

**International Leadership of Texas**  
**Windmill Lakes High**  
**2021-2022 Campus Improvement Plan**

# Mission Statement

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

## Vision

ILTexas Windmill Lakes Orem High School will grow and nurture students while guiding them as they reach their academic capacity. While attending ILTexas, students will build relationships and excel academically. At the same time, learners will develop a love for serving others and a desire to live a healthy lifestyle.

## Value Statement

All students have value. All students have potential. All students have the right to high expectations, caring teachers and a loving learning environment. Our job is to receive students as they are, then move them forward as much as possible. School and parent collaboration is paramount.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

IL Texas Windmill Lakes-Orem High School is a college prep high school which will focus on International Leadership and trilingual education. Our projected enrollment for the 2021-2022 school year will be 600 students. We are expecting 85% of our current 9th graders to return as 10th grade students and 90% of our 10th grade students to return as 11th grade, and 95% of our 11th graders to return as 12th graders. We are also expecting a 9th grade class consisting of 275 students coming from the Orem K8 campus, Windmill Lakes K8 campus, and students new to the ILTexas school district.

Our curriculum will include Spanish, Mandarin, leadership, fitness, and a grade level community service project which will be led by our students. Our focus will be to foster leaders for the international community by strengthening the body, mind and character.

This will be our fourth year that we will be serving our students.

Our projected student demographics are as follows-

<b>ILTexas Windmill Lakes-Orem HS at snapshot</b>	<b>600</b>
Economic Disadvantage	525
Black/African American	150
Hispanic	445
Other/ Two or More Races	5
Female	306
Male	294
Immigrant	18
LEP	210
At Risk	492
Special Ed Indicator	50

Our Staff is as follows-

<b>Teachers</b>	<b>40</b>
Non-Teaching	17
Administration	3
Certified	7

Our parents are vastly diverse, mostly working class and about 50% Spanish speaking. Our families represent the communities in which our students come from- working class, mostly low income, and a significant majority come from homes where English is the second language.

### Demographics Strengths

- ILTexas is a School of Choice - Our families decide to send their students to our school and do not send students here because of zoning.
- ILTexas Windmill Lakes-Orem High School has built a family community and safe environment which staff, students and parents appreciate.
- Diversity of Learners - our student and staff population is made up of members from unique backgrounds, multiple countries and cultures represented.. Students will learn from leaders and peers of different cultures and backgrounds helping to prepare students for exceptional leadership roles in the international community
- A large portion of our students come from Spanish speaking homes and backgrounds which allows for our Spanish courses to be more in depth and advanced.
- The diversity, of this school, supports our core mission to "prepare students for exceptional leadership roles in the international community".

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** ELL students are one of our lowest performing sub pops **Root Cause:** Significant gaps in English proficiency and acquisition

**Problem Statement 2 (Prioritized):** Large achievement gap and low performance on state testing **Root Cause:** Students come to us with various gaps and insufficient differentiation to meet all student's needs

**Problem Statement 3:** Special Education students routinely perform significantly lower than their peers on standardized assessments **Root Cause:** Insufficient differentiation and SPED training for all teachers to adequately prepare students for success

**Problem Statement 4 (Prioritized):** Large gaps with ELL students and a lack of English acquisition and foundational skills **Root Cause:** Insufficient classroom supports for EL learners

**Problem Statement 5 (Prioritized):** Many students underperform as a result of language acquisition obstacles **Root Cause:** Many students are ELL's and not provided adequate foundational language supports for intervention

**Problem Statement 6 (Prioritized):** Large achievement gaps between high performing and low performing students **Root Cause:** Students come from very diverse backgrounds and educational backgrounds that results in significant gaps between student's success.

**Problem Statement 7:** Students come to us at various stages of their success as students creating large gaps between high performing and low performing students. **Root Cause:**

Various leaning backgrounds and significant gaps in differentiation from teachers

**Problem Statement 8 (Prioritized):** Many students struggle with the English language and language acquisition **Root Cause:** Many teachers are new to the profession and need more PD to support teaching ELL students

**Problem Statement 9 (Prioritized):** Students need added EL supports embedded in the learning materials and lessons **Root Cause:** Many teachers are new to the profession and still learning these language supports

**Problem Statement 10:** More than 80% of learners were virtual students, creating a lag in learning due to distance and high levels of limited engagement **Root Cause:** COVID distance learning created opportunities for students to learn virtually allowing some students to have limited engagement with the class due to work, household issues, or lack of monitoring

**Problem Statement 11:** Classroom curriculum is sometimes misaligned to district or state goals **Root Cause:** Teachers are novice teachers and still learning how to use TEKS resources and other supports

# Student Learning

## Student Learning Summary

Students have made small gains throughout the year in Science, Math, and ELA and will continue to show progress in all academic areas.

### ELA 1 STAAR-

- Approaches- 42%
- Meets- 26%
- Masters- 1%

### ELA 2 STAAR-

- Approaches- 55%
- Meets- 38%
- Masters- 4%

### Algebra STAAR-

- Approaches- 31%
- Meets- 1%
- Masters- 1%

### Biology STAAR-

- Approaches- 64%
- Meets- 38%
- Masters- 6%

### US History STAAR-

- Approaches- 77%
- Meets- 45%
- Masters- 11%

- As a whole, students are showing some progress over the course of the year but continue to lag compared to schools across the district.
- Algebra scores decreased this year. More emphasis and focus will be put on the algebra class and intervention with low performing students

Students who were not successful on retests will be enrolled in intervention courses during their elective courses in the 2019-2020 school year for added support.

## Student Learning Strengths

Students showed some progress in ELA 2 & Biology, but decreased in Algebra and ELA 1.

Students were successful with US History for the first time being taken on our campus

Students were able to quickly adapt to teacher changes in biology and began to show growth.

Students were routinely offered weekly tutoring sessions and opportunities to utilize more digital learning platforms.

Teachers are actively seeking out engaging and relevant learning material to close the gaps and increase performance.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** More than 80% of learners were virtual students, creating a lag in learning due to distance and high levels of limited engagement **Root Cause:** COVID distance learning created opportunities for students to learn virtually allowing some students to have limited engagement with the class due to work, household issues, or lack of monitoring

**Problem Statement 2 (Prioritized):** Students need added EL supports embedded in the learning materials and lessons **Root Cause:** Many teachers are new to the profession and still learning these language supports

**Problem Statement 3:** Teacher transitions and teachers new to the profession that lack some of the skills and understanding of curriculum **Root Cause:** Teacher learning or teacher absences leave gaps in student learning

**Problem Statement 4:** Classroom curriculum is sometimes misaligned to district or state goals **Root Cause:** Teachers are novice teachers and still learning how to use TEKS resources and other supports

**Problem Statement 5 (Prioritized):** Many students struggle with the English language and language acquisition **Root Cause:** Many teachers are new to the profession and need more PD to support teaching ELL students

**Problem Statement 6:** Some teacher vacancies and teacher turnover throughout the year **Root Cause:** Late hires or mid year departures that left some gaps

**Problem Statement 7 (Prioritized):** ELL students are one of our lowest performing sub pops **Root Cause:** Significant gaps in English proficiency and acquisition

**Problem Statement 8 (Prioritized):** Large achievement gap and low performance on state testing **Root Cause:** Students come to us with various gaps and insufficient differentiation to meet all student's needs

**Problem Statement 9:** Special Education students routinely perform significantly lower than their peers on standardized assessments **Root Cause:** Insufficient differentiation and SPED training for all teachers to adequately prepare students for success

**Problem Statement 10 (Prioritized):** Large gaps with ELL students and a lack of English acquisition and foundational skills **Root Cause:** Insufficient classroom supports for EL learners

**Problem Statement 11 (Prioritized):** Many students underperform as a result of language acquisition obstacles **Root Cause:** Many students are ELL's and not provided adequate foundational language supports for intervention



**Problem Statement 12 (Prioritized):** Large achievement gaps between high performing and low performing students **Root Cause:** Students come from very diverse backgrounds and educational backgrounds that results in significant gaps between student's success.

**Problem Statement 13:** Students come to us at various stages of their success as students creating large gaps between high performing and low performing students. **Root Cause:** Various leaning backgrounds and significant gaps in differentiation from teachers

**Problem Statement 14:** Classroom curriculum is sometimes misaligned to district or state goals **Root Cause:** Teachers are novice teachers and still learning how to use TEKS resources and other supports

# School Processes & Programs

## School Processes & Programs Summary

Our programs focus on preparing 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 teachers on our campus are creative in applying relevant learning in their classroom to bridge the gaps between students and academics.

Teachers at ILTexas are required to have a bachelors degree from an accredited university and highly encouraged to become certified through TEA. Bilingual and special education teachers are required to hold the relevant TEA certification for their assignment. Paraprofessionals are required to hold an associates degree or successfully pass a paraprofessional examination. Principals and administrators are certified and dedicated educator with a wealth of knowledge and experience. ILTexas provides unconditional support to all employees. First year teachers are assigned a mentor to successfully help them become effective teachers. District staff, grade level administrators, and campus administrators provide support and extensive feedback based on observations informal/formal. ILTexas aims to recruit teachers with a diverse background to bring cultural awareness to the campus. Our first priority is to recruit teachers who are certified in their respective assignments. ILTexas has developed several partnerships to recruit highly effective teachers from Spain, Mexico, and China. Furthermore, we offer several instructional stipends which are used to attract educators from surrounding districts. We continuously assess our recruitment strategies and make adjustments to improve our candidate pool.

As an organization, the administrative staff is building solid systems to support student and teacher needs that address academic, attendance, behavioral, and the social emotional needs of our students.

This includes:

- After school tutorials for added support in ELL, ELA, math, biology and retester courses.
- Before school attendance recovery
- Saturday School for academic support and attendance recovery
- Summer School Tutorials for EOC
- Summer School Tutorials for Attendance Recovery/Grade Recovery through Plato
- Summer School
- Attendance warning letters sent home
- Attendance conferences with students at risk
- Weekly counseling meetings with identified students who demonstrate social emotional needs

Academic Programs implemented for support:

- Instructional Coach
- imagine Math
- MAP Testing
- Study Island- Math, Science, ELA, Social Studies
- IXL- Newcomer language supports

Provide professional development and supplemental instructional resources that will promote the development, implementation, and strengthening of programs to support

the teaching of US history, civics, economics, geography and government education

### **School Processes & Programs Strengths**

As our school continues to grow and develop, our programs increase and become stronger. We have focused on adding staff that is intentional in serving various roles outside of the classroom and offering enrichment learning opportunities for students.

We have focused on putting protocols in place to increase parent communication in a timely manner and offer resources that would meet the needs of families- late bus transportation, multiple opportunities for participation in events, multiple times of events being offered, and various avenues of participation.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Classroom curriculum is sometimes misaligned to district or state goals **Root Cause:** Teachers are novice teachers and still learning how to use TEKS resources and other supports

**Problem Statement 2:** Limited opportunities for student and teacher involvement in a diverse variety of offerings **Root Cause:** Small staff and student population with large varieties of interests

**Problem Statement 3:** Lagging communication between school and parents **Root Cause:** Small staff assuming many roles of communication and feeling overwhelmed

**Problem Statement 4:** Limited opportunities for parent involvement **Root Cause:** Working class families do not have as much time for participation and limited abilities to take leadership roles in parent organizations

**Problem Statement 5 (Prioritized):** ELL students are one of our lowest performing sub pops **Root Cause:** Significant gaps in English proficiency and acquisition

**Problem Statement 6:** Special Education students routinely perform significantly lower than their peers on standardized assessments **Root Cause:** Insufficient differentiation and SPED training for all teachers to adequately prepare students for success

**Problem Statement 7 (Prioritized):** Large gaps with ELL students and a lack of English acquisition and foundational skills **Root Cause:** Insufficient classroom supports for EL learners

**Problem Statement 8 (Prioritized):** Many students underperform as a result of language acquisition obstacles **Root Cause:** Many students are ELL's and not provided adequate foundational language supports for intervention

**Problem Statement 9 (Prioritized):** Many students struggle with the English language and language acquisition **Root Cause:** Many teachers are new to the profession and need more PD to support teaching ELL students

**Problem Statement 10 (Prioritized):** Students need added EL supports embedded in the learning materials and lessons **Root Cause:** Many teachers are new to the profession and still learning these language supports

**Problem Statement 11:** Teacher transitions and teachers new to the profession that lack some of the skills and understanding of curriculum **Root Cause:** Teacher learning or teacher absences leave gaps in student learning

**Problem Statement 12:** More than 80% of learners were virtual students, creating a lag in learning due to distance and high levels of limited engagement **Root Cause:** COVID distance learning created opportunities for students to learn virtually allowing some students to have limited engagement with the class due to work, household issues, or lack of monitoring

**Problem Statement 13:** Classroom curriculum is sometimes misaligned to district or state goals **Root Cause:** Teachers are novice teachers and still learning how to use TEKS resources and other supports

# Perceptions

## Perceptions Summary

At IL Texas Windmill High School students and staff feel safe to explore new opportunities and supported to take on new roles. This safety allows our students to be comfortable in their own settings, take on leadership roles, and participate in a variety of organizations. Students are empowered to improve our community through our "Others Before Self" project in which every student must research a community need, formulate a solution, and present the solution to peers. As a smaller school, the staff, students, and families are closely connected and have positive interactions. The staff and students have created a culture of "Others Before Self" through multiple community service opportunities and have established themselves as a school that cares for their community. The staff is supportive of one another's efforts and works together as a team to provide the best opportunities for students.

## Perceptions Strengths

The strengths of our campus are living out "Others Before Self", teachers supporting student efforts and creativity, building positive relationships with our families, and staff supporting one another.

According to Staff Surveys, teachers strongly agree feeling supported by administration and other staff members.

Parents are present and involved in student activities including:

- Others Before Self Projects
- Holiday Celebrations and school activities
- School Event decorations
- Sporting events
- Donations of Uniforms and Shoes
- Coffee with the Principal
- Parent Counselor Meetings
- School Awards and Ceremonies

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Some teacher vacancies and teacher turnover throughout the year **Root Cause:** Late hires or mid year departures that left some gaps

**Problem Statement 2:** Limited opportunities for parent involvement **Root Cause:** Working class families do not have as much time for participation and limited abilities to take leadership roles in parent organizations

**Problem Statement 3:** Lagging communication between school and parents **Root Cause:** Small staff assuming many roles of communication and feeling overwhelmed

**Problem Statement 4:** Limited opportunities for student and teacher involvement in a diverse variety of offerings **Root Cause:** Small staff and student population with large varieties of interests

**Problem Statement 5:** Classroom curriculum is sometimes misaligned to district or state goals **Root Cause:** Teachers are novice teachers and still learning how to use TEKS

resources and other supports

# Priority Problem Statements

**Problem Statement 1:** ELL students are one of our lowest performing sub pops

**Root Cause 1:** Significant gaps in English proficiency and acquisition

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

**Problem Statement 2:** Large achievement gap and low performance on state testing

**Root Cause 2:** Students come to us with various gaps and insufficient differentiation to meet all student's needs

**Problem Statement 2 Areas:** Demographics - Student Learning

**Problem Statement 3:** Large gaps with ELL students and a lack of English acquisition and foundational skills

**Root Cause 3:** Insufficient classroom supports for EL learners

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

**Problem Statement 4:** Many students underperform as a result of language acquisition obstacles

**Root Cause 4:** Many students are ELL's and not provided adequate foundational language supports for intervention

**Problem Statement 4 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 5:** Large achievement gaps between high performing and low performing students

**Root Cause 5:** Students come from very diverse backgrounds and educational backgrounds that results in significant gaps between student's success.

**Problem Statement 5 Areas:** Demographics - Student Learning

**Problem Statement 6:** Many students struggle with the English language and language acquisition

**Root Cause 6:** Many teachers are new to the profession and need more PD to support teaching ELL students

**Problem Statement 6 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 7:** Students need added EL supports embedded in the learning materials and lessons

**Root Cause 7:** Many teachers are new to the profession and still learning these language supports

**Problem Statement 7 Areas:** Demographics - Student Learning - School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT



- PSAT and/or ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data





# Goals

**Goal 1:** The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

**Performance Objective 1:** By the end of June 22 all students, including SPED, ELL, and At Risk, will increase their performance on State assessments by one performance level (not meeting standard to Approaches, Approaches to Meets, Meets to Masters, or Masters to Masters)

**Evaluation Data Sources:** STAAR & EOC Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students needing ELL support will be identified and provided push in/pull out support in the regular classroom and through elective courses provided by a tutor or tutoring platform</p> <p><b>Strategy's Expected Result/Impact:</b> Close the gap in ELL performance and increase ELA passing scores</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Tutor, IC, AP, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction -</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1, 2, 4, 5 - Student Learning 7, 8, 10, 11 - School Processes &amp; Programs 5, 7, 8</p> <p><b>Funding Sources:</b> - 263 - Title III - \$7,000</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

## Performance Objective 1 Problem Statements:

Demographics
<p><b>Problem Statement 1:</b> ELL students are one of our lowest performing sub pops <b>Root Cause:</b> Significant gaps in English proficiency and acquisition</p>
<p><b>Problem Statement 2:</b> Large achievement gap and low performance on state testing <b>Root Cause:</b> Students come to us with various gaps and insufficient differentiation to meet all student's needs</p>
<p><b>Problem Statement 4:</b> Large gaps with ELL students and a lack of English acquisition and foundational skills <b>Root Cause:</b> Insufficient classroom supports for EL learners</p>
<p><b>Problem Statement 5:</b> Many students underperform as a result of language acquisition obstacles <b>Root Cause:</b> Many students are ELL's and not provided adequate foundational language supports for intervention</p>
Student Learning
<p><b>Problem Statement 7:</b> ELL students are one of our lowest performing sub pops <b>Root Cause:</b> Significant gaps in English proficiency and acquisition</p>
<p><b>Problem Statement 8:</b> Large achievement gap and low performance on state testing <b>Root Cause:</b> Students come to us with various gaps and insufficient differentiation to meet all student's needs</p>

### Student Learning

**Problem Statement 10:** Large gaps with ELL students and a lack of English acquisition and foundational skills **Root Cause:** Insufficient classroom supports for EL learners

**Problem Statement 11:** Many students underperform as a result of language acquisition obstacles **Root Cause:** Many students are ELL's and not provided adequate foundational language supports for intervention

### School Processes & Programs

**Problem Statement 5:** ELL students are one of our lowest performing sub pops **Root Cause:** Significant gaps in English proficiency and acquisition





**Problem Statement 7:** Large gaps with ELL students and a lack of English acquisition and foundational skills **Root Cause:** Insufficient classroom supports for EL learners

**Problem Statement 8:** Many students underperform as a result of language acquisition obstacles **Root Cause:** Many students are ELL's and not provided adequate foundational language supports for intervention

**Goal 1:** The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

**Performance Objective 2:** During the course of the 2021-2022 school year, teachers will be able to identify and close the gap for low performing and struggling students by increasing their score one performance level and increase overall performance to 48% at the Meets level

**Evaluation Data Sources:** STAAR & EOC

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will work directly with an Instructional Coach to increase practice, feedback and coaching opportunities, supportive lesson planning, and data reflection</p> <p><b>Strategy's Expected Result/Impact:</b> Improve teacher curriculum and teacher practices in the classroom</p> <p><b>Staff Responsible for Monitoring:</b> AP, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p> <p><b>Problem Statements:</b> Demographics 2, 4, 5, 8, 9 - Student Learning 2, 5, 8, 10, 11 - School Processes &amp; Programs 7, 8, 9, 10</p> <p><b>Funding Sources:</b> Instructional Coach - 211 - Title 1-A - \$55,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide 100% of New/Struggling teachers with a teacher mentor by June 2021</p> <p><b>Strategy's Expected Result/Impact:</b> Provide 100% of New/Struggling teachers with a teacher mentor by June 2021.</p> <p><b>Staff Responsible for Monitoring:</b> Mentor Teacher, IC, AP, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p> <p><b>Problem Statements:</b> Demographics 4, 8, 9 - Student Learning 2, 5, 10 - School Processes &amp; Programs 7, 9, 10</p> <p><b>Funding Sources:</b> New Teacher Mentoring - 211 - Title 1-A - \$2,500</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Large achievement gap and low performance on state testing <b>Root Cause:</b> Students come to us with various gaps and insufficient differentiation to meet all student's needs</p>
<p><b>Problem Statement 4:</b> Large gaps with ELL students and a lack of English acquisition and foundational skills <b>Root Cause:</b> Insufficient classroom supports for EL learners</p>
<p><b>Problem Statement 5:</b> Many students underperform as a result of language acquisition obstacles <b>Root Cause:</b> Many students are ELL's and not provided adequate foundational language supports for intervention</p>

### Demographics

**Problem Statement 8:** Many students struggle with the English language and language acquisition **Root Cause:** Many teachers are new to the profession and need more PD to support teaching ELL students

**Problem Statement 9:** Students need added EL supports embedded in the learning materials and lessons **Root Cause:** Many teachers are new to the profession and still learning these language supports

### Student Learning

**Problem Statement 2:** Students need added EL supports embedded in the learning materials and lessons **Root Cause:** Many teachers are new to the profession and still learning these language supports

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### School Processes & Programs

**Problem Statement 7:** Large gaps with ELL students and a lack of English acquisition and foundational skills **Root Cause:** Insufficient classroom supports for EL learners

**Problem Statement 8:** Many students underperform as a result of language acquisition obstacles **Root Cause:** Many students are ELL's and not provided adequate foundational language supports for intervention

**Problem Statement 9:** Many students struggle with the English language and language acquisition **Root Cause:** Many teachers are new to the profession and need more PD to support teaching ELL students





**Problem Statement 10:** Students need added EL supports embedded in the learning materials and lessons **Root Cause:** Many teachers are new to the profession and still learning these language supports

**Goal 2:** The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 5% to 30% by June 2022.

**Performance Objective 1:** By the end of June 22, all students who showed success on their 8th grade Math STAAR assessment will maintain and increase performance levels on the Algebra 1 assessment

**Evaluation Data Sources:** STAAR & EOC

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will use a digital math platform for remediated lessons designed specifically for their needs for one hour a week.</p> <p><b>Strategy's Expected Result/Impact:</b> These platforms will help identify student's gaps and design plans specific to closing individual gaps in student performance</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, IC, AP, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2, 6, 9 - Student Learning 2, 8, 12 - School Processes &amp; Programs 10</p> <p><b>Funding Sources:</b> Digital Math Platform - 211 - Title 1-A - \$25,000</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Large achievement gap and low performance on state testing <b>Root Cause:</b> Students come to us with various gaps and insufficient differentiation to meet all student's needs</p>
<p><b>Problem Statement 6:</b> Large achievement gaps between high performing and low performing students <b>Root Cause:</b> Students come from very diverse backgrounds and educational backgrounds that results in significant gaps between student's success.</p>
<p><b>Problem Statement 9:</b> Students need added EL supports embedded in the learning materials and lessons <b>Root Cause:</b> Many teachers are new to the profession and still learning these language supports</p>
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<p><b>Problem Statement 12:</b> Large achievement gaps between high performing and low performing students <b>Root Cause:</b> Students come from very diverse backgrounds and educational backgrounds that results in significant gaps between student's success.</p>

## School Processes & Programs





**Problem Statement 10:** Students need added EL supports embedded in the learning materials and lessons **Root Cause:** Many teachers are new to the profession and still learning these language supports



**Goal 2:** The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 5% to 30% by June 2022.

**Performance Objective 2:** All Students will receive push in support during their math class from a tutoring service to focus specifically on gaps in math learning by the end of 2022.

**Evaluation Data Sources:** Interim Assessments, Regular Checkpoints, STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Using a digital tutoring service or in person push in tutor to support students with significant math gaps</p> <p><b>Strategy's Expected Result/Impact:</b> Narrow gaps for low performing students and increase scores</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, IC, AP, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2, 6 - Student Learning 8, 12</p> <p><b>Funding Sources:</b> Tutor - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Large achievement gap and low performance on state testing <b>Root Cause:</b> Students come to us with various gaps and insufficient differentiation to meet all student's needs</p>
<p><b>Problem Statement 6:</b> Large achievement gaps between high performing and low performing students <b>Root Cause:</b> Students come from very diverse backgrounds and educational backgrounds that results in significant gaps between student's success.</p>
Student Learning
<p><b>Problem Statement 8:</b> Large achievement gap and low performance on state testing <b>Root Cause:</b> Students come to us with various gaps and insufficient differentiation to meet all student's needs</p>
<p><b>Problem Statement 12:</b> Large achievement gaps between high performing and low performing students <b>Root Cause:</b> Students come from very diverse backgrounds and educational backgrounds that results in significant gaps between student's success.</p>

**Goal 3:** The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2022.

**Performance Objective 1:** By June of '22 all 10th graders will be provided an opportunity to take the TSI/PSAT, all 11th graders will take the SAT, and all AP students will take the AP exam to measure college readiness and prepare focus areas for intentional intervention and remediation

**Evaluation Data Sources:** TSIA, PSAT & SAT

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All 10th graders will be provided the opportunity to take TSI/PSAT and will use the digital math platform to prepare students for the math portion of the assessment</p> <p><b>Strategy's Expected Result/Impact:</b> Increased test scores and college readiness</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselor, AP, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 2, 6 - Student Learning 8, 12</p> <p><b>Funding Sources:</b> Digital Math Learning Platform - 211 - Title 1-A - \$15,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All 11th graders will be provided the opportunity to take the SAT for measured performance and identify areas of needed support</p> <p><b>Strategy's Expected Result/Impact:</b> SAT results will help identify students need more intensive support in CCMR</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, AP, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2, 6 - Student Learning 7, 8, 12 - School Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> SAT Prep - 211 - Title 1-A - \$5,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All AP students will be afforded the opportunity to take an AP exam, including those with financial hardship where the AP fees will be covered</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students able to participate in AP testing</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP teachers, Testing Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2, 6 - Student Learning 8, 12</p> <p><b>Funding Sources:</b> AP Fees Covered for Struggling Students - 211 - Title 1-A - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

## Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 1:** ELL students are one of our lowest performing sub pops **Root Cause:** Significant gaps in English proficiency and acquisition

**Problem Statement 2:** Large achievement gap and low performance on state testing **Root Cause:** Students come to us with various gaps and insufficient differentiation to meet all student's needs

**Problem Statement 6:** Large achievement gaps between high performing and low performing students **Root Cause:** Students come from very diverse backgrounds and educational backgrounds that results in significant gaps between student's success.

### Student Learning

**Problem Statement 7:** ELL students are one of our lowest performing sub pops **Root Cause:** Significant gaps in English proficiency and acquisition

**Problem Statement 8:** Large achievement gap and low performance on state testing **Root Cause:** Students come to us with various gaps and insufficient differentiation to meet all student's needs

**Problem Statement 12:** Large achievement gaps between high performing and low performing students **Root Cause:** Students come from very diverse backgrounds and educational backgrounds that results in significant gaps between student's success.

### School Processes & Programs





**Problem Statement 5:** ELL students are one of our lowest performing sub pops **Root Cause:** Significant gaps in English proficiency and acquisition

**Goal 3:** The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2022.

**Performance Objective 2:** The percent of CCMR students that meet the requirement for College Ready will increase from 64% to 67% in 2022.

**Targeted or ESF High Priority**





**Evaluation Data Sources:** TSIA, ACT, SAT, Dual Credit

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide digital resources including but not limited to Computer Hardware, Computer Software, Peripherals, and industry based tools.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance and Certifications in CTE and Science Classes</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principals, Content Leads and Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2022.

**Performance Objective 1:** By June of 2022, all students will demonstrate one level of growth in language courses using ACTFL assessments and teacher observations

**Evaluation Data Sources:** Teacher, ACTFL performance tests

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will use Seesaw as a routine classroom resource to measure performance and assessment</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase their language performance in speaking and listening</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, AP, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2, 4, 5, 6 - Student Learning 8, 10, 11, 12 - School Processes &amp; Programs 7, 8</p> <p><b>Funding Sources:</b> Seesaw - 420 - State - \$6,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Schoolwide opportunities to increase use and practice of the languages through campus based platforms, family engagement events, local opportunities, and districtwide protocols/performances. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student confidence and increase student engagement with the languages and increase parent engagement on campus</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, AP, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2, 6, 8 - Student Learning 5, 8, 12 - School Processes &amp; Programs 9</p> <p><b>Funding Sources:</b> Parent Engagement Funding - 211 - Title 1-A - \$3,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

## Demographics

**Problem Statement 2:** Large achievement gap and low performance on state testing **Root Cause:** Students come to us with various gaps and insufficient differentiation to meet all student's needs

**Problem Statement 4:** Large gaps with ELL students and a lack of English acquisition and foundational skills **Root Cause:** Insufficient classroom supports for EL learners

**Problem Statement 5:** Many students underperform as a result of language acquisition obstacles **Root Cause:** Many students are ELL's and not provided adequate foundational language supports for intervention

**Problem Statement 6:** Large achievement gaps between high performing and low performing students **Root Cause:** Students come from very diverse backgrounds and educational backgrounds that results in significant gaps between student's success.

**Problem Statement 8:** Many students struggle with the English language and language acquisition **Root Cause:** Many teachers are new to the profession and need more PD to support teaching ELL students

## Student Learning

**Problem Statement 5:** Many students struggle with the English language and language acquisition **Root Cause:** Many teachers are new to the profession and need more PD to support teaching ELL students

**Problem Statement 8:** Large achievement gap and low performance on state testing **Root Cause:** Students come to us with various gaps and insufficient differentiation to meet all student's needs

**Problem Statement 10:** Large gaps with ELL students and a lack of English acquisition and foundational skills **Root Cause:** Insufficient classroom supports for EL learners

**Problem Statement 11:** Many students underperform as a result of language acquisition obstacles **Root Cause:** Many students are ELL's and not provided adequate foundational language supports for intervention

**Problem Statement 12:** Large achievement gaps between high performing and low performing students **Root Cause:** Students come from very diverse backgrounds and educational backgrounds that results in significant gaps between student's success.

## School Processes & Programs

**Problem Statement 7:** Large gaps with ELL students and a lack of English acquisition and foundational skills **Root Cause:** Insufficient classroom supports for EL learners

**Problem Statement 8:** Many students underperform as a result of language acquisition obstacles **Root Cause:** Many students are ELL's and not provided adequate foundational language supports for intervention





**Problem Statement 9:** Many students struggle with the English language and language acquisition **Root Cause:** Many teachers are new to the profession and need more PD to support teaching ELL students

**Goal 5:** The percent of teachers retained annually will increase from 76% to 80% by June 2022.

**Performance Objective 1:** Maintain 95% of teachers for the duration of the 2020-2021 school year and provide coaching and development opportunities for 100% of all teachers through local, district, and off campus PD

**Evaluation Data Sources:** Teacher Retention

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> New teachers assigned mentor teachers that will meet routinely throughout the year</p> <p><b>Strategy's Expected Result/Impact:</b> Ongoing teacher support and assistance</p> <p><b>Staff Responsible for Monitoring:</b> AP, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2, 8, 9 - Student Learning 2, 5, 8 - School Processes &amp; Programs 9, 10</p> <p><b>Funding Sources:</b> New Teacher Mentors - 211 - Title 1-A - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All teachers will participate in campus level PD throughout the year and specifically prior to school, PD Days, and Data Days</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teacher practices and student performance</p> <p><b>Staff Responsible for Monitoring:</b> AP, Principal, IC</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2, 8, 9 - Student Learning 2, 5, 8 - School Processes &amp; Programs 9, 10</p> <p><b>Funding Sources:</b> Professional Development Speakers and Materials - 211 - Title 1-A - \$3,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All teachers will have the opportunity to work with the campus Instructional Coach to support lesson planning, classroom delivery, and teacher pedagogy</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teacher performance and student success</p> <p><b>Staff Responsible for Monitoring:</b> AP, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 4, 8, 9 - Student Learning 2, 5, 10 - School Processes &amp; Programs 7, 9, 10</p> <p><b>Funding Sources:</b> - 211 - Title 1-A - \$55,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Large achievement gap and low performance on state testing <b>Root Cause:</b> Students come to us with various gaps and insufficient differentiation to meet all student's needs</p>
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Student Learning
<p><b>Problem Statement 2:</b> Students need added EL supports embedded in the learning materials and lessons <b>Root Cause:</b> Many teachers are new to the profession and still learning these language supports</p>
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School Processes & Programs
<p><b>Problem Statement 7:</b> Large gaps with ELL students and a lack of English acquisition and foundational skills <b>Root Cause:</b> Insufficient classroom supports for EL learners</p>
<p><b>Problem Statement 9:</b> Many students struggle with the English language and language acquisition <b>Root Cause:</b> Many teachers are new to the profession and need more PD to support teaching ELL students</p>







## School Processes & Programs

**Problem Statement 10:** Students need added EL supports embedded in the learning materials and lessons **Root Cause:** Many teachers are new to the profession and still learning these language supports

**Goal 6:** To improve the culture and climate of our campuses by the end of the 2021-2022 school year.

**Performance Objective 1:** The culture and climate of our campuses will improve with the help of subject matter experts and specialized programs/resources aimed at improving the social emotional health of our students with a focus on safety and security from 50% to 75% by the end of the 2021-2022 school year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Bring in subject matter experts (such as but not limited to AIM for Success) and purchase resources (such as but not limited to purchasing kits for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students).	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Students needing ELL support will be identified and provided push in/pull out support in the regular classroom and through elective courses provided by a tutor or tutoring platform
2	2	1	Using a digital tutoring service or in person push in tutor to support students with significant math gaps

# Plan Notes

**2021-2022 Campus Advisory Council**

**Meeting Date: June 11, 2021**

**Windmill Lakes Orem High School**

**Campus Improvement Plan Meeting**

Notes taken by- Sandra Cano

## Attendees-

Administrator- Stephanie Mott, Principal

Administrator- Awilda Rivas, Assistant Principal

Non-classroom Professional- Sandra Cano, Admin Assistant

Classroom Teacher- Shakendra Simmons, Teacher

Classroom Teacher- Emmanuel Perez, Teacher

Classroom Teacher- Kayla Hodge, Teacher

Classroom Teacher- Nikia Wingard, Teacher

Paraprofessional- Zhenni Luo, Instructional Aide

Parent- Hena Lavergne, Parent

Business Representative- David Manning, Community Business Owner

Community Representative- Bridget Thomas, Community Director

## Agenda

### 1. Introductions

- Name and role
- Why are you interested in the growth of WLOHS?

### 1. Purpose & Goal

- The goal of this meeting is to identify areas of academic, teacher, parent, and community growth to increase overall performance for WLOHS
  - i. Student Needs
  - ii. Teacher Needs
  - iii. Parent Needs
  - iv. Community Needs

1. Problem Areas

- Student Needs

- i. Closing the gaps- EL, SPED, Eco Dis
- ii. Additional Tutoring- math & ELA specifically
- iii. Opportunities for Engagement- extracurriculars, field trips, organizations
- iv. College/ Career Readiness- PSAT/SAT readiness, college visits, college counselor

- Teacher Needs

- i. Additional PD- EL students, student engagement, SPED, differentiation, understanding the TEKS, lesson planning
- ii. Additional Resources/Platforms- math platform for remediation or enhanced practice, tutoring platforms, Study Island for all subject areas, Seesaw for LOTE
- iii. Coaching- Working with Instructional Coach for added, continuous support
- iv. Mentors- New teacher mentors

- Parent Needs

- i. Parent Engagement Meetings- opportunities for community involvement, parent input, increased communication
- ii. Parent University- Onboarding for parents to high school and college

- Community Needs

- i. Increased exposure and opportunities for engagement

1. Solutions

- Tutoring opportunities
- Additional PD

- Digital Platforms
- Intentional Planning and Focus
- Engagement opportunities inside and outside of the classroom
- Language supports for new and existing students
- Increased focus on college readiness and opportunities

# 2021-2022 Campus Advisory Council

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Stephanie Mott	Principal
Administrator	Awilda Rivas	Assistant Principal
Non-classroom Professional	Sandra Cano	Admin Assistant
Classroom Teacher	Shakendra Simmons	Teacher
Classroom Teacher	Nikia Wingard	Teacher
Business Representative	David Manning	Community Business Owner
Parent	Hena Lavergne	Parent
Community Representative	Bridget Thomas	Community Director
Classroom Teacher	Emmanuel Perez	Teacher
Paraprofessional	Zhenni Luo	Instructional Aide
Classroom Teacher	Kayla Hodge	Teacher
Student	Vivian Gorena	Student
District-level Professional	Travette Jones	Special Education Director, Houston Area

# Campus Funding Summary

420 - State					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Seesaw		\$6,000.00
<b>Sub-Total</b>					<b>\$6,000.00</b>
211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Coach		\$55,000.00
1	2	2	New Teacher Mentoring		\$2,500.00
2	1	1	Digital Math Platform		\$25,000.00
2	2	1	Tutor		\$10,000.00
3	1	1	Digital Math Learning Platform		\$15,000.00
3	1	2	SAT Prep		\$5,000.00
3	1	3	AP Fees Covered for Struggling Students		\$2,000.00
4	1	2	Parent Engagement Funding		\$3,000.00
5	1	1	New Teacher Mentors		\$1,000.00
5	1	2	Professional Development Speakers and Materials		\$3,000.00
5	1	3			\$55,000.00
<b>Sub-Total</b>					<b>\$176,500.00</b>
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$7,000.00
<b>Sub-Total</b>					<b>\$7,000.00</b>
<b>Grand Total</b>					<b>\$189,500.00</b>



# Addendums