International Leadership of Texas

Westpark Middle

2026-2027 Campus Improvement Plan

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Mission Statement

The mission of ILTexas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body and character.

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

Vision

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

Value Statement

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

Others Before Self | Otros Antes De Uno Mismo |

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Comprehensive Needs Assessment

Demographics

Summary

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

6th: 142 out of 156

7th: 151 out of 156

8th: 147 out of 156

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

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

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

Our teacher experience on both campuses ranges from beginning teacher to over 20 years. In the elementary school, the experience percentages are as follows: Beginning teachers - 14.1%, 1 to 5 years - 45%, 6 to 10 - 28.4%, 11 to 20 - 8.8%, over 20 years - 3.6%. In the middle school: Beginning teachers - 0%, 1 to 5 years - 64.6%, 6 to 10 years - 14.9%, 11 to 20 years - 11.2%, and over 20 years - 4.1%. Our 2024-2025 retention rate for staff members is 68.9% for Elementary and 65.7% for middle school.

Strengths

ILTexas Westpark 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 Demographics Needs

	Problem Statement	Root Cause
1 ★	Students new to ILTexas Westpark Middle 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 ★	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

Student Learning

Summary

STAAR results indicated that IL Texas Westpark 6th-8th has an accountability rating for 2025 of a A. Based on our data, we met the standards and goals in the area of reading for all of our subgroups. We also achieved high scores in Domain II academic progress and school growth. An area of deficit for our students is Math. This was noted for all students, Hispanic Students, Emergent Students, and Special Education Students. We believe that this was partly due to student acclimation to the more rigorous curriculum. This year we will continue to provide strong first-instruction and support thrugh various interventions to students who did not meet the standards in the area of reading and math. This will include instructional time by teachers during the day as well as after-school and Saturday tutorials. Students will be monitored throughout the year to make adjustments to their individualized program.

Strengths

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

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	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 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.
5 ★	Students new to ILTexas Westpark Middle 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.

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.

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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

School Processes & Programs

Summary

Curriculum and Instruction:

The charter goal is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the body mind and character via high quality, uniform and unified curriculum, instruction, professional development, and supportive operational and technological infrastructures. The curriculum for all content areas is the Texas Essential Knowledge and Skills (TEKS). The district utilizes the TEKS Resource system as the primary resource for the unites of study and basic lesson plans. Assessments are a combination of collaborative common-campus level assessments, collaborative common assessments at the district level, and End of Course exams. In addition, students are all assessed in subjects required on the STAAR. Students language proficiency is tested based on ACTFL Proficiency Levels in Spanish and Chinese, Mandarin and Spanish Language Assessments (based on sequence and guided by ACRL) AAPL exams are administered in April for grades 5 and 8. The district also utilizes The Measure of Academic Progress (MAP) assessments to assess and project student learning. TELPAS (Texas English Language Proficiency Assessment System) assesses the progress of English Language Learners.

Daily, teachers are provided a planning period and Professional Learning Community period to ensure adequate time for lesson preparation and collaboration regarding student achievement. Lesson plans are designed to include a content and language objective, warm up activities, a focused lesson including an introduction/purpose, I do - We Do - You do, ending with a reflection and closing. To continue to support teachers throughout the year, the district provides data days and professional development days in the academic calendar.

Staff Recruitment and Retention:

Staff at ILTexas Westpark are hired through a carefully selected interview committee composed of teachers, GLAs, and administrators. We provide multiple job fairs on and off campus, recruit from colleges around the state, attend Region Service Center job fairs, and post on job boards to attract highly qualified teachers.

Historically there has been significant turn over in staff mostly due to salary. To assist in staff retention, the ILTexas district leaders have recently updated the salary scale. In addition, the campus partners with the PTO to provide various types of incentives and encouragement to staff which creates a more positive and desirable working environment.

School Organization

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

Technology

The devices utilized in classrooms include document cameras, interactive projectors, and peripherals associated with the projector including smart pens. Windows devices are provided to the teachers as well as the computer lab. Students are given Chromebooks for in class use and may be checked out to take home. The district provides multiple digital learning opportunities for all students. The campus houses a technology specialist who is available for tech support when needed.

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

Strengths

Curriculum and Instruction:

- Focus on leadership

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

Staff Recruitment and Retention:

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

- The campus considers applicants from a wide variety of sources.
- The campus actively recruits highly qualified and international teachers.
- The district offers incentives for TEA certified teachers.
- The district offers stipends for DLI teachers and other special positions.
- Grade Level Administrators are hired to support teachers at individual grade levels.
- Extensive professional development opportunities

School Organization:

- Quality Curriculum and resources
- New teacher support
- Data days built into the academic calendar
- Planning and Professional Learning community time for teachers is provided
- Tiered Administrative support - GLA, AP, Principal - on campus

Technology:

- Chromebook device to student ratio 1:1
- Updated classroom equipment
- Campus Technologist
- District level technology support
- Digital Learning Programs for students

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
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.

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Perceptions

Summary

Family and Community Engagement:

Parents of ILTexas Westpark students are provided multiple opportunities to be involved with the school. As the year progressed we were able to conduct indoor and outdoor athletic events, fine arts concerts and showcases, our Annual Chinese New Year and International Festival, Sports Awards Night, Grade Level Celebration Awards Ceremony, and National Junior Honor Society meetings featuring community members were completed. Coffee with the Principal was held monthly in English and Spanish via Zoom and in person so that parents could have a forum to address their concerns and obtain information about school activities. The community also has opportunities to be a part of the PTO, be a volunteer parent, or Watch D.O.G. To support middle school, a middle school parent group has been formed. The campus utilizes multiple social media to stream events and maintain communication with stakeholders.

School Culture and Climate

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

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

Strengths

Family and Community Engagement:

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

School Culture and Climate

- Most parents indicated they felt ILTexas Westpark is effectively preparing their child for their academic future
- Climate of the school was safe and clean
- Increase of cleanliness,and each classroom had disinfecting wipes and hand sanitizer stations.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	There 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 ★	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

Priority Problem Statements

	Problem Statement	Root Cause
1	Students new to ILTexas Westpark Middle 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	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.
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	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.
5	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.

6 ★	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.
7 ★	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.

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Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Section 504 data**
- [x] **Homeless data**

- [x] **Gifted and talented data**

Student Data: Behavior and Other Indicators

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

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Budgets/entitlements and expenditures data**

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

Professional Development Opportunities from subject matter experts and consultants will be provided to assist teachers, administrators, and support staff in an effort to increase student achievement. The focus will be on all students participating in the EL, DLI and other programs with an emphasis on Emergent Learners. Conferences will occur on campus, off campus and at Ed Service Centers.

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

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

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2, 5

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

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

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	May	June

Strategy 2 ☑ Targeted Support Strategy

To increase the achievement of students including those who participate in ESL, SPED and 504, Westpark teachers/coaches/principals/assistant principals and district staff will participate in professional conferences to assist them to strengthen their ability to support students.

Strategy's Expected Result/Impact: increase student achievement among students who receive special services

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

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2, 5

Funding Sources: Professional development registration and consultant fees 263 - Title III, Title III, $10,000

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

ESF Levers: Lever 1: 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 (ie; Brainpop, Study Island, Imagine Learning, Measuring up, SPED evaluation kits, bilingual dictionaries, leveled readers, All in learning response systems etc.)

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

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

Problem Statements: Demographics 1, 2, 3 - Student Learning 4, 5, 6 - School Processes & Programs 4

Funding Sources: Supplemental materials 211 - Title 1-A, Title I-A, $10,000

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

ESF Levers: Lever 1: 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 Middle 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	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 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.
4	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.

5	Students new to ILTexas Westpark Middle 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.
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
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.

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.

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

Throughout the school year, all middle school teachers will receive opportunities for professional development, growth, coaching, and feedback to help improve and implement best instructional strategies.

Strategy's Expected Result/Impact: Increased student achievement

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

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2, 5

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

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Targeted Support Strategy

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

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

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

Problem Statements: Student Learning 1 - School Processes & Programs 5

Funding Sources: Staff communication resource 211 - Title 1-A, $10,000

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 ☑ Targeted Support Strategy

To increase the achievement of students including those who participate in ESL, SPED and 504, Westpark teachers/coaches/principals/assistant principals and district staff will participate in professional conferences to assist them to strengthen their ability to support students.

Strategy's Expected Result/Impact: increase student achievement among students who receive special services

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

Problem Statements: Demographics 1, 2, 3 - Student Learning 4, 5, 6 - School Processes & Programs 4

Funding Sources: Professional development registration and consultant fees 263 - Title III, Title III, $10,000

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Purchase supplemental technology, instructional materials and evaluation/assessment kits plus - subsequent related PD (hard copies as well as online tools/software) to scaffold instruction (ie; Brainpop, Study Island, Imagine Learning, Measuring up, SPED evaluation kits, bilingual dictionaries, leveled readers, All in learning response systems etc.)

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

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

Problem Statements: Demographics 1, 2 - Student Learning 4, 5

Funding Sources: Supplemental materials 211 - Title 1-A, Title I-A, $10,000

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Students new to ILTexas Westpark Middle 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	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 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.

4	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.
5	Students new to ILTexas Westpark Middle 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.
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 2 Problem Statements Identifying School Processes & Programs

	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.
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.

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 Social Studies and 25% of EB students will perform at the meets level of achievement on STAAR Social Studies.

Strategy 1

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

Strategy's Expected Result/Impact: increased student achievement

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

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2, 5

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

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Targeted Support Strategy

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

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

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

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2, 5

Funding Sources: Staff communication resource 211 - Title 1-A, $10,000

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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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 3 Problem Statements Identifying School Processes & Programs

	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 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.

Performance Objective 4

By the end of the 2026-2027 school year, ILTexas will increase special education students at Meets Grade Level on STAAR to 20%, strengthening academic outcomes and reducing performance gaps.

Evaluation Data Source: MAP, Amira, Zearn, Interim assessments, STAAR

Strategy 1

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

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

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

Problem Statements: Demographics 1, 3 - Student Learning 5, 6 - School Processes & Programs 4

Funding Sources: Professional Development registration and consultant fees 211 - Title I School Improvement, $10,000

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

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Targeted Support Strategy

All students will be provided the opportunity to participate in before, during, and after school tutoring and Saturday tutorials/intervention camps and enrichment (includes academic clubs,

Mastery Learning in Eagle Academy and organizations with a focus on ELAR, Math, and Science) by the end of 2025-26 School Year.

Strategy's Expected Result/Impact: Increased student achievement

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

Problem Statements: Demographics 3 - Student Learning 6 - School Processes & Programs 4

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

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Strategy 3 ☑ Targeted Support Strategy

To increase the achievement of students including those who participate in ESL, SPED and 504, Westpark teachers/coaches/principals/assistant principals and district staff will participate in professional conferences to assist them to strengthen their ability to support students.

Strategy's Expected Result/Impact: increase student achievement among students who receive special services

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

Problem Statements: Student Learning 2 - School Processes & Programs 2

Funding Sources: Professional development registration and consultant fees 263 - Title III, Title III, $10,000

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Purchase supplemental technology, instructional materials and evaluation/assessment kits plus - subsequent related PD (hard copies as well as online tools/software) to scaffold instruction (ie; Brainpop, Study Island, Imagine Learning, Measuring up, SPED evaluation kits, bilingual

dictionaries, leveled readers, All in learning response systems etc.)

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

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

Problem Statements: Demographics 1, 2, 3 - Student Learning 4, 5, 6 - School Processes & Programs 4

Funding Sources: Supplemental materials 211 - Title 1-A, Title I-A, $10,000

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Students new to ILTexas Westpark Middle 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	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 4 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.
4	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.

5	Students new to ILTexas Westpark Middle 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.
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 4 Problem Statements Identifying School Processes & Programs

	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.

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.

Performance Objective 5 ☑ High Priority

By the end of 2026-2027, 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, STAAR, Interim assessments, PLC Artifacts, Walkthrough Data

Strategy 1

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

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

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

Problem Statements: Demographics 3 - Student Learning 2, 6 - School Processes & Programs 2, 4

Funding Sources: Professional Development registration and consultant fees 211 - Title I School Improvement, $10,000

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

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	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 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.
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 Problem Statements Identifying School Processes & Programs

	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.
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.

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 Youth Equipped to Succeed) and purchase resources (such as but not limit to SEL and mental health curriculum for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students) to improve students' readiness to learn.

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

Staff Responsible for Monitoring: Principal, APs, Counselors

Problem Statements: Demographics 3 - Student Learning 3, 6 - School Processes & Programs 3, 4 - Perceptions 2

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

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

Staff Responsible for Monitoring: Administrators, GLAs

Problem Statements: Student Learning 3 - School Processes & Programs 3 - Perceptions 2

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Strategy 3

Bring in subject matter experts (such as but not limited to AIM for Success) and purchase resources (such as but not limit to purchasing kits for counselors) aimed an improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students).

Strategy's Expected Result/Impact: None

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

Problem Statements: Student Learning 3

Funding Sources: training 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

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Strategy 4

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 - Perceptions 2

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

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	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 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.

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 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.
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.

Performance Objective 6 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	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 7

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

Will utilize the School Mint Grow program to provide feedback and track teacher effectiveness and provide instructional strategies from campus administrators, assistant principals, dean of instruction, instructional coaches, area office, and headquarters personnel. Implementation utilizing contracted services to provide a combination of on-site and virtual coaching days with the leadership team in the Teacher Coaching. The coaching days will include prioritization & implementation, calendaring & selection. Shadowing support, observation & feedback, classroom co-observations & calibration. Planning feedback and delivering feedback (and subsequent PD). Observation & feedback rubric aligned to ILTexas - GBF Scope & Sequence.

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

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

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2, 5

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

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

ESF Levers: Lever 1: 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 7 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 7 Problem Statements Identifying School Processes & Programs

	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 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.

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 8th grade students who have been with ILTexas for more than 7 years will reach at least an Intermediate Low proficiency level in Chinese and Spanish.

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 - Student Learning 4, 5

Funding Sources: 211 - Title 1-A, $10,000

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

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

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

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

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2, 5

Funding Sources: 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

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Students new to ILTexas Westpark Middle 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.
4	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.

5	Students new to ILTexas Westpark Middle 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.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	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 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.

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 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 - School Processes & Programs 2, 5

Funding Sources: Training 224 - IDEA B, $10,000

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

Formative Reviews

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Strategy 2

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, 6 - School Processes & Programs 2, 4, 5

Funding Sources: training 211 - Title I School Improvement, $10,000

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	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 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.

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 2 Problem Statements Identifying School Processes & Programs

	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.
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.

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 ☑ Targeted Support Strategy

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

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, 4 - School Processes & Programs 2, 5

Funding Sources: training 263 - Title III, $3,500, training 211 - Title I School Improvement, $10,000

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2 ☑ Targeted Support Strategy

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

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

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

Problem Statements: Demographics 1, 2, 3 - Student Learning 4, 5, 6 - School Processes & Programs 4

Funding Sources: Materials 263 - Title III, $10,000, materials 255 - Title II, $10,000, materials 211 - Title I School Improvement, $10,000

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 3

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 - School Processes & Programs 2, 5

Funding Sources: training 211 - Title I School Improvement, $10,000

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 4

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, 3 - Student Learning 5, 6 - School Processes & Programs 4

Funding Sources: materials 211 - Title 1-A, $10,000

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Students new to ILTexas Westpark Middle 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	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 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.
4	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.

5	Students new to ILTexas Westpark Middle 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.
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 3 Problem Statements Identifying School Processes & Programs

	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.

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.

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

During the 2026-2027 school year, ILTexas will provide onboarding training for all new teachers in the classroom.

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: Demographics 3 - Student Learning 1, 2, 6 - School Processes & Programs 2, 4, 5

Funding Sources: training 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

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Strategy 2 ☑ Targeted Support Strategy

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

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

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

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2, 5

Funding Sources: training and PD 420 - State, $10,000

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

ESF Levers: Lever 1: 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
3	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 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.
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
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.
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.

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 - School Processes & Programs 2, 5

Funding Sources: Professional development and consultation fees 211 - Title 1-A, $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

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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 - Perceptions 2

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

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	May	June

Strategy 3

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 - School Processes & Programs 2, 5

Funding Sources: 420 - State, $10,000

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

ESF Levers: Lever 1: 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 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
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.
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.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	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

2025-2026 Campus Advisory Council

Members

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

Funding Summary

Funding Summary

420 - State

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1		--	$10,000.00
3	1	2	training and PD	--	$10,000.00
3	2	3		--	$10,000.00
				Sub-Total	$30,000.00

211 - Title 1-A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplemental materials	Title I-A	$10,000.00
1	2	2	Staff communication resource	--	$10,000.00
1	2	4	Supplemental materials	Title I-A	$10,000.00
1	3	2	Staff communication resource	--	$10,000.00
1	4	4	Supplemental materials	Title I-A	$10,000.00
2	1	1		--	$10,000.00
2	3	4	materials	--	$10,000.00
3	1	1	training	--	$5,000.00
3	2	1	Professional development and consultation fees	--	$20,000.00
				Sub-Total	$95,000.00

224 - IDEA B

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2		--	$10,000.00
2	2	1	Training	--	$10,000.00
				Sub-Total	$20,000.00

255 - Title II

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2	materials	--	$10,000.00
				Sub-Total	$10,000.00

263 - Title III

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Professional development registration and consultant fees	Title III	$10,000.00
1	2	3	Professional development registration and consultant fees	Title III	$10,000.00
1	4	3	Professional development registration and consultant fees	Title III	$10,000.00
1	6	1		--	$20,000.00
1	6	4	training	--	$9,000.00
2	3	1	training	--	$3,500.00
2	3	2	Materials	--	$10,000.00
3	2	2		--	$9,000.00
				Sub-Total	$81,500.00

289 - Title IV

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	6	3	training	--	$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		--	$10,000.00
1	2	1	professional development registration	--	$10,000.00
1	3	1	professional development registration	--	$10,000.00
1	4	1	Professional Development registration and consultant fees	--	$10,000.00
1	4	2	Salaries and wages	--	$35,000.00
1	5	1	Professional Development registration and consultant fees	--	$10,000.00
2	2	2	training	--	$10,000.00
2	3	1	training	--	$10,000.00
2	3	2	materials	--	$10,000.00
2	3	3	training	--	$10,000.00
				Sub-Total	$125,000.00

288 - ESF

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	Contracted Services	--	$90,000.00
				Sub-Total	$90,000.00