Whetstone program to provide feedback, track teacher progress among campus administrators, instructional coaches and area office personnel.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased teacher effectiveness and efficacy in implementing research-based strategies **Staff Responsible for Monitoring:** administrators and instructional coaches - **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 **Problem Statements:** Demographics 4 - Student Learning 4, 6 - School Processes & Programs 3, 6 **Funding Sources:** Staff communication resource - 211 - Title I School Improvement - $10,000	**Nov**	**Jan**	**May**	**June**

Strategy 4 Details	Reviews			
Strategy 4: All middle school teachers will receive opportunities for professional development growth, coaching, and feedback to help improve and implement best instructional strategies by June 2023.	**Formative**			**Summative**
Strategy's Expected Result/Impact: increased student achievement **Staff Responsible for Monitoring:** administrators, instructional coaches, area coaches and personnel, GLAs - **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 **Problem Statements:** Demographics 1, 4 - Student Learning 1, 4, 6 - School Processes & Programs 1, 3, 6 **Funding Sources:** professional development registration - 211 - Title I School Improvement - $10,000	**Nov**	**Jan**	**May**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Hire campus instructional coaches to coach teachers in various learning capacities.	Formative			Summative
Strategy's Expected Result/Impact: increased student achievement and increased teacher efficacy	Nov	Jan	May	June
Staff Responsible for Monitoring: administrators - **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** **Problem Statements:** Demographics 1, 4 - Student Learning 1, 4 - School Processes & Programs 1, 3 **Funding Sources:** Salaries and wages - 211 - Title I School Improvement - $200,000				

Strategy 6 Details	Reviews			
Strategy 6: 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.	Formative			Summative
	Nov	Jan	May	June
Strategy's Expected Result/Impact: increase student achievement among students who receive special services **Staff Responsible for Monitoring:** Administration, Dean of Instruction, counselors, special education, instructional coaches - **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** **Problem Statements:** Demographics 1, 4, 5 - Student Learning 1, 4, 5 - School Processes & Programs 1, 3, 4 **Funding Sources:** Professional development registration and consultant fees - 263 - Title III - Title III - $10,000				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.
Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction 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.

Student Learning
Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.
Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction 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: 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.

School Processes & Programs
Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.
Problem Statement 3: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.
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.
Problem Statement 6: 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.

Goal 1: By the end of the 22-23 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 4: By June 2023, the Emergent Bilingual learners will show a 5% increase on the TELPAS performance level.

High Priority

Evaluation Data Sources: 2023 TELPAS

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: increased student achievement and increased proficiency level in all four language domains				
Staff Responsible for Monitoring: administrators, instructional coaches, area coaches, and personnel, GLAs				
- 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				
Problem Statements: Demographics 4, 5 - Student Learning 4, 5 - School Processes & Programs 3, 4				
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				

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: increased student achievement and increased proficiency level in all four language domains **Staff Responsible for Monitoring:** administrators, instructional coaches, area coaches, and personnel, GLAs **- 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 **Problem Statements:** Demographics 1, 4, 5 - Student Learning 1, 4, 5 - School Processes & Programs 1, 3, 4 **Funding Sources:** Professional development registration and consultant fees - 211 - Title I School Improvement - Title I - $15,000				

Strategy 3 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: increased student achievement and increased proficiency level in all four language domains **Staff Responsible for Monitoring:** administrators, instructional coaches, area coaches, and personnel, GLAs **- 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 **Problem Statements:** Demographics 1, 4 - Student Learning 1, 4, 6 - School Processes & Programs 1, 3, 6 **Funding Sources:** - 263 - Title III - $4,000, - 211 - Title 1-A - $4,000				

Strategy 4 Details	Reviews			
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).	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: increased student achievement and increased proficiency level in all four language domains **Staff Responsible for Monitoring:** administrators, instructional coaches, area coaches, and personnel, GLAs **- 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 **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 3 **Funding Sources:** - 263 - Title III - $4,000, - 211 - Title 1-A - $4,000				

Strategy 5 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: increased student achievement and increased proficiency level in all four language domains **Staff Responsible for Monitoring:** administrators, instructional coaches, area coaches, and personnel, GLAs **- 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 **Problem Statements:** Demographics 4, 5 - Student Learning 4, 5 - School Processes & Programs 3, 4 **Funding Sources:** - 211 - Title 1-A - $3,500, - 263 - Title III - $3,500				

Strategy 6 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: increased student achievement and increased proficiency level in all four language domains				
Staff Responsible for Monitoring: administrators, instructional coaches, area coaches, and personnel, GLAs				
- 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				
Problem Statements: Demographics 1, 4, 5 - Student Learning 1, 4, 5 - School Processes & Programs 1, 3, 4				
Funding Sources: - 211 - Title 1-A - $3,500, - 263 - Title III - $3,500				

Strategy 7 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: increased student achievement and increased proficiency level in all four language domains				
Staff Responsible for Monitoring: administrators, instructional coaches, area coaches, and personnel, GLAs				
- 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				
Problem Statements: Demographics 1, 4, 5 - Student Learning 1, 4, 5 - School Processes & Programs 1, 3, 4				
Funding Sources: - 211 - Title 1-A - $3,500, - 263 - Title III - $3,500				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction 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.

Student Learning

Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction 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: 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.

School Processes & Programs

Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

Problem Statement 3: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.

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.

Problem Statement 6: 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.

Goal 1: By the end of the 22-23 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 5: By the end of the 22-23 school year, students' learning readiness indicator as measured by Rhithm, will increase 10% 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.

    Evaluation Data Sources: Rhithm Insight reports and assessments

Strategy 1 Details	Reviews			
Strategy 1: Bring in subject matter experts (such as but not limited to Youth Equipped to Succeed) and purchase resources (such as but not limit to SEL and mental health curriculum for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students) to improve students' readiness to learn.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Improve learning readiness as measured by Rhithm
     Staff Responsible for Monitoring: Principal, APs, Counselors
 	
     Problem Statements: Demographics 1, 3 - Student Learning 1, 3 - School Processes & Programs 1, 2
     Funding Sources: - 263 - Title III - $20,000				

_{0%} No Progress _{100%} Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.
Problem Statement 3: There is a large polarity in the social economic needs and status of our families. 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. Lack of technological literacy and access.
Student Learning
Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.
Problem Statement 3: There is a large polarity in the social economic needs and status of our families. 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. Lack of technological literacy and access.

School Processes & Programs

Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.

Problem Statement 2: There is a large polarity in the social economic needs and status of our families. 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. Lack of technological literacy and access.

Goal 2: By the end of the 22-23 school year, at least 75% of students graduate meeting language (students enrolled at ILTexas 7 years or more are at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

Performance Objective 1: Secondary LOTE classes students will complete language performance assessments to demonstrate language proficiency as documented in their language portfolio by the end of June 2023.

> **High Priority**

> **Evaluation Data Sources:** AAPPL

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development via consultants, education service centers, instructional area coaches, etc.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improvement in academic achievement and proficiency in all language domains.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: administrators, instructional coaches, area coaches, Dean of Instruction, GLAs - **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 1 - Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Professional development - 211 - Title 1-A - Title 1-A - $10,000				
Strategy 2 Details	Reviews			
Strategy 2: Purchase linguistically appropriate resources to assist teachers with engaging students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student engagement and achievement	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: administrators, instructional coaches, area coaches, Dean of Instruction,				

GLAs, DLI

- 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 4 - Student Learning 4 - School Processes & Programs 3
Funding Sources: supplemental materials - 211 - Title 1-A - Title 1-A - $10,000

0% **No Progress**   100% **Accomplished**   → **Continue/Modify**   ✕ **Discontinue**

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.
Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.

Student Learning
Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.
Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.

School Processes & Programs
Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.
Problem Statement 3: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.

Goal 3: By the end of the 22-23 school year ILTexas will retain 75% of teachers, an increase from 74% achieved in the 2021-22 school year.

Performance Objective 1: By June 2023, 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.

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			
Strategy 1: Enroll and promote district professional development.	**Formative**			**Summative**
Specific: Attend distract trainings	**Nov**	**Jan**	**May**	**June**
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 **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 **Staff Responsible for Monitoring:** administrators, instructional coaches, area coaches, and personnel, GLAs, counselo **- 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 **Problem Statements:** Demographics 4, 5 - Student Learning 4, 5 - School Processes & Programs 3, 4 **Funding Sources:** Teacher Development Whetstone - 211 - Title 1-A - Title I-A - $5,000				

Strategy 2 Details	Reviews			
Strategy 2: Professional Development Opportunities from subject matter experts and consultants will be provided to assist teachers, administrators, and support staff in an effort to increase student achievement. The focus will be on all students participating in the EL, DLI and other programs with an emphasis on Emergent Learners. Conferences will occur on campus, off campus and n Ed Service Centers.	Formative			Summative
	Nov	Jan	May	June
Strategy's Expected Result/Impact: Increased student achievement and improvement in staff efficacy **Staff Responsible for Monitoring:** Administrators, Dean of Instruction, Instructional Coaches **- 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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 5 - Student Learning 1, 5 - School Processes & Programs 1, 4 **Funding Sources:** - 211 - Title I School Improvement - $10,000				

Strategy 3 Details	Reviews			
Strategy 3: Will utilize the Whetstone program to provide feedback and track teacher effectiveness and provide instructional strategies from campus administrators, assistant principals, dean of instruction, instructional coaches and area office personnel.	Formative			Summative
	Nov	Jan	May	June
Strategy's Expected Result/Impact: Increased teacher effectiveness and efficacy in implementing research-based strategies **Staff Responsible for Monitoring:** Administrators, Dean of Instruction and instructional coaches **- 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** **Problem Statements:** Demographics 4 - Student Learning 4, 6 - School Processes & Programs 3, 6 **Funding Sources:** - 420 - State - $10,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.
Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction 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.

Student Learning
Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.
Problem Statement 4: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction 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: 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.

School Processes & Programs
Problem Statement 1: Covid-19 (virtual & in-person instruction) brought a loss of traditional instruction at the end of 2019-2020, 2020-2021 and 2021-2022 school year which has resulted in students having gaps in multiple content areas and between grade levels. **Root Cause**: Interruptions in the academic instruction for the past year and a half. Covid pandemic disruptions was a big factor in getting students on board with academics.
Problem Statement 3: The number of teachers on campus with limited experience and knowledge of effective research based strategies in core subject areas posed issues in providing effective instruction for students to reach mastery. **Root Cause**: Lack of knowledge of research based strategies.
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.
Problem Statement 6: 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.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	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 2022-2023 School Year.
1	1	3	Will utilize the Whetstone program to provide feedback and track teacher effectiveness and provide instructional strategies from campus administrators, assistant principals, dean of instruction, instructional coaches and area office personnel.
1	1	4	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	2	2	Hire campus instructional coaches to coach teachers in various learning capacities.
1	2	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.
1	2	4	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	2	6	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 2022-2023 School Year.
1	3	5	Hire campus instructional coaches to coach teachers in various learning capacities.
1	3	6	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.
3	1	3	Will utilize the Whetstone program to provide feedback and track teacher effectiveness and provide instructional strategies from campus administrators, assistant principals, dean of instruction, instructional coaches and area office personnel.

Campus Funding Summary

			420 - State		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$10,000.00
3	1	3			$10,000.00
				Sub-Total	$20,000.00

			211 - Title 1-A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Supplemental materials	Title I-A	$10,000.00
1	2	3	Staff communication resource		$10,000.00
1	2	5	Supplemental materials	Title I-A	$10,000.00
1	3	2	Supplemental resources	Title I-A	$20,000.00
1	4	1	Supplemental materials	Title I-A	$5,000.00
1	4	3			$4,000.00
1	4	4			$4,000.00
1	4	5			$3,500.00
1	4	6			$3,500.00
1	4	7			$3,500.00
2	1	1	Professional development	Title 1-A	$10,000.00
2	1	2	supplemental materials	Title 1-A	$10,000.00
3	1	1	Teacher Development Whetstone	Title I-A	$5,000.00
				Sub-Total	$98,500.00

			263 - Title III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Professional development registration and consultant fees	Title III	$10,000.00
1	2	4	Professional development registration and consultant fees	Title III	$10,000.00
1	3	6	Professional development registration and consultant fees	Title III	$10,000.00
1	4	1	Supplemental materials	Title III	$5,000.00
1	4	1	Professional development	Title III	$10,000.00
1	4	3			$4,000.00

263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4			$4,000.00
1	4	5			$3,500.00
1	4	6			$3,500.00
1	4	7			$3,500.00
1	5	1			$20,000.00
				Sub-Total	$83,500.00
211 - Title I School Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$10,000.00
1	1	2	Salaries and wages		$35,000.00
1	2	1	professional development registration		$10,000.00
1	2	2	Salaries and wages		$200,000.00
1	2	6	Salaries and wages		$35,000.00
1	3	1	Salaries and wages		$25,000.00
1	3	3	Staff communication resource		$10,000.00
1	3	4	professional development registration		$10,000.00
1	3	5	Salaries and wages		$200,000.00
1	4	2	Professional development registration and consultant fees	Title I	$15,000.00
3	1	2			$10,000.00
				Sub-Total	$560,000.00