

International Leadership of Texas



Westpark Middle

Accountability Rating: B

2025-2026 Campus Improvement Plan

Mission Statement

The mission of ILTexas 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 mind, body and character.

La misión de ILTexas es preparar a nuestros alumnos para roles de liderazgo excepcionales en la comunidad internacional, haciendo hincapié en el liderazgo de servicio, el dominio de los idiomas inglés, español y chino, y el fortalecimiento de mente, cuerpo y carácter.

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

Leadership- *“the sum of those qualities of intellect, human understanding and moral character that enable a person to inspire and to control a group of people successfully.”*

Others Before Self | Otros Antes De Uno Mismo |

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Comprehensive Needs Assessment

Demographics

Summary

ILTexas Westpark Middle School, which serves student in grades 6-8 on the Westpark K-8 campus is part of an open enrollment public charter school system. We are located in Houston, TX in Harris County. Students are selected to attend our school through a lottery system. Although we are capable of serving 1416 students, we have not reached capacity throughout the lifespan of our school. In the 2024-2025 school year we had a total of 440 middle schoolers and 852 elementary students for a total of 1299 students. Our students are from diverse cultural and ethnic backgrounds as demonstrated: Our middle school campus has a population of 50.91% Hispanic-Latino, 1.59% Asian, 42.73% black-African American, 2.27% white, 0.45% American Indian - Alaskan Native, and 2.05% two or more races. The economically disadvantaged percentage in middle school was 83.41% and 85.45% in elementary school. 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 in middle school is 45.45% for Male students and 54.55% for female students. The following is a breakdown of students by grade level:

6th: 142 out of 156

7th: 151 out of 156

8th: 147 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 enrollment goal is 1416 students. This includes 160 students in each grade level for kindergarten, first, and second grades. In grades three through eight, we expect enroll 156 students in 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.

The vast majority 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 Westpark Middle School has many strengths.

- Our Student population represents a variety of educational backgrounds and cultures.
- The teaching population closely mirrors our student population.
- The Chinese and Spanish international teachers provide strong instructional leadership for our high quality proficiency based language program, teaching students to appreciate and respect the beauty and nuances of the cultures .
- Our class sizes are below the 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 English language and American culture often struggle with acclimating to their social environment. in the year of 24-25 Westpark K8 saw an increase in our newcomer population.	No immediate induction service or support is available to students new to the country
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.	Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.
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.	Teacher student ratio minimizes the amount of time for individualized instruction and interventions.

★ = Priority

Student Learning

Summary

STAAR results indicated that IL Texas Westpark 6th-8th has an accountability rating for 2024 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 Math. This was noted for all students, Hispanic Students, Emergent Students, and Special Education Students. We believe that this was partly due to student acclimation to the more rigorous curriculum. This year we will continue to provide strong first-instruction and support through various interventions 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	Disciplinary data as well as counselor interaction and Linewize alerts indicate students need support handling stress and implementing coping strategies that lead to self-regulation and resiliency.	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.
2	Students new to the country, unfamiliar with English language and American culture often struggle with acclimating to their social environment. in the year of 24-25 Westpark K8 saw an increase in our newcomer population.	No immediate induction service or support is available to students new to the country
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.	Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.
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.	Lack of knowledge of research based strategies.
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.	Teacher student ratio minimizes the amount of time for individualized instruction and interventions.

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).

Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

 = 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 that lead to self-regulation and resiliency.</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>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.</p>	<p>Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school. Lack of technological literacy and access.</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>Teacher student ratio minimizes the amount of time for individualized instruction and interventions.</p>
<p>5 ★</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>

6
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Teachers struggle with differentiation in the classroom and how to meet the needs of our diverse learners (economically disadvantaged, gifted, and English Language Learners).

Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

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 were able to conduct indoor and outdoor athletic events, fine arts concerts and showcases, 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 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 stream events and 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
- Nigerian Independence 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
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.	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.
2 ★	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.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

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.

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

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
★

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.

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

4
★

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

Difficulty in retaining experienced teachers and the need for focused professional development in the differentiated classroom.

5
★

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.

★ = Priority



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

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
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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



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 High Priority

By the end of the 25-26 school year, 30% of all ILTexas Westpark K8 students in grades 3-8 will perform at the meets level of achievement on STAAR in all content areas.

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

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 at Ed Service Centers during the 25-26 school year.

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

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

Funding Sources: 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

January

May

June

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, area office, and headquarters personnel. Implementation utilizing contracted services to provide a combination of on-site and virtual coaching days with the leadership team in the 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, Subject Matter Experts

Funding Sources: 420 - State, \$10,000, Contracted Services 288 - ESF, \$90,000

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 3 Targeted Support Strategy

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 2025-26 School Year.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Administrators, instructional coaches, GLAs, Dean of instruction, SMEs

Funding Sources: Salaries and wages 211 - Title I School Improvement, \$35,000

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

Formative Reviews

November

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June

Strategy 4 Targeted Support Strategy

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.

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

Funding Sources: Professional development registration and consultant fees 263 - Title III, Title III, \$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

November

January

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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 (ie; Brainpop, Study Island, Imagine Learning, Measuring up, SPED evaluation kits, bilingual dictionaries, leveled readers, All in learning response systems etc.)

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Administration, Dean of Instruction, counselors, instructional coaches, GLAs

Funding Sources: Supplemental materials 211 - Title 1-A, Title I-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

Formative Reviews

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Performance Objective 2 High Priority

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

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

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 January 2026.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Administrators, instructional coaches, area coaches and personnel, GLAs

Funding Sources: professional development registration 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

Formative Reviews

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Strategy 2 Targeted Support Strategy

Utilize the School Mint Grow program to provide feedback and track teacher effectiveness and provide instructional strategies from campus administrators, assistant principals, instructional coaches and area office personnel.

Strategy's Expected Result/Impact: Improvement in instructional practices

Staff Responsible for Monitoring: Administrators, instructional coach, area coaches and personnel

Funding Sources: Staff communication resource 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 5: Effective Instruction

Formative Reviews

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Strategy 3 Targeted Support Strategy

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.

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

Funding Sources: Professional development registration and consultant fees 263 - Title III, Title III, \$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

November

January

May

June

Strategy 4

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.)

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Administration, Dean of Instruction, counselors, instructional coaches, GLAs

Funding Sources: Supplemental materials 211 - Title 1-A, Title I-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

Formative Reviews

November

January

May

June

Strategy 5 Targeted Support Strategy

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 23-24 School Year.

Strategy's Expected Result/Impact: increased student achievement

Staff Responsible for Monitoring: administrators, instructional coaches, GLAs, Dean of instruction

Funding Sources: Salaries and wages 211 - Title I School Improvement, \$35,000

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

Formative Reviews

November

January

May

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Performance Objective 3 High Priority

By the end of the 25-26 school year, 30% of all ILTexas Westpark K8 students in grade 8 will perform at the meets level of achievement on STAAR Social Studies and 25% of Westpark K8 EB students will perform at the meets level of achievement on STAAR Social Studies.

Evaluation Data Source: STAAR, Interim Assessments and MAP

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 January 2026.

Strategy's Expected Result/Impact: increased student achievement

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

Funding Sources: professional development registration 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 2 Targeted Support Strategy

Utilize the School Mint Grow program to provide feedback and track teacher effectiveness and provide instructional strategies from campus administrators, assistant principals, instructional coaches and area office personnel.

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

Staff Responsible for Monitoring: administrators, instructional coach, area coaches and personnel

Funding Sources: Staff communication resource 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 5: Effective Instruction

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Performance Objective 4 High Priority

By the end of the 25-26 school year, ILTexas Westpark K8 students enrolled in the Special Education program in grades 3-8 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, TEKS Ready, 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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Performance Objective 5

By the end of the 25-26 school year, IL Texas Westpark K8 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 Source: Rhithm Insight reports and assessments compared to trends data.

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.

Strategy's Expected Result/Impact: Improve learning readiness as measured by Rhithm

Staff Responsible for Monitoring: Principal, APs, Counselors

Funding Sources: Training 263 - Title III, \$20,000

TEA Priorities: Recruit, support, retain teachers and principals

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Performance Objective 6

ILTexas will improve outcomes for students by aligning our efforts around the Effective Schools Framework (ESF) and district deliverables supporting the specifics of each ESF campus.

Strategy 1

Establish explicit behavioral expectations and management systems

Strategy's Expected Result/Impact: Systems are in place to interact with students in a consistently positive way and engage with families on a regular basis about their child's performance in a positive, constructive, and personalized way.

Staff Responsible for Monitoring: Administrators, GLAs

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Performance Objective 7

At least 85% of middle school students will show at least one year's growth on the Reading STAAR by June 2026.

Evaluation Data Source: MAP, benchmarks, STAAR, Istation

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 January 2026.

Strategy's Expected Result/Impact: increased student achievement

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

Funding Sources: professional development registration 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 2 Targeted Support Strategy

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.

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

Staff Responsible for Monitoring: administrators, instructional coach, area coaches and personnel

Funding Sources: Staff communication resource 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 5: Effective Instruction

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Strategy 3 Targeted Support Strategy

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.

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

Funding Sources: Professional development registration and consultant fees 263 - Title III, Title III, \$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

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 23-24 School Year.

Strategy's Expected Result/Impact: increased student achievement

Staff Responsible for Monitoring: administrators, instructional coaches, GLAs, Dean of instruction

Funding Sources: Salaries and wages 211 - Title I School Improvement, \$35,000

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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Performance Objective 8 High Priority

By June 2026, the percentage of learners that score "Meets Grade Level" on STAAR Math will increase by 5% for Emergent Bilinguals and 8% for our non-emergent bilingual learners.

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 2025-2026 School Year.

Strategy's Expected Result/Impact: increased student achievement

Staff Responsible for Monitoring: administrators, instructional coaches, GLAs

Funding Sources: Salaries and wages 211 - Title I School Improvement, \$25,000

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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.)

Strategy's Expected Result/Impact: Increased student achievement

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

Funding Sources: Supplemental resources 211 - Title 1-A, Title I-A, \$20,000

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 3

Will utilize the School Mint Grow program to provide feedback, track teacher progress among campus administrators, 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 and instructional coaches

Funding Sources: Staff communication resource 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 4

All middle school teachers will receive opportunities for professional development growth, coaching, and feedback to help improve and implement best instructional strategies by January 2026

Strategy's Expected Result/Impact: increased student achievement

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

Funding Sources: professional development registration 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 5 Targeted Support Strategy

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.

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

Funding Sources: Professional development registration and consultant fees 263 - Title III, Title III, \$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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Performance Objective 9 High Priority

By June 2026, the Emergent Bilingual learners will show a 5% increase on the TELPAS performance level.

Evaluation Data Source: 2025 TELPAS

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.

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

Funding Sources: Supplemental materials 263 - Title III, Title III, \$5,000, Supplemental materials 211 - Title I-A, Title I-A, \$5,000, Professional development 263 - Title III, Title III, \$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

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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.

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

Funding Sources: Professional development registration and consultant fees 211 - Title I School Improvement, Title I, \$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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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.

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

Funding Sources: 263 - Title III, \$4,000, 211 - Title 1-A, \$4,000

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

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).

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

Funding Sources: 263 - Title III, \$4,000, 211 - Title 1-A, \$4,000

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

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.

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

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

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

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

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 3: Positive School Culture, Lever 5: Effective Instruction

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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. 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 and increased proficiency level in all four language domains

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

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

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 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 10

By the end of the 25-26 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.

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.

Strategy's Expected Result/Impact: Improve learning readiness as measured by Rhithm

Staff Responsible for Monitoring: Principal, APs, Counselors

Funding Sources: 263 - Title III, \$20,000

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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), 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

By the end of 25-26 school year, at least 50% of 8th grade students who have been with ILTexas for more than 7 years will reach at least an Intermediate Low proficiency level in Chinese and Spanish.

Evaluation Data Source: AAPPL

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: 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

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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: 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

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

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

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

Funding Sources: 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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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: training 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: materials 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

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: Training 224 - IDEA B, \$10,000

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

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Strategy 4

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: training 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 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 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: training and materials 263 - Title III, \$20,000

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Performance Objective 3 High Priority

By the end of 25-26 school year, at least 36% (federal target) of EL/EB students will have made one proficiency level progress in English language acquisition.

Evaluation Data Source: TELPAS 25-26

Strategy 1

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: training 211 - Title I School Improvement, \$3,500, training 263 - Title III, \$3,500

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

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Strategy 2 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: training 263 - Title III, \$3,500, training 211 - Title I School Improvement, \$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 3 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: Materials 263 - Title III, \$10,000, materials 255 - Title II, \$10,000, materials 211 - Title I School Improvement, \$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 4

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: parental training 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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Performance Objective 4

By June 2026, the students in grades 6th-8th will complete the required Others Before Self Project from start to finish.

Evaluation Data Source: End of the year Others Before Self Project summaries

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: materials 224 - IDEA B, \$3,000

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 5 High Priority

Secondary LOTE classes students will complete language performance assessments to demonstrate language proficiency as documented in their language portfolio by the end of June 2026.

Evaluation Data Source: AAPPL

Strategy 1

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: training 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 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: materials 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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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.

Goal 3

Teacher Retention Rates 2024-2025

District / Campus [--] = No Data

(057848) - International Leadership Of Texas (IlTexas) 72.1%

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

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

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: training 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 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.

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: training and PD 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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Performance Objective 2

By June 2025, 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).

Strategy's Expected Result/Impact: None

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

Funding Sources: training 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: training 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

Formative Reviews

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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: training 263 - Title III, \$9,000

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 3 High Priority

By June 2024, 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.

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 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, counselor

Funding Sources: Teacher Development Whetstone 211 - Title 1-A, Title I-A, \$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 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: 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 3 Targeted Support Strategy

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.

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: 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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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 Instrcuton	District-Level Professional
Marianela	Perez	Assistant Principal	Administrator
Reshunda	Green	Interim Associate Principal	Administrator
Cheryl	Clansy	Interim Principal	Administrator
Arelis	Hilaire	Principal	Administrator