

International Leadership of Texas



Westpark Elementary

Accountability Rating: B

2025-2026 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.

Value Statement

Others Before Self

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Comprehensive Needs Assessment

Demographics

Summary

Although we are capable of serving 1416 students, we have not reached capacity throughout the lifespan of our school. For the 2023-2024 school year, we had a total of 783 students in our elementary campus and 444 students in our middle school campus for a total of 1227 students. In the 2024-2025 school year we had a total of 852 elementary students and 440 middle schoolers. Our students are from diverse cultural and ethnic backgrounds as demonstrated: In our elementary campus 46.95% Hispanic-Latino, 1.41% Asian, 46.60% Black-African American, 2.00% white, 0.23% American Indian - Alaskan Native, and 2.82% two or more races. The economically disadvantaged percentage was 84.4%. Our campus participates in the Community Eligibility Program which means all of our students receive free breakfast and lunch every day. Our enrollment by gender is 46.71% for Male students and 53.29% for female students. The following is a breakdown of students by grade level:

PreK: 41 out of 44

K: 114 out of 120

1st: 122 out of 120

2nd: 142 out of 160

3rd: 144 out of 156

4th: 140 out of 156

5th: 149 out of 156

We have attracted a very diverse population of students regarding race/ethnicity and socioeconomic status. Our goal for the 2025-2026 school year is to be as close to capacity as possible. For the first time in the school's history, last year we opened 2 Pre-K 4 units which housed 44 students. These students received services that mirror our curriculum model for grades K-5 by receiving instruction in English and Spanish. As previously stated, our goal is 1416 students. This includes 160 students in each grade level for kindergarten, first, and second grades. In the third to eighth grades, we expect 156 students for each respective grade level. Our teacher-student ratios will be 1:20 in kindergarten to second grade and 1:26 in third grade and above.

A large number of the students on the Westpark campus have an "At-Risk" indicator. In fact, data show in 2024-2025 84.09% of the middle school students to be "At-Risk." 43.5% of the elementary school students share that designation. Conversely, 6.82% of the middle school population and 3.99% of the elementary school students are "Gifted and Talented." The Emergent Bilingual (EB) population on the Westpark campus has increased over the last five years. For instance, in the 2020-2021 school year the percentage of EB students in the middle school was 34.14. In 2024-2025 the percentage grew to 37.95. Westpark Elementary has experienced a dramatic increase within this subpopulation, going from 34.24% in 2020-2021 to 43.54% in 2024-2025. Similarly, this growth is further demonstrated as the number of Special Education students in Westpark Middle School in 2020-2021 was shown to be 26, 5.73% of the population. In the elementary school 42 students, 4.61% of the population was classified as Special Education. However, the 2024-2025 Special Education enrollments rose to 11.36% in the middle school and 13.62% in the elementary school. Three middle school students, 0.68% and nine elementary school students, 1.06% are in Section 504.

The demographics of our teaching population are very similar to our student population. In the elementary school, we have a total of 56 teachers in the following categories: Asian - 6.5%, Black/African American - 29%, Hispanic - 58.1%, Two-or more races - 2.2%, and White - 4.3%. Male teachers - 17.2% and female teachers - 82.8%. In the middle school, we have a total of 27 teachers in the following categories: Asian - 5.5%, Black/African American - 54.5%, Hispanic - 29.1%, Two-or more races - 3.6% and White - 7.3%. Male teachers - 29.1% and Female teachers - 70.9%.

Our teacher experience on both campuses ranges from beginning teacher to over 20 years. In the elementary school, the experience percentages are as follows: Beginning teachers - 14.1%, 1 to 5 years - 45%, 6 to 10 - 28.4%, 11 to 20 - 8.8%, over 20 years - 3.6%. In the middle school: Beginning teachers - 0%, 1 to 5 years - 64.6%, 6 to 10 years - 14.9%, 11 to 20

years - 11.2%, and over 20 years - 4.1%. Our 2024-2025 retention rate for staff members is 68.9% for Elementary and 65.7% for middle school.

Strengths

ILTexas West Park 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, Nigerian Independence, and an International Festival.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Students new to the country, unfamiliar with the English language and American culture often struggle with acclimating to their social environment.	No immediate induction service or support is available to students new to the country
2 ★	The social economic needs of our families continue to grow from one year to the next causing the majority of our families to hold more than one job to take care of their families. Because of this, it is a challenge to have some of the families come to school functions, check homework, and respond to communications.	Our current geographic boundaries allow for a diverse group of students to enroll rather than simply being a neighborhood school. Location variations also largely effects attendance rates and therefor academic success. There is also a lack of technological literacy and access for the majority of our families. This hinders parent participation in the academic process.
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.	Lack of knowledge of research based strategies.
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.	The quantity of special population students, and their varied needs, creates a demand for individualized instruction that is not manageable with the class size.

★ = Priority

Student Learning

Summary

STAAR results indicated that IL Texas Westpark K-5 has an accountability rating for 2023 of a B. Based on our data, we met the standards and goals in the area of reading for all of our subgroups. We also achieved high scores in Domain II academic progress and school growth. An area of deficit for our students is in Math. This was noted for all students, Hispanic Students, Emergent Students, and Special Education Students. Though we are seeing improvements in math data, students are still having a hard time bridging the gap between curriculum and STAAR formats.. This year, We will utilize Bluebonnet curriculum which may bridge some of the gaps. Additionally, 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 after-school and Saturday tutorials. Students will be monitored throughout the year to make adjustments to their individualized program.

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 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	Root Cause
1★	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.	Lack of knowledge of research based strategies.
2★	Professional developments with a 1 size fits all approach, leave out new and struggling teachers and fail to meet the educational needs of veteran teachers.	District and campuses do not provide differentiated profesional development opportunities.
3	Students new to the country, unfamiliar with the English language and American culture often struggle with acclimating to their social environment.	No immediate induction service or support is available to students new to the country
4★	Disciplinary data as well as counselor interaction and Linewize alerts indicate students need support handling stress and implementing coping strategies for self-regulation.	Gaps in social regulation skills related to stressors in the home, lack of opportunities for off-screen interaction, and challenges related to acclimating to the demands of the trilingual model.
5★	The social economic needs of our families continue to grow from one year to the next causing the majority of our families to hold more than one job to take care of their families. Because of this, it is a challenge to have some of the families come to school functions, check homework, and respond to communications.	Our current geographic boundaries allow for a diverse group of students to enroll rather than simply being a neighborhood school. Location variations also largely effects attendance rates and therefor academic success. There is also a lack of technological literacy and access for the majority of our families. This hinders parent participation in the academic process.

6



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.

The quantity of special population students, and their varied needs, creates a demand for individualized instruction that is not manageable with the class size.

 = Priority

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 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 unites 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 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 Retention:

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.

Strengths

Curriculum and Instruction:

- 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 comparison 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	Root Cause
<p>1 ★</p> <p>Disciplinary data as well as counselor interaction and Linewize alerts indicate students need support handling stress and implementing coping strategies for self-regulation.</p>	<p>Gaps in social regulation skills related to stressors in the home, lack of opportunities for off-screen interaction, and challenges related to acclimating to the demands of the trilingual model.</p>
<p>2 ★</p> <p>The social economic needs of our families continue to grow from one year to the next causing the majority of our families to hold more than one job to take care of their families. Because of this, it is a challenge to have some of the families come to school functions, check homework, and respond to communications.</p>	<p>Our current geographic boundaries allow for a diverse group of students to enroll rather than simply being a neighborhood school. Location variations also largely effects attendance rates and therefor academic success. There is also a lack of technological literacy and access for the majority of our families. This hinders parent participation in the academic process.</p>
<p>3 ★</p> <p>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.</p>	<p>Lack of knowledge of research based strategies.</p>
<p>4 ★</p> <p>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.</p>	<p>The quantity of special population students, and their varied needs, creates a demand for individualized instruction that is not manageable with the class size.</p>
<p>5 ★</p> <p>Professional developments with a 1 size fits all approach, leave out new and struggling teachers and fail to meet the educational needs of veteran teachers.</p>	<p>District and campuses do not provide differentiated profesional development opportunities.</p>

6



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

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

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.

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.

 = Priority

Perceptions

Summary

Family and Community Engagement:

Parents of ILTexas Westpark students are provided multiple opportunities to be involved with the school. As the year progressed we conducted events such as indoor and outdoor athletic events, band and orchestra concerts, our Annual Chinese New Year and International Festival, Sports Awards Night, Grade Level Celebration Awards Ceremonies, and National Junior Honor Society meetings in which the community was invited. Meetings with the Principal were held monthly in English and Spanish via Zoom and in person 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 athletic 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 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 an open line of communication with the parents is a priority. Communication avenues include Skyward access to student progress, School Messenger, Website, Facebook, tip411, email, Peach jar flyer distribution, parent conferences, Class Dojo, coffee with the principal, PTO meetings, and more.

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
- Climate of the school was safe and clean
- Increase of cleanliness, and each classroom had disinfecting wipes and hand sanitizer stations.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
<p>1</p> <p>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.</p>	<p>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.</p>
<p>2</p> <p>★</p> <p>Lack of parent involvement, community volunteers, and resources to participate and assist in organizing and facilitating school events.</p>	<p>The participation of parents is very minimal at school sponsored events due to competing priorities and lack of understanding of their need to participate.</p>
<p>3</p> <p>★</p> <p>Professional developments with a 1 size fits all approach, leave out new and struggling teachers and fail to meet the educational needs of veteran teachers.</p>	<p>District and campuses do not provide differentiated professional development opportunities.</p>

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Professional developments with a 1 size fits all approach, leave out new and struggling teachers and fail to meet the educational needs of veteran teachers.

District and campuses do not provide differentiated professional development opportunities.

2
★

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.

Lack of knowledge of research based strategies.

3
★

Disciplinary data as well as counselor interaction and Linevize alerts indicate students need support handling stress and implementing coping strategies for self-regulation.

Gaps in social regulation skills related to stressors in the home, lack of opportunities for off-screen interaction, and challenges related to acclimating to the demands of the trilingual model.

4
★

The social economic needs of our families continue to grow from one year to the next causing the majority of our families to hold more than one job to take care of their families. Because of this, it is a challenge to have some of the families come to school functions, check homework, and respond to communications.

Our current geographic boundaries allow for a diverse group of students to enroll rather than simply being a neighborhood school. Location variations also largely effects attendance rates and therefor academic success. There is also a lack of technological literacy and access for the majority of our families. This hinders parent participation in the academic process.

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.

The quantity of special population students, and their varied needs, creates a demand for individualized instruction that is not manageable with the class size.

6
★

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

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



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment 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 and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia 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
- State certified and high quality staff data
- T-TESS data

Parent/Community Data

Parent surveys and/or other feedback

Support Systems and Other Data

Budgets/entitlements and expenditures data



Goals

Goal 1

By the end of the 25-26 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher the previous year.

Performance Objective 1

By the end of the 25-26 school year, 30% of all ILTexas Westpark K8 students in grades 3-5 will perform at the meets level of achievement on STAAR for all content area Assessments.

Evaluation Data Source: STAAR Assessments, Interim Assessments, TEKS Ready, and MAP

Strategy 1

Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas 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.

Strategy's Expected Result/Impact: increased student achievement and improvement in staff efficacy

Staff Responsible for Monitoring: Administrators, Instructional Coaches, Dean of Instruction

Funding Sources: Professional development and consultation fees 211 - Title I School Improvement, \$20,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

May

June

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 in Ed Service Centers.

Strategy's Expected Result/Impact: Increased student achievement and improvement in staff efficacy

Staff Responsible for Monitoring: Administrators, Dean of Instruction, Instructional Coaches

Funding Sources: professional development registration and consultant fees 211 - Title I School Improvement, \$10,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November

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Strategy 3

Provide support in the form of professional learning opportunities for staff, supplemental resources for students, extending learning time for students, and parental engagement.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: campus administrators, Dean of Instruction, instructional coaches, and GLAs

Funding Sources: Teacher resources and professional development registration 211 - Title I School Improvement, \$15,000, professional development registration 263 - Title III, \$7,500, Parent event resources 461 - Campus Activity, \$5,000

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 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November

January

May

June

Strategy 4 Targeted Support Strategy

The School Mint Grow program will be utilized to provide feedback, track teacher effectiveness, and provide instructional strategies from campus administrators, dean of instruction, instructional coaches, and area office personnel. The BRES training and strategies will be used to provide a combination of on-site and virtual coaching days with the leadership team in the area of Teacher Coaching. The coaching days will include Prioritization & Implementation Calendaring & selection. Shadowing support, Observation & Feedback, Classroom co-observations & calibration. Planning feedback and delivering feedback (and subsequent PD). Observation & Feedback Rubric aligned to ILTexas - GBF Scope & Sequence.

Strategy's Expected Result/Impact: Increased teacher effectiveness and efficacy in implementing research-based strategies

Staff Responsible for Monitoring: Administrators, Dean of Instruction, and instructional coaches

Funding Sources: Staff communication; technology platform 420 - State, \$10,000

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 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

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June

Strategy 5 Targeted Support Strategy

Provide enrichment opportunities to English learners and non-English learners to build background knowledge, close learning gaps, and increase proficiency in all four domains.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Administrators, Dean of Instruction, Instructional Coaches, Summer School Coordinator.

Funding Sources: supplemental resources and teacher wages 263 - Title III, \$20,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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January

May

June

Strategy 6

Purchase supplemental technology, instructional materials and evaluation/assessment kits plus - subsequent related PD (hard copies as well as online tools/software) to scaffold instruction (i.e, Brain-pop, Study Island, Imagine Learning, Peoples Education-Measuring Up, Sped Evaluation kits, bilingual dictionaries, leveled readers, All In Learning response systems, etc).

Strategy's Expected Result/Impact: increased student achievement and growth

Staff Responsible for Monitoring: campus administrators, instructional coaches, Dean of Instruction

Funding Sources: Supplemental resources 263 - Title III, \$10,000, 224 - IDEA B, \$30,000, Supplemental resources 211 - Title I School Improvement, \$5,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 2

By the end of the 25-26 school year, 25% of EB students in grades 3-8 at Westpark K8 will perform at the meets level of achievement on STAAR Reading/Language Arts and STAAR Math Assessments.

Evaluation Data Source: STAAR Assessments, Interim Assessments and MAP

Strategy 1

Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas 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.

Strategy's Expected Result/Impact: increased student achievement and improvement in staff efficacy

Staff Responsible for Monitoring: Administrators, Instructional Coaches, Dean of Instruction

Funding Sources: Professional development and consultation fees 211 - Title I School Improvement, \$20,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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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.

Strategy's Expected Result/Impact: Increased student achievement and improvement in staff efficacy

Staff Responsible for Monitoring: Administrators, Dean of Instruction, Instructional Coaches

Funding Sources: professional development registration and consultant fees 211 - Title I School Improvement, \$10,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

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May

June

Strategy 3 Targeted Support Strategy

Will utilize the School Mint Grow program to provide feedback, track teacher effectiveness, and provide instructional strategies from campus administrators, dean of instruction, instructional coaches, and area office personnel.

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

Funding Sources: Staff communication; technology platform 420 - State, \$10,000

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 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 4 Targeted Support Strategy

Provide enrichment opportunities to English learners and non-English learners to build background knowledge, close learning gaps, and increase proficiency in all four domains.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Administrators, Dean of Instruction, Instructional Coaches, Summer School Coordinator.

Funding Sources: supplemental resources and teacher wages 263 - Title III, \$20,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 5

Provide support in the form of professional learning opportunities for staff, supplemental resources for students, extending learning time for students, and parental engagement.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: campus administrators, Dean of Instruction, instructional coaches, and GLAs

Funding Sources: Teacher resources and professional development registration 211 - Title I School Improvement, \$15,000, professional development registration 263 - Title III, \$7,500, Parent event resources 461 - Campus Activity, \$5,000

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 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 6

Purchase supplemental technology, instructional materials and evaluation/assessment kits plus - subsequent related PD (hard copies as well as online tools/software) to scaffold instruction (i.e, Brain-pop, Study Island, Imagine Learning, Peoples Education-Measuring Up, Sped Evaluation kits, bilingual dictionaries, leveled readers, All In Learning response systems, etc).

Strategy's Expected Result/Impact: increased student achievement and growth

Staff Responsible for Monitoring: campus administrators, instructional coaches, Dean of Instruction

Funding Sources: Supplemental resources 263 - Title III, \$10,000, Supplemental resources 211 - Title I School Improvement, \$5,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 7 Targeted Support Strategy

By June 2026, IL Texas will provide parents of English learners learning opportunities to support their children through face-to-face meetings and night programs. This will increase reading and math performance for EL students by at least 10%. Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide online access to CNA/CIP.

Strategy's Expected Result/Impact: increased student achievement

Staff Responsible for Monitoring: Administration, Dean of Instruction, Instructional Coaches and GLAs

Funding Sources: parent events 211 - Title 1-A, \$15,000, parent events 263 - Title III, \$15,000

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 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 3 High Priority

By June 2026, the Westpark K8 Emergent Bilingual learners will show a 7% increase in the performance level of the TELPAS Assessment.

Evaluation Data Source: 2026 TELPAS Assessment

Strategy 1 Targeted Support Strategy

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 our students, including ESL, DLI and other programs that will increase student achievement, with particular attention to English Learners.

Strategy's Expected Result/Impact: Increase all four language domains

Staff Responsible for Monitoring: Campus Administration, Dean, Instructional Coaches, DLI Area Coach

Funding Sources: 263 - Title III, \$3,500, 211 - Title 1-A, \$3,500

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Send Campus (teachers/coaches/principals/assistant principals) and district staff to conference (e.g. Title III Summit, La Cosheca, TESOL, 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).

Strategy's Expected Result/Impact: Increase knowledge and tools for teachers to use in their classrooms to help improve students increase all four domains in language

Staff Responsible for Monitoring: Campus Administrators, Dean, Instructional Coaches, DLI Area Coach

Funding Sources: 211 - Title 1-A, \$3,500, 263 - Title III, \$3,500

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 3 Targeted Support Strategy

Provide on-campus and off-campus professional development for instructional staff that will support effective facilitation of instruction using sheltered instruction strategies.

Strategy's Expected Result/Impact: improvement in instructional practices and student achievement

Staff Responsible for Monitoring: campus administrators, dean of instruction, instructional coaches, and area personnel

Funding Sources: professional development registration 211 - Title I School Improvement, \$10,000, 263 - Title III, \$3,500

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 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 4 Targeted Support Strategy

Purchase assistive technologies and other supplemental resources that can be used to provide support to students EL students.

Strategy's Expected Result/Impact: provide linguistic accommodations to students who need language acquisition supports

Staff Responsible for Monitoring: campus administration, instructional coaches, budget clerk, area coaches

Funding Sources: Supplemental resources 263 - Title III, \$10,000, Supplemental resources 255 - Title II, \$10,000, Supplemental resources 211 - Title 1-A, \$10,000

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 5

Organize and host events and workshops that encourage parents to take a more active approach to reinforcing student learning by equipping them with information and tools that can be used at home. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.

Strategy's Expected Result/Impact: increased parental involvement and reinforcement of learning at home

Staff Responsible for Monitoring: campus administration, dean of instruction, instructional coaches, GLAs

Funding Sources: Parent event materials 461 - Campus Activity, \$5,000

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 3: Positive School Culture

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Strategy 6 Targeted Support Strategy

Provide enrichment opportunities to English learners and non-English learners to build background knowledge, close learning gaps, and increase proficiency in all four domains.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Administrators, Dean of Instruction, Instructional Coaches, Summer School Coordinator.

Funding Sources: supplemental resources and teacher wages 263 - Title III, \$20,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 7 Additional Targeted Support Strategy

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., People Education-Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as students access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.

Strategy's Expected Result/Impact: Increase resources and technology tools for teachers use and implement

Increase knowledge and tools for teachers to use in their classrooms to help improve students increase all four domains in language

Staff Responsible for Monitoring: Campus administration, Dean of Instruction, Instructional Coaches, DLI Area Coach

Funding Sources: 263 - Title III, \$3,500, 211 - Title 1-A, \$3,500

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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Strategy 8

Purchase supplemental technology, instructional materials and evaluation/assessment kits plus - subsequent related PD (hard copies as well as online tools/software) to scaffold instruction (i.e, Brain-pop, Study Island, Imagine Learning, Peoples Education-Measuring Up, Sped Evaluation kits, bilingual dictionaries, leveled readers, All In Learning response systems, etc).

Strategy's Expected Result/Impact: increased student achievement and growth

Staff Responsible for Monitoring: campus administrators, instructional coaches, Dean of Instruction

Funding Sources: Supplemental resources 263 - Title III, \$10,000, Supplemental resources 211 - Title I School Improvement, \$5,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 4

By the end of the 25-26 school year, ILTexas Westpark K8 students enrolled in the Special Education program will maintain a Meets achievement standard at a 9% rate for Math and a 10% rate for English Language Arts and Reading state assessments.

Evaluation Data Source: MAP, Interim assessments, STAAR

Strategy 1

Professional Development Opportunities from subject matter experts and consultants will be provided to assist teachers, administrators, and support staff to increase student achievement. The focus will be on all students participating in the Special Education and Dyslexia programs. Conferences will occur on campus, off campus, and in Ed Service Centers.

Strategy's Expected Result/Impact: Increased student achievement and improvement in staff efficacy

Staff Responsible for Monitoring: Administrators, Dean of Instruction, Instructional Coaches

Funding Sources: professional development registration and consultant fees 211 - Title I School Improvement, \$10,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

Provide support in the form of professional learning opportunities for staff, supplemental resources for students, extending learning time for students, and parental engagement.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: campus administrators, Dean of Instruction, instructional coaches, and GLAs

Funding Sources: Teacher resources and professional development registration 211 - Title I School Improvement, \$15,000, professional development registration 263 - Title III, \$7,500, Parent event resources 461 - Campus Activity, \$5,000

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 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 3

Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students to increase student achievement.

Strategy's Expected Result/Impact: increased student achievement and improvement in staff efficacy

Staff Responsible for Monitoring: Administrators, Instructional Coaches, Dean of Instruction

Funding Sources: Professional development and consultation fees 211 - Title I School Improvement, \$20,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 4 Targeted Support Strategy

Provide enrichment opportunities to students in the Special Education and Dyslexia programs to build background knowledge, close learning gaps, and increase proficiency in all four domains.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Administrators, Dean of Instruction, Instructional Coaches, Summer School Coordinator.

Funding Sources: supplemental resources and teacher wages 263 - Title III, \$20,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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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 (i.e, Brain-pop, Study Island, Imagine Learning, Peoples Education-Measuring Up, Sped Evaluation kits, dictionaries, leveled readers, All In Learning response systems, etc).

Strategy's Expected Result/Impact: increased student achievement and growth

Staff Responsible for Monitoring: campus administrators, instructional coaches, Dean of Instruction

Funding Sources: Supplemental resources 263 - Title III, \$10,000, Supplemental resources 211 - Title I School Improvement, \$5,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 6  **Targeted Support Strategy**

The School Mint Grow program will be utilized to provide feedback, track teacher effectiveness, and provide instructional strategies from campus administrators, dean of instruction, instructional coaches, and area office personnel. The BRES training and strategies will be used to provide a combination of on-site and virtual coaching days with the leadership team in the area of Teacher Coaching. The coaching days will include Prioritization & Implementation Calendaring & selection. Shadowing support, Observation & Feedback, Classroom co-observations & calibration. Planning feedback and delivering feedback (and subsequent PD). Observation & Feedback Rubric aligned to ILTexas - GBF Scope & Sequence.

Strategy's Expected Result/Impact: Increased teacher effectiveness and efficacy in implementing research-based strategies

Staff Responsible for Monitoring: Administrators, Dean of Instruction, and instructional coaches

Funding Sources: Staff communication; technology platform 420 - State, \$10,000

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 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews**Performance Objective 5**  **High Priority**

By June 2026, the percentage scores of students in K-2 that score on grade level or above will increase by 5 % in Reading as recorded on the IStation Indicator Progress Monitor tool - ISIP. By June 2026, the percentage of K- 2nd-grade students that grow one grade level in Spanish Reading (Spanish ISIP) will increase by 5%.

Evaluation Data Source: ISIP (English and Spanish)

Strategy 1  **Targeted Support Strategy**

Provide effective support and PD opportunities to include support for teachers and partner content teachers.

Strategy's Expected Result/Impact: Increased student achievement in the area of reading in English and in Spanish.

Staff Responsible for Monitoring: Administrators, Dean of Instruction, Instructional Coaches and Special Education instructional coaches.

Funding Sources: professional development registration and consultant fees 224 - IDEA B, \$10,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2 Targeted Support Strategy

Provide PD and instructional resources to help language teachers deliver instruction in the target language.

Strategy's Expected Result/Impact: Increased student achievement in English, Spanish and Chinese languages.

Staff Responsible for Monitoring: Administrators, Dean of Instruction, Instructional Coaches and GLAS

Funding Sources: professional development and registration fees 211 - Title 1-A, \$10,000

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 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 3

Professional Development Opportunities from subject matter experts and consultants will be provided to assist teachers, administrators, and support staff to increase student achievement. Conferences will occur on campus, off campus, and in Ed Service Centers.

Strategy's Expected Result/Impact: increased student achievement and improvement in staff efficacy.

Staff Responsible for Monitoring: Administrators, Dean of Instruction, Instructional Coaches

Funding Sources: professional development registration and consultant fees 263 - Title III, \$20,000

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 3: Positive School Culture, Lever 5: Effective Instruction

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Goal 2

By the end of the 25-26 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at Intermediate or above) and 95% of students will have completed their service hour requirements.

Performance Objective 1

By the end of 25-26 school year, at least 50% of 5th grade students who have been with ILTexas for more than 5 years will reach a Novice Mid proficiency in Chinese and Novice High in Spanish.

Evaluation Data Source: AAPPL and ACTFL rating.

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 levels in all language domains

Staff Responsible for Monitoring: administrators, instructional coaches, GLAs area coaches

Funding Sources: Professional development registration and consultation fees 211 - Title I School Improvement, \$10,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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Strategy 2

Purchase linguistically appropriate resources to assist teachers with engaging students

Strategy's Expected Result/Impact: increased student achievement and engagement

Staff Responsible for Monitoring: administrators, instructional coaches, area coaches, GLAs

Funding Sources: Supplemental resources 211 - Title I School Improvement, \$10,000

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 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 3 Targeted Support Strategy

Provide effective support and PD opportunities to include support for teachers and partner content teachers.

Strategy's Expected Result/Impact: Increased student achievement in the area of reading in English and in Spanish.

Staff Responsible for Monitoring: Administrators, Dean of Instruction, Instructional Coaches and Special Education instructional coaches.

Funding Sources: professional development registration and consultant fees 224 - IDEA B, \$10,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 4 Targeted Support Strategy

Provide PD and instructional resources to help language teachers deliver instruction in the target language.

Strategy's Expected Result/Impact: Increased student achievement in English, Spanish and Chinese languages.

Staff Responsible for Monitoring: Administrators, Dean of Instruction, Instructional Coaches and GLAS

Funding Sources: professional development and registration fees 211 - Title 1-A, \$10,000

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 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 5

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 in Ed Service Centers.

Strategy's Expected Result/Impact: increased student achievement and improvement in staff efficacy.

Staff Responsible for Monitoring: Administrators, Dean of Instruction, Instructional Coaches

Funding Sources: professional development registration and consultant fees 263 - Title III, \$20,000

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 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 2

By the end of 25-26 school year, 100% of students in 3rd -12th grade students will be tested by AAPPL in both Chinese and Spanish and receive score reports.

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 levels in all language domains

Staff Responsible for Monitoring: administrators, instructional coaches, GLAs area coaches

Funding Sources: Professional development registration and consultation fees 211 - Title I School Improvement, \$10,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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Strategy 2

Purchase linguistically appropriate resources to assist teachers with engaging students

Strategy's Expected Result/Impact: increased student achievement and engagement

Staff Responsible for Monitoring: administrators, instructional coaches, area coaches, GLAs

Funding Sources: Supplemental resources 211 - Title I School Improvement, \$10,000

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 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 3 Targeted Support Strategy

Provide effective support and PD opportunities to include support for teachers and partner content teachers.

Strategy's Expected Result/Impact: Increased student achievement in the area of reading in English and in Spanish.

Staff Responsible for Monitoring: Administrators, Dean of Instruction, Instructional Coaches and Special Education instructional coaches.

Funding Sources: professional development registration and consultant fees 224 - IDEA B, \$10,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 4 Targeted Support Strategy

Provide PD and instructional resources to help language teachers deliver instruction in the target language.

Strategy's Expected Result/Impact: Increased student achievement in English, Spanish and Chinese languages.

Staff Responsible for Monitoring: Administrators, Dean of Instruction, Instructional Coaches and GLAS

Funding Sources: professional development and registration fees 211 - Title 1-A, \$10,000

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 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 5

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 in Ed Service Centers.

Strategy's Expected Result/Impact: increased student achievement and improvement in staff efficacy.

Staff Responsible for Monitoring: Administrators, Dean of Instruction, Instructional Coaches

Funding Sources: professional development registration and consultant fees 263 - Title III, \$20,000

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 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 3

By June 2026, the students in grades K-5 will complete the required Others Before Self Project from start to finish.

Strategy 1

Develop, plan out and implement the "Others before Self" project at every grade level

Strategy's Expected Result/Impact: Provide knowledge of service hours and community service

Staff Responsible for Monitoring: Administration, GLAs and Teachers at every grade level.

Funding Sources: 224 - IDEA B, \$3,000

ESF Levers: Lever 3: Positive School Culture

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

Goal 3 Teacher Retention Rates 2022 - 2023 (057848) - International Leadership Of Texas (IlTexas) 63.15%

(057848016) - IlTexas Westpark EL 68.9% 2024-2025

(057848017) - IlTexas Westpark Middle 65.7% 2024-2025

Performance Objective 1 High Priority

By June 2025, 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 the previous year.

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

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.

Strategy's Expected Result/Impact: Increased collaboration with staff, teachers, faculty and students. Consistent implementation of highly effective instruction in the classrooms. Shared best practices across our campus. The percentage of student achievement in the meets category will increase on STAAR. An increase in our ISTATON and MAP scores.

Staff Responsible for Monitoring: Administration, Instructional Coaches, GLAs, Teachers, Counselors

Funding Sources: Professional Development 211 - Title 1-A, \$5,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 2 Targeted Support Strategy

Will utilize the School Mint Grow 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.

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

Funding Sources: Staff communication; technology platform 420 - State, \$10,000

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 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 3

Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas 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.

Strategy's Expected Result/Impact: increased student achievement and improvement in staff efficacy

Staff Responsible for Monitoring: Administrators, Instructional Coaches, Dean of Instruction

Funding Sources: Professional development and consultation fees 211 - Title I School Improvement, \$20,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 2

By June 2026, the culture and climate of the campus will improve by 10% as documented by the end-of-

the-year climate surveys.

Evaluation Data Source: Climate surveys from students, parents and staff

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).

Staff Responsible for Monitoring: Principal, Assistant Principals, Dean and Guidance Counselors

Funding Sources: 289 - Title IV, \$2,500

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 2

Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas 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.

Strategy's Expected Result/Impact: increased student achievement and improvement in staff efficacy

Staff Responsible for Monitoring: Administrators, Instructional Coaches, Dean of Instruction

Funding Sources: Professional development and consultation fees 211 - Title I School Improvement, \$20,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

Provide opportunities for parents to interact with staff and students at events that showcase their talents and abilities such as Literacy Night, Math and Science Night, Fine Arts events, charter-wide events and sports events.

Strategy's Expected Result/Impact: increased parental involvement in the school setting

Staff Responsible for Monitoring: Administrators, GLAs, teachers and staff members

Funding Sources: 263 - Title III, \$9,000

ESF Levers: Lever 3: Positive School Culture

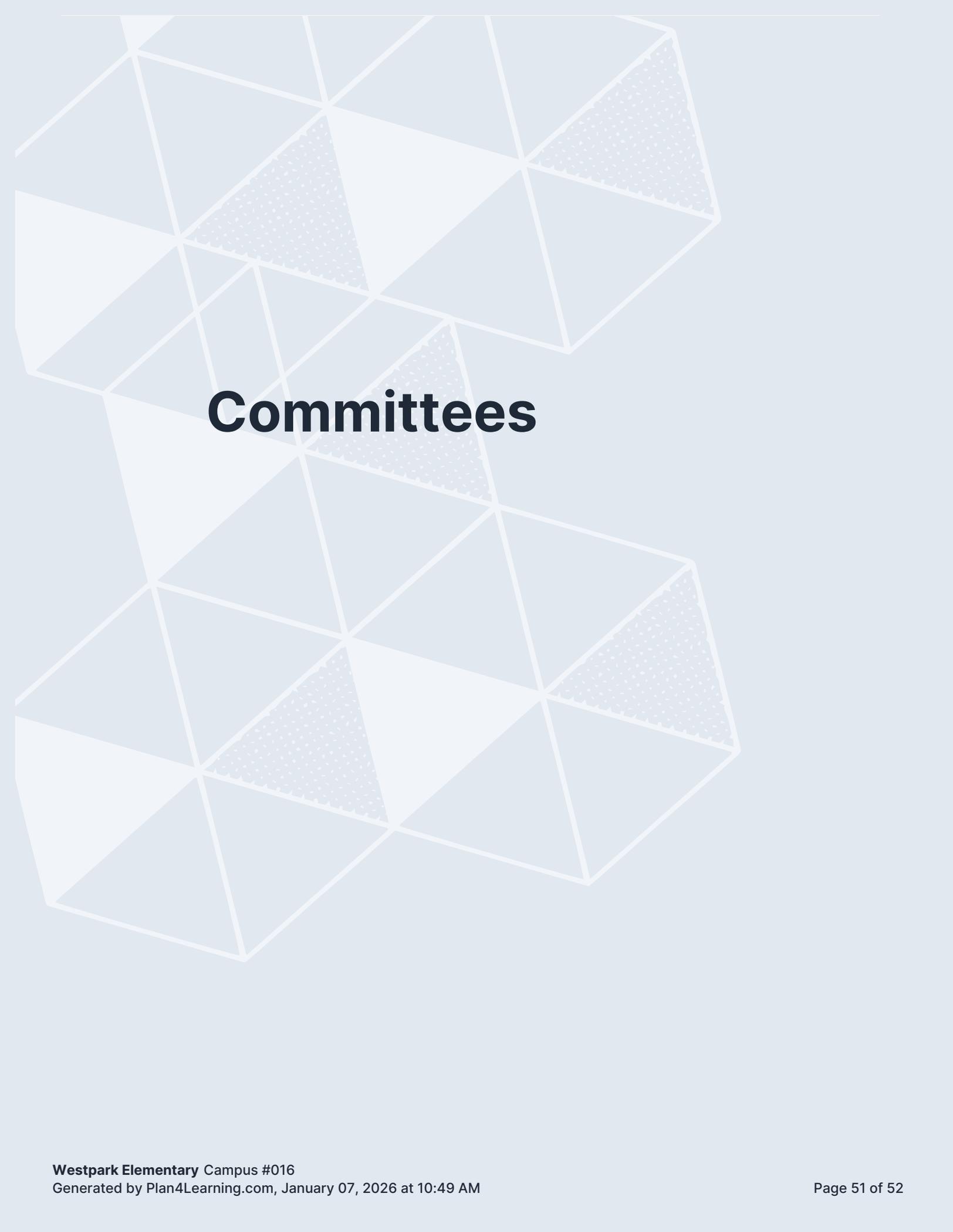
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Committees

Committees

2025-2026 Campus Advisory Council

Members

First Name	Last Name	Position	Committee Role
Nayebe	Esparza	Parent	Parent
Darrell	Little	Business Representative	Business Representative
Ruth	Gutierrez	Administrative Assistant	Paraprofessional
Renise	Metts	Grade Level Administrator	Teacher
Brecario	Ogden	Lead Counselor	Non-classroom Professional
Daleah	Gunn	Dean of Instruction	District-Level Professional
Marianela	Perez	Assistant Principal	Administrator
Reshunda	Green	Interim Associate Principal	Administrator
Cheryl	Clansy	Interim Principal	Administrator
Arelis	Hilaire	Principal	Administrator