International Leadership of Texas



Westpark Elementary

Accountability Rating: C

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
November 20, 2026 at 12:39 PM

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

Table of Contents

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. 2

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 11

Perceptions 15

Priority Problem Statements 18

Data Documentation for CNA 21

Improvement Planning Data 22

Goals 23

Goal 1 : By the end of the 26-27 school year, 100% of ILTexas campuses will receiv... 24

Goal 2 : By the end of the 26-27 school year, at least 75% of students graduate me... 43

Goal 3 : By the end of the 26-27 school year ILTexas will retain 76% of teachers, a... 54

Committees 60

Site Based Decision Making Committee 61

Meeting Logs 61

Members 61

Funding Summary 62

420 - State 63

461 - Campus Activity 63

211 - Title 1-A 63

224 - IDEA B 64

263 - Title III 64

289 - Title IV 64

211 - Title I School Improvement 65

Comprehensive Needs Assessment

Demographics

Summary

Although our campus has the capacity to serve 1,416 students, we have not yet reached full enrollment at any point in our school's history. For the 2025–2026 school year, our elementary campus enrolled 880 students, while the middle school campus enrolled a total of ___ students, bringing our combined enrollment to ___.

Our student population reflects a high level of diversity across cultural, ethnic, and socioeconomic backgrounds. At the elementary level, the demographic breakdown is as follows: 54.32% Hispanic/Latino, 0.57% Asian, 39.77% Black/African American, 1.7% White, 0.23% American Indian/Alaskan Native, and 3.30% identifying as two or more races. Additionally, 81.36% of our students are classified as economically disadvantaged. As a participant in the Community Eligibility Program, all students receive free breakfast and lunch daily. Gender distribution at the elementary campus is 47.27% male and 52.73% female.

Enrollment by grade level is as follows:

- Pre-K: 44/44
- Kindergarten: 111/120
- 1st Grade: 128/140
- 2nd Grade: 144/160
- 3rd Grade: 150/156
- 4th Grade: 151/156
- 5th Grade: 152/156

Our campus continues to attract a diverse student body, and our goal for the 2026–2027 school year is to reach or approach full capacity. To support this, we plan to expand to three Pre-K4 units, serving 66 students, while maintaining our dual-language instructional model in English and Spanish. Our target enrollment is 160 students per grade level in Kindergarten through 2nd grade and 156 per grade level in grades 3 through 8. Teacher-student ratios will remain at 1:20 in Kindergarten through 2nd grade and 1:26 in grades 3 and above.

A significant portion of our student population is identified as "At-Risk." Based on current data, ___% of middle school students and 70.23% of elementary students fall into this category. Similarly, ___% of middle school students and 81.36% of elementary students are classified as economically disadvantaged. In contrast, ___% of middle school students and 4.66% of elementary students are identified as Gifted and Talented.

The Emergent Bilingual (EB) population has shown steady growth over the past five years. At the middle school level, EB students accounted for 34.14% of the population in 2020–2021, increasing to ___% in 2025–2026. At the elementary level, this population grew from 34.24% in 2020–2021 to 47.95% in 2025–2026.

Special Education enrollment has also evolved. In 2020–2021, middle school enrollment included 26 students (5.73%), while elementary enrollment included 42 students (18%). By 2025–2026, Special Education enrollment increased to ___% at the middle school and 15.45% at the elementary level. Additionally, 0.68% (3 students) at the middle school and 1.02% (9 students) at the elementary school are served under Section 504.

Our staff demographics closely mirror the diversity of our student population. The elementary campus employs 93 staff members, with the following breakdown: 6.5% Asian, 33% Black/African American, 56% Hispanic, 1.1% two or more races, and 3.2% White. Gender distribution is 18.3% male and 81.7% female. The middle school employs 57 staff members: 8.8% Asian, 52.6% Black/African American, 31.6% Hispanic, 3.5% two or more races, and 3.5% White, with 28.1% male and 71.9% female staff.

Teacher experience across both campuses ranges from beginning educators to those with over 20 years in the profession. At the elementary level, experience levels are distributed as follows: 7.5% beginning teachers, 44.9% with 1–5 years, 30.2% with 6–10 years, 12.3% with 11–20 years, and 5.3% with over 20 years. At the middle school level, 5.9% are beginning teachers, 61.5% have 1–5 years of experience, 13.9% have 6–10 years, 11.4% have 11–20 years, and 7.3% have over 20 years of experience.

Our 2025–2026 teacher retention rates are 83.6% at the elementary campus and 77.1% at the middle school, reflecting a continued focus on staff stability and support.

Strengths

ILTexas Westpark Elementary School demonstrates several key strengths that contribute to a well-rounded and inclusive learning environment.

Our student population reflects a rich diversity of educational backgrounds and cultures, which enhances the overall learning experience and fosters global awareness among students.

Similarly, our staff population closely mirrors the diversity of our students, allowing for stronger cultural connections, meaningful relationships, and a more inclusive school climate.

Our Chinese and Spanish international teachers play a critical role in the success of our Dual Language Immersion (DLI) program, providing high-quality instruction and authentic language experiences that support student proficiency in both languages.

We intentionally celebrate and honor our diverse community throughout the year with events such as National Hispanic Heritage Month, Chinese Lunar New Year, Black History Month, Nigerian Independence Day, and our campus-wide International Festival. These celebrations promote cultural appreciation, unity, and pride across our school community.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Students new to ILTexas Westpark Elementary School often struggle to meet the academic rigor of the program and to access grade-level content delivered in Spanish, resulting in challenges with academic performance and language comprehension during the transition period.	The primary root cause is a lack of prior exposure to rigorous academic expectations and dual-language instruction. Many incoming students enter the campus without sufficient foundational skills in academic Spanish or experience in instructional environments that require simultaneous content mastery and second-language acquisition.
2 ★	Students who are new to the country and unfamiliar with the English language and American cultural norms often experience difficulty acclimating to the school's social environment. This impacts their ability to build peer relationships, participate fully in classroom and campus activities, and access instruction effectively.	The primary root cause is limited prior exposure to English language immersion and U.S. cultural and social expectations. Many newly arrived students lack foundational English proficiency and do not yet have familiarity with American school routines, norms, and communication styles, which creates barriers to social integration and academic engagement.
3 ★	A significant portion of the student population is identified as at-risk, which increases instructional demands within the classroom. As a result, teachers and instructional aides have limited capacity to provide sustained, individualized support to all students during instructional time.	The primary root cause is the high concentration of students requiring additional academic, behavioral, and/or social-emotional supports within classrooms. These needs include gaps in foundational skills, language acquisition needs, attendance challenges, and varying levels of academic readiness. This wide range of student needs limits the amount of individualized attention that can be provided wi

★ = Priority

Student Learning

Summary

STAAR results indicate that ILTexas Westpark K–5 received an accountability rating of “C” for 2025. Based on campus data, students met standards and growth goals in Reading across all subgroups. The campus also demonstrated strong performance in Domain II-B Relative Performance.

However, a persistent area of need was identified in Mathematics across all student groups, including Hispanic students, Emergent Bilingual students, and Special Education students. While growth in math performance has been observed, students continue to struggle with transferring conceptual understanding to STAAR-aligned question formats and rigor.

To address this gap, the campus will implement the Bluebonnet curriculum, which is expected to strengthen alignment between instruction and assessment expectations. In addition, the campus will continue providing targeted acceleration supports for students who did not meet proficiency standards in Reading and Math. These supports will include in-class intervention, as well as extended learning opportunities through after-school and Saturday tutorials.

Student progress will be closely monitored throughout the year using ongoing assessment data, with instructional adjustments made through the Multi-Tiered System of Supports (MTSS) to ensure interventions are responsive and effective.

Strengths

ILTexas Westpark K–8 maintains consistent and ongoing communication with parents regarding student academic performance and progress. Families are kept informed through regular updates, ensuring transparency and partnership in supporting student achievement.

To further support learning, students are offered extended instructional opportunities, including after-school tutoring, Saturday school, and academic enrichment programs during select holiday breaks such as Thanksgiving and Christmas. These additional supports are designed to reinforce instruction and address individual student needs.

The campus provides a rigorous, standards-based curriculum aligned to the TEKS, ensuring all students have access to high-level academic expectations. Instruction is delivered in Chinese, Spanish, and English as part of the school’s dual language and multilingual model.

Student progress is continuously monitored through common formative assessments and district-level benchmark assessments, allowing staff to track growth and identify areas of need throughout the year.

Teachers are also provided with multiple structured opportunities for collaboration, including professional learning communities (PLCs), to analyze data, review student performance, and plan targeted instructional strategies to support ongoing student growth.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	The campus has a limited availability of qualified teachers with experience in delivering a multicultural curriculum, particularly during mid-year hiring periods. This results in staffing gaps, inconsistent delivery of culturally responsive instruction, and challenges in maintaining instructional continuity.	A limited supply of certified teachers with multicultural curriculum expertise in the available hiring pool--especially mid-year--combined with the absence of a strong internal pipeline to quickly fill these roles.
2 ★	Professional development is delivered using a one-size-fits-all approach, which does not effectively address the varying needs of new, struggling, and veteran teachers. As a result, differentiated support is lacking, limiting teacher growth and impacting the quality of instruction across the campus.	The absence of a structured, data-driven system to differentiate professional development based on teacher experience levels, performance data, and individual instructional needs.
3 ★	Disciplinary data, counselor interaction logs, and Linewize alerts indicate that students need additional support in managing stress and implementing effective coping strategies for self-regulation. This impacts student behavior, engagement, and overall academic success.	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	Students new to the country, unfamiliar with the English language and American culture, often struggle to acclimate to their social environment.	Students are not being placed in classrooms based on their language proficiency levels, creating gaps in instruction and support.
5 ★	The socioeconomic needs of our families continue to increase each year, resulting in many families working multiple jobs to support their households. As a result, there are challenges with consistent family participation in school functions, monitoring of homework, and responsiveness to school communications, which impacts student academic success.	The campus serves a geographically diverse student population rather than a single neighborhood, creating barriers related to distance, transportation, and inconsistent attendance. Additionally, there is a lack of technological access and digital literacy among many families, which limits their ability to engage in communication and actively participate in their child's academic progress.

6 ★	There are a significant number of students identified as at-risk, which impacts the amount of individualized instructional time teachers and instructional aides are able to provide. As a result, instructional support is stretched across a large population of students with varying academic and behavioral needs.	The high concentration of special population students, each with diverse and individualized learning needs, creates a demand for intensive, differentiated instruction that exceeds what can be effectively managed within current class sizes and staffing structures.

★ = Priority

School Processes & Programs

Summary

Curriculum and Instruction

The charter's mission is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastery of English, Spanish, and Chinese languages, and the development of a strong mind, body, and character. This mission is supported through a high-quality, unified curriculum, aligned instruction, targeted professional development, and robust operational and technological systems.

The campus curriculum for all content areas is based on the Texas Essential Knowledge and Skills (TEKS). The charter utilizes the TEKS Resource System as the primary instructional framework to support unit planning and lesson development. Student learning is assessed through a combination of common campus-based assessments, charter-level common assessments, and End-of-Course (EOC) examinations. Additionally, students are assessed on all state-required STAAR assessments.

Language proficiency is measured using multiple tools aligned to programmatic goals. Spanish and Chinese language acquisition is assessed through ACTFL proficiency levels and AAPPL assessments (administered in grades 5 and 8, based on instructional sequence and aligned guidance). English language proficiency for emergent bilingual students is measured using the Texas English Language Proficiency Assessment System (TELPAS). The campus also utilizes the Measures of Academic Progress (MAP) assessment system to monitor student growth and project academic performance over time.

Teachers are provided a daily planning period and a Professional Learning Community (PLC) period to support instructional planning, collaboration, and analysis of student achievement data. Lesson design expectations include clearly defined language objectives, demonstration of learning, warm-ups, multiple response strategies, and structured learning activities that culminate in an exit ticket and student reflection or debrief. The charter further supports instructional quality through scheduled data analysis days and professional development sessions embedded within the academic calendar.

Staff Recruitment and Retention

Staff at ILTexas Westpark are selected through a structured interview process involving teachers, instructional leaders, and administrators. Recruitment efforts include on-campus and off-campus job fairs, partnerships with universities across Texas, participation in regional education service center job fairs, and postings on professional job boards to attract highly qualified candidates.

The campus has experienced staff turnover over time, primarily influenced by salary competitiveness. In response, charter leadership has implemented updates to the salary scale to improve recruitment and retention efforts. Additionally, the campus collaborates with the PTO to provide staff incentives and recognition initiatives that contribute to a positive and supportive work environment.

School Organization

ILTexas Westpark is funded through a combination of local, state, and federal funding sources. The PTO also plays a key role in supporting campus needs, including instructional supplies, field trips, and student and staff engagement events.

The instructional program is fully aligned to the TEKS and supported through the TEKS Resource System, which provides structured guidance for curriculum delivery and instructional planning. Teachers are provided ongoing opportunities for professional development as well as collaborative planning time through PLC structures. The campus operates as a data-driven environment, with designated data analysis days embedded in the academic calendar to support instructional improvement and student achievement monitoring.

Technology

Classroom instruction is supported through a range of instructional technologies, including document cameras, interactive smartboards, and digital learning applications. Teachers are provided Windows-based devices, while students are issued charter-provided Chromebooks for classroom use, with the option for home use as needed to support learning continuity.

The charter promotes the integration of digital learning platforms and provides multiple online instructional resources to enhance

student engagement and support differentiated instruction. A campus-based technology specialist is available to provide ongoing technical support and troubleshooting.

Charter-level professional development has been provided to support staff in the effective use of Google Workspace applications and digital instructional tools, ensuring consistent integration of technology into teaching and learning practices.

Strengths

Curriculum and Instruction

- Instruction is grounded in a strong focus on leadership development, language acquisition, and character education through a structured character development program.
- A rigorous, TEKS-based curriculum guide and instructional resources ensure alignment to state standards across all content areas.
- Students are assessed through multiple measures in both core content areas and language programs, providing a comprehensive view of academic and linguistic growth.
- Teachers are provided multiple opportunities for collaboration through structured Professional Learning Community (PLC) time.
- Ongoing professional development is embedded throughout the year and supported through PLC structures to strengthen instructional practice and student outcomes.

Staff Recruitment and Retention

- The campus demonstrates a significantly higher teacher retention rate compared to other campuses.
- Recruitment efforts include consideration of applicants from a wide range of local, state, and international sources.
- The campus actively recruits highly qualified and international educators to support programmatic needs.
- The charter provides incentives for TEA-certified teachers to support recruitment and retention.
- Stipends are offered for Dual Language Instruction (DLI) teachers and other high-need or specialized positions.
- Grade Level Administrators (GLAs) are assigned to provide targeted instructional support at each grade level.
- Staff benefit from extensive ongoing professional development opportunities to support instructional effectiveness and growth.

School Organization

- The campus is supported by high-quality curriculum resources aligned to TEKS standards.
- A structured onboarding and support system is in place for new teachers to ensure a successful transition and instructional effectiveness.
- Data-driven decision-making is supported through designated data days embedded in the academic calendar.
- Teachers are provided with dedicated planning periods and PLC time to support collaboration and instructional planning.
- A tiered administrative structure (GLA, Assistant Principal, Principal) provides layered instructional and operational support across the campus.

Technology

- Student access to technology is provided through a Chromebook device ratio of 2:1 in grades K–2 and 1:1 in grades 3–5.
- Classrooms are equipped with updated instructional technology to support engagement and digital learning.
- A campus-based technologist is available to provide on-site technical support and troubleshooting.
- Additional support is provided through charter-level technology services.
- Students have access to a variety of digital learning programs designed to enhance instruction and support individualized learning needs.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	There is a need for improved alignment between campus-level and teacher-level communication to ensure that parents receive consistent and unified information from a single, reliable source rather than multiple, fragmented platforms.	Teachers are utilizing multiple, inconsistent communication channels (e.g., ClassDojo, email, text messaging, social media, and Facebook) while underutilizing Skyward announcements, which is the designated campus-wide communication platform.
2	Professional development is delivered using a one-size-fits-all approach, which does not effectively address the varying needs of new, struggling, and veteran teachers. As a result, differentiated support is lacking, limiting teacher growth and impacting the quality of instruction across the campus.	The absence of a structured, data-driven system to differentiate professional development based on teacher experience levels, performance data, and individual instructional needs.
3 ★	Limited parent involvement, community volunteer participation, and access to external resources to support the planning, organization, and facilitation of school events.	Parent participation in school-sponsored events is limited due to competing family priorities and a lack of awareness regarding the importance and impact of their involvement in supporting student success.
4	There are a significant number of students identified as at-risk, which impacts the amount of individualized instructional time teachers and instructional aides are able to provide. As a result, instructional support is stretched across a large population of students with varying academic and behavioral needs.	The high concentration of special population students, each with diverse and individualized learning needs, creates a demand for intensive, differentiated instruction that exceeds what can be effectively managed within current class sizes and staffing structures.
5	The campus has a limited availability of qualified teachers with experience in delivering a multicultural curriculum, particularly during mid-year hiring periods. This results in staffing gaps, inconsistent delivery of culturally responsive instruction, and challenges in maintaining instructional continuity.	A limited supply of certified teachers with multicultural curriculum expertise in the available hiring pool--especially mid-year--combined with the absence of a strong internal pipeline to quickly fill these roles.

6	Disciplinary data, counselor interaction logs, and Linewize alerts indicate that students need additional support in managing stress and implementing effective coping strategies for self-regulation. This impacts student behavior, engagement, and overall academic success.	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.
7	The socioeconomic needs of our families continue to increase each year, resulting in many families working multiple jobs to support their households. As a result, there are challenges with consistent family participation in school functions, monitoring of homework, and responsiveness to school communications, which impacts student academic success.	The campus serves a geographically diverse student population rather than a single neighborhood, creating barriers related to distance, transportation, and inconsistent attendance. Additionally, there is a lack of technological access and digital literacy among many families, which limits their ability to engage in communication and actively participate in their child's academic progress.

★ = Priority

Perceptions

Summary

Family and Community Engagement

Parents of ILTexas Westpark students are provided with multiple opportunities to engage and participate in school activities throughout the year. These include indoor and outdoor athletic events, band and orchestra concerts, the Annual Chinese New Year Celebration and International Festival, Sports Awards Night, grade-level award ceremonies, and National Junior Honor Society meetings, all of which actively invite community participation.

Families are encouraged to participate through the Parent-Teacher Organization (PTO), volunteer opportunities, and a dedicated middle school parent group designed to strengthen communication and involvement at the secondary level.

The campus also utilizes multiple communication platforms, including social media, to maintain ongoing engagement with stakeholders and ensure the timely dissemination of information.

School Culture and Climate

ILTexas Westpark K–8 is committed to fostering a safe, positive, and structured learning environment for all students. Staff receive ongoing training in safety and security protocols, and the campus maintains a full-time security officer to support campus safety.

Students and families are provided with a wide range of opportunities to engage in school life, including athletics, fine arts programs, clubs, leadership activities, and community events. The campus also benefits from partnerships with local organizations such as the sheriff's department, fire department, and various community and intercultural groups, which regularly participate in campus events.

Grounded in the mission of servant leadership, the school culture emphasizes respect, responsibility, and high expectations for all students, promoting a community where individuals are encouraged to place others before self and contribute positively to their environment.

Family and Community Engagement (Continued)

Family and community members are provided with multiple opportunities to support student learning throughout the year. The campus hosts academic-focused events such as curriculum nights in literacy, math, science, and STAAR parent education sessions to strengthen family understanding of instructional expectations and student progress.

Volunteer opportunities are available across multiple areas, including PTO involvement, reading support, classroom assistance, and school event preparation and decoration. ILTexas Westpark is committed to building strong, meaningful relationships with families and the broader community it serves.

Maintaining open, consistent, and accessible communication with families is a campus priority. Communication systems include Skyward for academic progress monitoring, Skylert messaging, the ILTexas website, weekly newsletters, social media platforms such as Facebook, email communication, parent-teacher conferences, ClassDojo, PTO meetings, and additional campus announcements to ensure families remain informed and engaged.

Strengths

Family and Community Engagement

ILTexas Westpark provides multiple structured opportunities for family and community engagement throughout the school year. These include active participation through the Parent-Teacher Organization (PTO), Parent Academic Nights, and a variety of schoolwide events designed to strengthen family involvement in student learning and campus culture.

Community and family engagement opportunities include Career Day with community volunteers, the International Festival, Lunar New Year Celebration, Middle School Parent Group, Academic Relay (6th Grade), Open House, Kindergarten Round-Up, Meet the Teacher Night, Literacy Night, and ongoing Enrollment Events with campus tours.

The campus also hosts culturally responsive and heritage-based celebrations that promote inclusivity and community awareness, including Veterans Day Celebration, Nigerian Independence Day, Hispanic Heritage Month, and Black History Month observances.

Additional student-centered events include Spring Concert, Winter Concert, Fine Arts Showcase, Trunk or Treat, and “Others Before Self” service-based projects that reinforce the school’s mission of servant leadership.

Communication and engagement are supported through multiple platforms, including Facebook, Smore newsletters, Skylert, Skyward, and lobby display screens to ensure timely and accessible information for all stakeholders.

School Culture and Climate

Survey feedback indicates that the majority of parents believe ILTexas Westpark effectively prepares students for their academic future. The campus maintains a safe, structured, and welcoming environment that supports student learning and well-being.

Ongoing efforts to improve campus climate include maintaining clean, organized, and welcoming learning environments that support student engagement and well-being. These efforts are reinforced through consistent campus expectations for respect, responsibility, and accountability across all settings.

Additional activities and practices that contribute to a positive school culture include:

- Student recognition programs (attendance, academic achievement, and character awards)
- Positive Behavior Interventions and Supports (PBIS) systems and incentives
- Morning announcements highlighting student accomplishments and campus expectations
- Classroom and hallway expectations aligned with “Others Before Self” values
- Student leadership opportunities (ambassadors, patrols, student council)
- Advisory or homeroom check-ins focused on relationship building and goal setting
- Restorative practices to support conflict resolution and student reflection
- Attendance incentive programs and monthly recognition
- Campus beautification projects led by students and staff
- Peer mentoring and buddy systems to support new or struggling students
- Staff visibility during transitions (hallway, cafeteria, arrival/dismissal duty)

These practices collectively support a safe, structured, and positive school environment that promotes student readiness, engagement, and academic success.

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	A significant portion of the student population is identified as at-risk, which increases instructional demands within the classroom. As a result, teachers and instructional aides have limited capacity to provide sustained, individualized support to all students during instructional time.	The primary root cause is the high concentration of students requiring additional academic, behavioral, and/or social-emotional supports within classrooms. These needs include gaps in foundational skills, language acquisition needs, attendance challenges, and varying levels of academic readiness. This wide range of student needs limits the amount of individualized attention that can be provided wi
2 ★	The socioeconomic needs of our families continue to increase each year, resulting in many families working multiple jobs to support their households. As a result, there are challenges with consistent family participation in school functions, monitoring of homework, and responsiveness to school communications, which impacts student academic success.	The campus serves a geographically diverse student population rather than a single neighborhood, creating barriers related to distance, transportation, and inconsistent attendance. Additionally, there is a lack of technological access and digital literacy among many families, which limits their ability to engage in communication and actively participate in their child's academic progress.
3 ★	Professional development is delivered using a one-size-fits-all approach, which does not effectively address the varying needs of new, struggling, and veteran teachers. As a result, differentiated support is lacking, limiting teacher growth and impacting the quality of instruction across the campus.	The absence of a structured, data-driven system to differentiate professional development based on teacher experience levels, performance data, and individual instructional needs.
4 ★	The campus has a limited availability of qualified teachers with experience in delivering a multicultural curriculum, particularly during mid-year hiring periods. This results in staffing gaps, inconsistent delivery of culturally responsive instruction, and challenges in maintaining instructional continuity.	A limited supply of certified teachers with multicultural curriculum expertise in the available hiring pool--especially mid-year--combined with the absence of a strong internal pipeline to quickly fill these roles.
5 ★	Disciplinary data, counselor interaction logs, and Linewize alerts indicate that students need additional support in managing stress and implementing effective coping strategies for self-regulation. This impacts student behavior, engagement, and overall academic success.	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.

6 ★

There are a significant number of students identified as at-risk, which impacts the amount of individualized instructional time teachers and instructional aides are able to provide. As a result, instructional support is stretched across a large population of students with varying academic and behavioral needs.

The high concentration of special population students, each with diverse and individualized learning needs, creates a demand for intensive, differentiated instruction that exceeds what can be effectively managed within current class sizes and staffing structures.

7 ★

Students new to ILTexas Westpark Elementary School often struggle to meet the academic rigor of the program and to access grade-level content delivered in Spanish, resulting in challenges with academic performance and language comprehension during the transition period.

The primary root cause is a lack of prior exposure to rigorous academic expectations and dual-language instruction. Many incoming students enter the campus without sufficient foundational skills in academic Spanish or experience in instructional environments that require simultaneous content mastery and second-language acquisition.

8 ★

Students who are new to the country and unfamiliar with the English language and American cultural norms often experience difficulty acclimating to the school's social environment. This impacts their ability to build peer relationships, participate fully in classroom and campus activities, and access instruction effectively.

The primary root cause is limited prior exposure to English language immersion and U.S. cultural and social expectations. Many newly arrived students lack foundational English proficiency and do not yet have familiarity with American school routines, norms, and communication styles, which creates barriers to social integration and academic engagement.

9 ★

Limited parent involvement, community volunteer participation, and access to external resources to support the planning, organization, and facilitation of school events.

Parent participation in school-sponsored events is limited due to competing family priorities and a lack of awareness regarding the importance and impact of their involvement in supporting student success.

★ = 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**
- ☑ **Campus goals**
- ☑ **Performance Objectives with summative review (prior year)**
- ☑ **Campus/District improvement plans (current and prior years)**
- ☑ **Planning and decision making committee(s) meeting data**
- ☑ **State and federal planning requirements**

Goals

Goal 1

By the end of the 26-27 school year, 100% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 85% achieving a C or higher the previous year (to be updated once our ratings come out in August).

Performance Objective 1 ☑ HB3 Goal

By the end of the 26-27 school year, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Reading/Language Arts and all other core subjects. 25% of EB students will perform at the meets level of achievement on STAAR Reading/Language Arts and other core subjects.

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

Problem Statements: Demographics 3 - Student Learning 2, 6

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: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Strategy 2 ☑ 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.

Problem Statements: Demographics 3

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: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Strategy 3

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

Problem Statements: Demographics 2

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: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

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

Problem Statements: Student Learning 5 - School Processes & Programs 3

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	May	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Students who are new to the country and unfamiliar with the English language and American cultural norms often experience difficulty acclimating to the school's social environment. This impacts their ability to build peer relationships, participate fully in classroom and campus activities, and access instruction effectively.	The primary root cause is limited prior exposure to English language immersion and U.S. cultural and social expectations. Many newly arrived students lack foundational English proficiency and do not yet have familiarity with American school routines, norms, and communication styles, which creates barriers to social integration and academic engagement.
3	A significant portion of the student population is identified as at-risk, which increases instructional demands within the classroom. As a result, teachers and instructional aides have limited capacity to provide sustained, individualized support to all students during instructional time.	The primary root cause is the high concentration of students requiring additional academic, behavioral, and/or social-emotional supports within classrooms. These needs include gaps in foundational skills, language acquisition needs, attendance challenges, and varying levels of academic readiness. This wide range of student needs limits the amount of individualized attention that can be provided wi

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Professional development is delivered using a one-size-fits-all approach, which does not effectively address the varying needs of new, struggling, and veteran teachers. As a result, differentiated support is lacking, limiting teacher growth and impacting the quality of instruction across the campus.	The absence of a structured, data-driven system to differentiate professional development based on teacher experience levels, performance data, and individual instructional needs.
5	The socioeconomic needs of our families continue to increase each year, resulting in many families working multiple jobs to support their households. As a result, there are challenges with consistent family participation in school functions, monitoring of homework, and responsiveness to school communications, which impacts student academic success.	The campus serves a geographically diverse student population rather than a single neighborhood, creating barriers related to distance, transportation, and inconsistent attendance. Additionally, there is a lack of technological access and digital literacy among many families, which limits their ability to engage in communication and actively participate in their child's academic progress.
6	There are a significant number of students identified as at-risk, which impacts the amount of individualized instructional time teachers and instructional aides are able to provide. As a result, instructional support is stretched across a large population of students with varying academic and behavioral needs.	The high concentration of special population students, each with diverse and individualized learning needs, creates a demand for intensive, differentiated instruction that exceeds what can be effectively managed within current class sizes and staffing structures.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Limited parent involvement, community volunteer participation, and access to external resources to support the planning, organization, and facilitation of school events.	Parent participation in school-sponsored events is limited due to competing family priorities and a lack of awareness regarding the importance and impact of their involvement in supporting student success.

Performance Objective 2

By the end of the 26-27 school year, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Math and 25% of EB students will perform at the meets level of achievement on

STAAR Math.

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

Problem Statements: Student Learning 1, 2

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: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

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

Problem Statements: Student Learning 1, 2

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Strategy 3

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

Problem Statements: Demographics 1, 2

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: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Students new to ILTexas Westpark Elementary School often struggle to meet the academic rigor of the program and to access grade-level content delivered in Spanish, resulting in challenges with academic performance and language comprehension during the transition period.	The primary root cause is a lack of prior exposure to rigorous academic expectations and dual-language instruction. Many incoming students enter the campus without sufficient foundational skills in academic Spanish or experience in instructional environments that require simultaneous content mastery and second-language acquisition.

2	Students who are new to the country and unfamiliar with the English language and American cultural norms often experience difficulty acclimating to the school's social environment. This impacts their ability to build peer relationships, participate fully in classroom and campus activities, and access instruction effectively.	The primary root cause is limited prior exposure to English language immersion and U.S. cultural and social expectations. Many newly arrived students lack foundational English proficiency and do not yet have familiarity with American school routines, norms, and communication styles, which creates barriers to social integration and academic engagement.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The campus has a limited availability of qualified teachers with experience in delivering a multicultural curriculum, particularly during mid-year hiring periods. This results in staffing gaps, inconsistent delivery of culturally responsive instruction, and challenges in maintaining instructional continuity.	A limited supply of certified teachers with multicultural curriculum expertise in the available hiring pool--especially mid-year--combined with the absence of a strong internal pipeline to quickly fill these roles.
2	Professional development is delivered using a one-size-fits-all approach, which does not effectively address the varying needs of new, struggling, and veteran teachers. As a result, differentiated support is lacking, limiting teacher growth and impacting the quality of instruction across the campus.	The absence of a structured, data-driven system to differentiate professional development based on teacher experience levels, performance data, and individual instructional needs.

Performance Objective 3

By the end of the 26-27 school year, 100% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Science and 25% of EB students will perform at the meets level of achievement on STAAR Science.

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

Problem Statements: Demographics 3 - Student Learning 1, 2

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

Formative Reviews

November	January	May	June

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

Problem Statements: Demographics 2 - Student Learning 1, 2

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Students who are new to the country and unfamiliar with the English language and American cultural norms often experience difficulty acclimating to the school's social environment. This impacts their ability to build peer relationships, participate fully in classroom and campus activities, and access instruction effectively.	The primary root cause is limited prior exposure to English language immersion and U.S. cultural and social expectations. Many newly arrived students lack foundational English proficiency and do not yet have familiarity with American school routines, norms, and communication styles, which creates barriers to social integration and academic engagement.
3	A significant portion of the student population is identified as at-risk, which increases instructional demands within the classroom. As a result, teachers and instructional aides have limited capacity to provide sustained, individualized support to all students during instructional time.	The primary root cause is the high concentration of students requiring additional academic, behavioral, and/or social-emotional supports within classrooms. These needs include gaps in foundational skills, language acquisition needs, attendance challenges, and varying levels of academic readiness. This wide range of student needs limits the amount of individualized attention that can be provided wi

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The campus has a limited availability of qualified teachers with experience in delivering a multicultural curriculum, particularly during mid-year hiring periods. This results in staffing gaps, inconsistent delivery of culturally responsive instruction, and challenges in maintaining instructional continuity.	A limited supply of certified teachers with multicultural curriculum expertise in the available hiring pool--especially mid-year--combined with the absence of a strong internal pipeline to quickly fill these roles.
2	Professional development is delivered using a one-size-fits-all approach, which does not effectively address the varying needs of new, struggling, and veteran teachers. As a result, differentiated support is lacking, limiting teacher growth and impacting the quality of instruction across the campus.	The absence of a structured, data-driven system to differentiate professional development based on teacher experience levels, performance data, and individual instructional needs.

Performance Objective 4 ☑ High Priority

By the end of the 2026-2027 school year, ILTexas will increase special education students at Meets Grade Level or above on STAAR by 3 percentage points through improved access to aligned materials and evidence based instruction.

Evaluation Data Source: MAP, Amira, Zearn, Interim assessments, STAAR, PLC Artifacts and Walkthrough Data

Strategy 1

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

Problem Statements: Student Learning 1, 2

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Strategy 2 ☑ 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.

Problem Statements: Demographics 1, 3

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: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Strategy 3

By the end of the current school year, students of grades 3rd - 5th will be provided the opportunity to participate in before, during and after school tutoring and Saturday tutorials/ intervention camps and enrichment including academic clubs, Mastery learning in Eagle Academy with a focus on ELAR, Math and Science.

Strategy's Expected Result/Impact: Increased student achievement

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

Problem Statements: Demographics 3 - Student Learning 5, 6

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Students new to ILTexas Westpark Elementary School often struggle to meet the academic rigor of the program and to access grade-level content delivered in Spanish, resulting in challenges with academic performance and language comprehension during the transition period.	The primary root cause is a lack of prior exposure to rigorous academic expectations and dual-language instruction. Many incoming students enter the campus without sufficient foundational skills in academic Spanish or experience in instructional environments that require simultaneous content mastery and second-language acquisition.

3	A significant portion of the student population is identified as at-risk, which increases instructional demands within the classroom. As a result, teachers and instructional aides have limited capacity to provide sustained, individualized support to all students during instructional time.	The primary root cause is the high concentration of students requiring additional academic, behavioral, and/or social-emotional supports within classrooms. These needs include gaps in foundational skills, language acquisition needs, attendance challenges, and varying levels of academic readiness. This wide range of student needs limits the amount of individualized attention that can be provided wi

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The campus has a limited availability of qualified teachers with experience in delivering a multicultural curriculum, particularly during mid-year hiring periods. This results in staffing gaps, inconsistent delivery of culturally responsive instruction, and challenges in maintaining instructional continuity.	A limited supply of certified teachers with multicultural curriculum expertise in the available hiring pool--especially mid-year--combined with the absence of a strong internal pipeline to quickly fill these roles.
2	Professional development is delivered using a one-size-fits-all approach, which does not effectively address the varying needs of new, struggling, and veteran teachers. As a result, differentiated support is lacking, limiting teacher growth and impacting the quality of instruction across the campus.	The absence of a structured, data-driven system to differentiate professional development based on teacher experience levels, performance data, and individual instructional needs.
5	The socioeconomic needs of our families continue to increase each year, resulting in many families working multiple jobs to support their households. As a result, there are challenges with consistent family participation in school functions, monitoring of homework, and responsiveness to school communications, which impacts student academic success.	The campus serves a geographically diverse student population rather than a single neighborhood, creating barriers related to distance, transportation, and inconsistent attendance. Additionally, there is a lack of technological access and digital literacy among many families, which limits their ability to engage in communication and actively participate in their child's academic progress.

6	There are a significant number of students identified as at-risk, which impacts the amount of individualized instructional time teachers and instructional aides are able to provide. As a result, instructional support is stretched across a large population of students with varying academic and behavioral needs.	The high concentration of special population students, each with diverse and individualized learning needs, creates a demand for intensive, differentiated instruction that exceeds what can be effectively managed within current class sizes and staffing structures.

Performance Objective 5

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 ☑ 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

Problem Statements: Student Learning 1, 2

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

Formative Reviews

November	January	May	June

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

Problem Statements: Student Learning 1, 2

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Strategy 3

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

Problem Statements: Student Learning 5 - School Processes & Programs 3

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	May	June

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.

Problem Statements: Demographics 2

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: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

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, 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

Problem Statements: Demographics 1, 2, 3

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: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Students new to ILTexas Westpark Elementary School often struggle to meet the academic rigor of the program and to access grade-level content delivered in Spanish, resulting in challenges with academic performance and language comprehension during the transition period.	The primary root cause is a lack of prior exposure to rigorous academic expectations and dual-language instruction. Many incoming students enter the campus without sufficient foundational skills in academic Spanish or experience in instructional environments that require simultaneous content mastery and second-language acquisition.

2	Students who are new to the country and unfamiliar with the English language and American cultural norms often experience difficulty acclimating to the school's social environment. This impacts their ability to build peer relationships, participate fully in classroom and campus activities, and access instruction effectively.	The primary root cause is limited prior exposure to English language immersion and U.S. cultural and social expectations. Many newly arrived students lack foundational English proficiency and do not yet have familiarity with American school routines, norms, and communication styles, which creates barriers to social integration and academic engagement.
3	A significant portion of the student population is identified as at-risk, which increases instructional demands within the classroom. As a result, teachers and instructional aides have limited capacity to provide sustained, individualized support to all students during instructional time.	The primary root cause is the high concentration of students requiring additional academic, behavioral, and/or social-emotional supports within classrooms. These needs include gaps in foundational skills, language acquisition needs, attendance challenges, and varying levels of academic readiness. This wide range of student needs limits the amount of individualized attention that can be provided wi

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The campus has a limited availability of qualified teachers with experience in delivering a multicultural curriculum, particularly during mid-year hiring periods. This results in staffing gaps, inconsistent delivery of culturally responsive instruction, and challenges in maintaining instructional continuity.	A limited supply of certified teachers with multicultural curriculum expertise in the available hiring pool--especially mid-year--combined with the absence of a strong internal pipeline to quickly fill these roles.
2	Professional development is delivered using a one-size-fits-all approach, which does not effectively address the varying needs of new, struggling, and veteran teachers. As a result, differentiated support is lacking, limiting teacher growth and impacting the quality of instruction across the campus.	The absence of a structured, data-driven system to differentiate professional development based on teacher experience levels, performance data, and individual instructional needs.

5	The socioeconomic needs of our families continue to increase each year, resulting in many families working multiple jobs to support their households. As a result, there are challenges with consistent family participation in school functions, monitoring of homework, and responsiveness to school communications, which impacts student academic success.	The campus serves a geographically diverse student population rather than a single neighborhood, creating barriers related to distance, transportation, and inconsistent attendance. Additionally, there is a lack of technological access and digital literacy among many families, which limits their ability to engage in communication and actively participate in their child's academic progress.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Limited parent involvement, community volunteer participation, and access to external resources to support the planning, organization, and facilitation of school events.	Parent participation in school-sponsored events is limited due to competing family priorities and a lack of awareness regarding the importance and impact of their involvement in supporting student success.

Performance Objective 6

ILTexas will provide resources that includes training and each campus will address the psychological, social, and behavioral needs of students to reduce the number of bullying incidents (including cyberbullying) and increase the students' readiness to learn.

Evaluation Data Source: Docuware bullying reports, Skyward discipline data, and Rhithm reports.

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

Problem Statements: Student Learning 3, 5 - School Processes & Programs 3

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

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	May	June

Strategy 2

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 to engage with families on a regular basis about their child's performance in a positive, constructive and personalized manner.

Staff Responsible for Monitoring: Administrators, GLAs and Teachers

Problem Statements: Student Learning 3, 5

Funding Sources: Tangible items to reinforce the behavioral expectations 211 - Title 1-A, $30,000

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	May	June

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Disciplinary data, counselor interaction logs, and Linewize alerts indicate that students need additional support in managing stress and implementing effective coping strategies for self-regulation. This impacts student behavior, engagement, and overall academic success.	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 socioeconomic needs of our families continue to increase each year, resulting in many families working multiple jobs to support their households. As a result, there are challenges with consistent family participation in school functions, monitoring of homework, and responsiveness to school communications, which impacts student academic success.	The campus serves a geographically diverse student population rather than a single neighborhood, creating barriers related to distance, transportation, and inconsistent attendance. Additionally, there is a lack of technological access and digital literacy among many families, which limits their ability to engage in communication and actively participate in their child's academic progress.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Limited parent involvement, community volunteer participation, and access to external resources to support the planning, organization, and facilitation of school events.	Parent participation in school-sponsored events is limited due to competing family priorities and a lack of awareness regarding the importance and impact of their involvement in supporting student success.

Goal 2

By the end of the 26-27 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 Individual Wellness Assessment goals.

Performance Objective 1

By the end of 26-27 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

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

Problem Statements: Demographics 1, 2

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Strategy 2 ☑ 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.

Problem Statements: Student Learning 1, 2

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Strategy 3 ☑ 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

Problem Statements: Student Learning 1, 2

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Students new to ILTexas Westpark Elementary School often struggle to meet the academic rigor of the program and to access grade-level content delivered in Spanish, resulting in challenges with academic performance and language comprehension during the transition period.	The primary root cause is a lack of prior exposure to rigorous academic expectations and dual-language instruction. Many incoming students enter the campus without sufficient foundational skills in academic Spanish or experience in instructional environments that require simultaneous content mastery and second-language acquisition.
2	Students who are new to the country and unfamiliar with the English language and American cultural norms often experience difficulty acclimating to the school's social environment. This impacts their ability to build peer relationships, participate fully in classroom and campus activities, and access instruction effectively.	The primary root cause is limited prior exposure to English language immersion and U.S. cultural and social expectations. Many newly arrived students lack foundational English proficiency and do not yet have familiarity with American school routines, norms, and communication styles, which creates barriers to social integration and academic engagement.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The campus has a limited availability of qualified teachers with experience in delivering a multicultural curriculum, particularly during mid-year hiring periods. This results in staffing gaps, inconsistent delivery of culturally responsive instruction, and challenges in maintaining instructional continuity.	A limited supply of certified teachers with multicultural curriculum expertise in the available hiring pool--especially mid-year--combined with the absence of a strong internal pipeline to quickly fill these roles.
2	Professional development is delivered using a one-size-fits-all approach, which does not effectively address the varying needs of new, struggling, and veteran teachers. As a result, differentiated support is lacking, limiting teacher growth and impacting the quality of instruction across the campus.	The absence of a structured, data-driven system to differentiate professional development based on teacher experience levels, performance data, and individual instructional needs.

Performance Objective 2

By the end of 26-27 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

Problem Statements: Student Learning 1, 2

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

Formative Reviews

November	January	May	June

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

Problem Statements: Demographics 1, 2

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

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.

Problem Statements: Student Learning 1, 2

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

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

Problem Statements: Demographics 1, 2 - Student Learning 1, 2

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

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

Problem Statements: Student Learning 1, 2

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Students new to ILTexas Westpark Elementary School often struggle to meet the academic rigor of the program and to access grade-level content delivered in Spanish, resulting in challenges with academic performance and language comprehension during the transition period.	The primary root cause is a lack of prior exposure to rigorous academic expectations and dual-language instruction. Many incoming students enter the campus without sufficient foundational skills in academic Spanish or experience in instructional environments that require simultaneous content mastery and second-language acquisition.
2	Students who are new to the country and unfamiliar with the English language and American cultural norms often experience difficulty acclimating to the school's social environment. This impacts their ability to build peer relationships, participate fully in classroom and campus activities, and access instruction effectively.	The primary root cause is limited prior exposure to English language immersion and U.S. cultural and social expectations. Many newly arrived students lack foundational English proficiency and do not yet have familiarity with American school routines, norms, and communication styles, which creates barriers to social integration and academic engagement.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The campus has a limited availability of qualified teachers with experience in delivering a multicultural curriculum, particularly during mid-year hiring periods. This results in staffing gaps, inconsistent delivery of culturally responsive instruction, and challenges in maintaining instructional continuity.	A limited supply of certified teachers with multicultural curriculum expertise in the available hiring pool--especially mid-year--combined with the absence of a strong internal pipeline to quickly fill these roles.
2	Professional development is delivered using a one-size-fits-all approach, which does not effectively address the varying needs of new, struggling, and veteran teachers. As a result, differentiated support is lacking, limiting teacher growth and impacting the quality of instruction across the campus.	The absence of a structured, data-driven system to differentiate professional development based on teacher experience levels, performance data, and individual instructional needs.

Performance Objective 3 ☑ High Priority

By the end of the 26-27 school year, all EB students will have made progress in English language acquisition and campuses will have met the long term target.

Evaluation Data Source: TELPAS

Strategy 1

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

Problem Statements: Demographics 2

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

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

Problem Statements: Demographics 3 - Student Learning 1, 2

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Strategy 3

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

Problem Statements: Student Learning 2

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Students who are new to the country and unfamiliar with the English language and American cultural norms often experience difficulty acclimating to the school's social environment. This impacts their ability to build peer relationships, participate fully in classroom and campus activities, and access instruction effectively.	The primary root cause is limited prior exposure to English language immersion and U.S. cultural and social expectations. Many newly arrived students lack foundational English proficiency and do not yet have familiarity with American school routines, norms, and communication styles, which creates barriers to social integration and academic engagement.
3	A significant portion of the student population is identified as at-risk, which increases instructional demands within the classroom. As a result, teachers and instructional aides have limited capacity to provide sustained, individualized support to all students during instructional time.	The primary root cause is the high concentration of students requiring additional academic, behavioral, and/or social-emotional supports within classrooms. These needs include gaps in foundational skills, language acquisition needs, attendance challenges, and varying levels of academic readiness. This wide range of student needs limits the amount of individualized attention that can be provided wi

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The campus has a limited availability of qualified teachers with experience in delivering a multicultural curriculum, particularly during mid-year hiring periods. This results in staffing gaps, inconsistent delivery of culturally responsive instruction, and challenges in maintaining instructional continuity.	A limited supply of certified teachers with multicultural curriculum expertise in the available hiring pool--especially mid-year--combined with the absence of a strong internal pipeline to quickly fill these roles.

2	Professional development is delivered using a one-size-fits-all approach, which does not effectively address the varying needs of new, struggling, and veteran teachers. As a result, differentiated support is lacking, limiting teacher growth and impacting the quality of instruction across the campus.	The absence of a structured, data-driven system to differentiate professional development based on teacher experience levels, performance data, and individual instructional needs.

Performance Objective 4

By June 2027, the students in grades K-5 will complete the required Others Before Self Project from start to finish.

Evaluation Data Source: Others Before Self Project Evaluation & Teacher Reflection

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.

Problem Statements: Demographics 1

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

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	May	June

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Students new to ILTexas Westpark Elementary School often struggle to meet the academic rigor of the program and to access grade-level content delivered in Spanish, resulting in challenges with academic performance and language comprehension during the transition period.	The primary root cause is a lack of prior exposure to rigorous academic expectations and dual-language instruction. Many incoming students enter the campus without sufficient foundational skills in academic Spanish or experience in instructional environments that require simultaneous content mastery and second-language acquisition.

Goal 3

By the end of the 26-27 school year ILTexas will retain 76% of teachers, an increase from 73.88% achieved the previous school year (will update in August).

Performance Objective 1 ☑ High Priority

ILTexas will provide onboarding training for all new teachers in the classroom throughout the 26-27 School Year.

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 ISTATION and MAP scores.

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

Problem Statements: Student Learning 1, 2

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

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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 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

Problem Statements: Student Learning 1, 2

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

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

Problem Statements: Student Learning 1, 2

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: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The campus has a limited availability of qualified teachers with experience in delivering a multicultural curriculum, particularly during mid-year hiring periods. This results in staffing gaps, inconsistent delivery of culturally responsive instruction, and challenges in maintaining instructional continuity.	A limited supply of certified teachers with multicultural curriculum expertise in the available hiring pool--especially mid-year--combined with the absence of a strong internal pipeline to quickly fill these roles.
2	Professional development is delivered using a one-size-fits-all approach, which does not effectively address the varying needs of new, struggling, and veteran teachers. As a result, differentiated support is lacking, limiting teacher growth and impacting the quality of instruction across the campus.	The absence of a structured, data-driven system to differentiate professional development based on teacher experience levels, performance data, and individual instructional needs.

Performance Objective 2

By the end of 2026-2027, ILTexas will increase retention of special education, reading, and mathematics teachers by 3%, with a focus on campuses serving high populations of students receiving special education services, to ensure continuity of instruction and improved student outcomes.

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.

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

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

Problem Statements: Student Learning 1, 2

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: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Strategy 2

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

Problem Statements: School Processes & Programs 3

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

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	May	June

Strategy 3

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 ISTATION and MAP scores.

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

Problem Statements: Demographics 2 - Student Learning 1, 2

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

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	May	June

Strategy 4 ☑ 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

Problem Statements: Student Learning 1, 2

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Students who are new to the country and unfamiliar with the English language and American cultural norms often experience difficulty acclimating to the school's social environment. This impacts their ability to build peer relationships, participate fully in classroom and campus activities, and access instruction effectively.	The primary root cause is limited prior exposure to English language immersion and U.S. cultural and social expectations. Many newly arrived students lack foundational English proficiency and do not yet have familiarity with American school routines, norms, and communication styles, which creates barriers to social integration and academic engagement.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The campus has a limited availability of qualified teachers with experience in delivering a multicultural curriculum, particularly during mid-year hiring periods. This results in staffing gaps, inconsistent delivery of culturally responsive instruction, and challenges in maintaining instructional continuity.	A limited supply of certified teachers with multicultural curriculum expertise in the available hiring pool--especially mid-year--combined with the absence of a strong internal pipeline to quickly fill these roles.
2	Professional development is delivered using a one-size-fits-all approach, which does not effectively address the varying needs of new, struggling, and veteran teachers. As a result, differentiated support is lacking, limiting teacher growth and impacting the quality of instruction across the campus.	The absence of a structured, data-driven system to differentiate professional development based on teacher experience levels, performance data, and individual instructional needs.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Limited parent involvement, community volunteer participation, and access to external resources to support the planning, organization, and facilitation of school events.	Parent participation in school-sponsored events is limited due to competing family priorities and a lack of awareness regarding the importance and impact of their involvement in supporting student success.

Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
April 30, 2026 @ 4:30 PM	Library	--	--

Members

First Name	Last Name	Position	Committee Role
Anthony	Pham	Campus It	Technical Assistance Provider
Ingrid	Ajo	PK/K GLA	Community Member
Wilksha	Green	1st Grade GLA	Business Representative
Meybel	Zepeda	2nd Grade GLA	Teacher
Reshunda	Green	Associate Principal	Admin
Marianela	Perez	Assistant Principal	Admin
Arelis	Hilaire	Principal	Principal

Funding Summary

Funding Summary

420 - State

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Staff communication; technology platform	--	$10,000.00
3	2	4	Staff communication; technology platform	--	$10,000.00
				Sub-Total	$20,000.00

461 - Campus Activity

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Parent event materials	--	$5,000.00
1	2	2	Parent event resources	--	$5,000.00
1	4	1	Parent event resources	--	$5,000.00
1	5	3	Parent event materials	--	$5,000.00
				Sub-Total	$20,000.00

211 - Title 1-A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1		--	$3,500.00
1	5	1		--	$3,500.00
1	6	2	Tangible items to reinforce the behavioral expectations	--	$30,000.00
2	1	3	professional development and registration fees	--	$10,000.00
2	2	4	professional development and registration fees	--	$10,000.00
2	3	2	professional development and registration fees	--	$10,000.00
3	1	1	Professional Development	--	$5,000.00
3	2	3	Professional Development	--	$5,000.00
				Sub-Total	$77,000.00

224 - IDEA B

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		--	$30,000.00
2	1	2	professional development registration and consultant fees	--	$10,000.00
2	2	3	professional development registration and consultant fees	--	$10,000.00
2	4	1		--	$3,000.00
				Sub-Total	$53,000.00

263 - Title III

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	supplemental resources and teacher wages	--	$20,000.00
1	1	3	Supplemental resources	--	$10,000.00
1	2	2	professional development registration	--	$7,500.00
1	2	3	Supplemental resources	--	$10,000.00
1	3	1		--	$3,500.00
1	3	2		--	$3,500.00
1	4	1	professional development registration	--	$7,500.00
1	4	2	supplemental resources and teacher wages	--	$20,000.00
1	5	1		--	$3,500.00
1	5	2		--	$3,500.00
1	5	4	supplemental resources and teacher wages	--	$20,000.00
1	5	5	Supplemental resources	--	$10,000.00
2	2	5	professional development registration and consultant fees	--	$20,000.00
2	3	3	professional development registration and consultant fees	--	$20,000.00
3	2	2		--	$9,000.00
				Sub-Total	$168,000.00

289 - Title IV

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1		--	$2,500.00
				Sub-Total	$2,500.00

211 - Title I School Improvement

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional development and consultation fees	--	$20,000.00
1	1	3	Supplemental resources	--	$5,000.00
1	2	1	Professional development and consultation fees	--	$20,000.00
1	2	2	Teacher resources and professional development registration	--	$15,000.00
1	2	3	Supplemental resources	--	$5,000.00
1	3	2	professional development registration	--	$10,000.00
1	4	1	Teacher resources and professional development registration	--	$15,000.00
1	4	3	Salaries and wages	--	$35,000.00
1	5	2	professional development registration	--	$10,000.00
1	5	5	Supplemental resources	--	$5,000.00
2	1	1	Supplemental resources	--	$10,000.00
2	2	1	Professional development registration and consultation fees	--	$10,000.00
2	2	2	Supplemental resources	--	$10,000.00
2	3	1	Supplemental resources	--	$10,000.00
3	1	3	Professional development and consultation fees	--	$20,000.00
3	2	1	Professional development and consultation fees	--	$20,000.00
				Sub-Total	$220,000.00