International Leadership of Texas

Windmill Lakes High

2022-2023 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.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographics (2021 - 2022 Preliminary Fall PEIMS file loaded 01/10/2022)	Count	Percent
Gender		
Female	265	54.08%
Male	225	45.92%
Ethnicity		
Hispanic-Latino	381	77.76%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	1	0.20%
Black - African American	97	19.80%
Native Hawaiian - Pacific Islander	0	0.00%
White	2	0.41%
Two-or-More	9	1.84%

Student by Program (2021 - 2022 Preliminary Fall PEIMS file loaded 01/10/2022)	Count	Percent
Emergent Bilingual (EB)	208	42.45%
Bilingual	0	0.00%
English as a Second Language (ESL)	0	0.00%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	208	42.45%
Gifted and Talented	20	4.08%
Special Education (SPED)	43	8.78%
Title I Participation	490	100.00%
Dyslexia	6	1.22%
Economic Disadvantage		
Economic Disadvantage Total	406	82.86%
Free Meals	0	0.00%
Reduced-Price Meals	0	0.00%
Other Economic Disadvantage	406	82.86%
Homeless Statuses		

Student by Program (2021 - 2022 Preliminary Fall PEIMS file loaded 01/10/2022) **Count   Percent**

Homeless Status Total	5	1.02%
Shelter	0	0.00%
Doubled Up	4	0.82%
Unsheltered	0	0.00%
Hotel/Motel	1	0.20%

Demographics Strengths

Students and community have a strong language and cultural background with strong family ties. Students have great artisitic and athletic talents that help bring our community together through parent support and community involvement.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students come from high economically disadvantaged homes with multiple at risk factors **Root Cause:** 85% of students identified as At-Risk

Problem Statement 2: Many students lack needed resources or have limited access to academic resources outside of school **Root Cause:** 83% of students identified as Economically Disadvantaged

Problem Statement 3 (Prioritized): English language acquisition limited **Root Cause:** 42% Emergent Bilinguals

Problem Statement 4 (Prioritized): Sped students continue to perform significantly lower than their peers **Root Cause:** SPED curriculum and staff is inconsistent

Problem Statement 5 (Prioritized): English language development continues to be an obstacle in EOC rates and success **Root Cause:** 45% of our students are EB and high numbers of families who are Spanish speaking

Student Learning

Student Learning Summary

English 1 Spring STAAR EOC

ILTexas Windmill Lakes-Orem HS	204	38	3792	55.57%	54.41%	30.39%
Economic Disadvantage	164	38	3790	55.47%	54.88%	32.32%
Black/African American	39	37	3755	54.15%	48.72%	20.51%
Hispanic	159	38	3784	55.20%	54.09%	30.19%
Two or More Races	5	50	4207	72.80%	100%	100%
White	1	57	4572	84%	100%	100%
Currently Emergent Bilingual	119	36	3732	53.07%	50.42%	24.37%
First Year of Monitoring	4	49	4171	71.25%	100%	100%
Special Ed Indicator	20	28	3457	40.50%	20%	0%

English 2 Spring STAAR EOC-

ILTexas Windmill Lakes-Orem HS	186	44	4031	64.19%	70.43%	56.99%	3.23%
Economic Disadvantage	150	44	4032	64.42%	72%	56.67%	2.67%
Asian	1	50	4227	74%	100%	100%	0%
Black/African American	36	45	4099	66.81%	72.22%	61.11%	5.56%
Hispanic	144	43	4006	63.26%	69.44%	55.56%	2.78%
Two or More Races	4	45	4067	65.75%	75%	50%	0%
White	1	60	4776	88%	100%	100%	0%
Currently Emergent Bilingual	82	39	3870	58.07%	59.76%	42.68%	0%
First Year of Monitoring	2	55	4463	80.50%	100%	100%	0%
Second Year of Monitoring	2	34	3647	49%	0%	0%	0%
Special Ed Indicator	17	29	3509	42.47%	17.65%	5.88%	0%

Algebra 1 Spring STAAR EOC-

ILTexas Windmill Lakes-Orem HS	211	27	3761	50.08%	75.83%	22.27%	7.11%
Economic Disadvantage	174	27	3748	49.44%	74.71%	21.26%	5.75%
Black/African American	44	27	3748	49.91%	77.27%	15.91%	4.55%
Hispanic	161	27	3758	49.77%	75.16%	22.36%	7.45%
Two or More Races	5	31	3923	57.80%	80%	60%	20%
White	1	37	4135	69%	100%	100%	0%
Currently Emergent Bilingual	117	27	3751	49.59%	74.36%	24.79%	5.98%
First Year of Monitoring	5	24	3636	44%	60%	20%	0%
Special Ed Indicator	19	23	3593	42%	57.89%	5.26%	5.26%

Biology Spring STAAR EOC-

ILTexas Windmill Lakes-Orem HS	201	26	3841	51.88%	74.63%	33.83%	6.97%
Economic Disadvantage	161	26	3826	51.18%	72.67%	31.68%	6.83%

Black/African American	41	27	3884	53.95%	80.49%	34.15%	7.32%
Hispanic	154	26	3825	51.08%	72.73%	33.12%	7.14%
Two or More Races	5	28	3923	56%	80%	40%	0%
White	1	35	4233	70%	100%	100%	0%
Currently Emergent Bilingual	109	24	3754	48.15%	69.72%	26.61%	3.67%
First Year of Monitoring	5	32	4146	64.80%	100%	60%	20%
Special Ed Indicator	18	26	3841	52.22%	77.78%	38.89%	0%

US History STAAR EOC-

ILTexas Windmill Lakes-Orem HS	94	40	3981	59.52%	84.04%	48.94%
Economic Disadvantage	78	41	3984	59.77%	84.62%	50%
Black/African American	21	38	3868	55.48%	85.71%	33.33%
Hispanic	73	41	4013	60.68%	83.56%	53.42%
Currently Emergent Bilingual	27	34	3745	49.89%	62.96%	29.63%
First Year of Monitoring	3	50	4295	73%	100%	100%
Second Year of Monitoring	1	56	4571	82%	100%	100%
Special Ed Indicator	8	27	3516	40.25%	50%	0%

Student Learning Strengths

Students made significant gains in areas of Algebra 1 and English 2.

Algebra 1- students more than doubled the Approaches level from the year before

English 2- Students increased from 35% to 53% in meets

Students are showing progress in every category and closing the gap between Economically disadvantaged, black, hispanic, and ELL

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Sped students continue to perform significantly lower than their peers **Root Cause:** SPED curriculum and staff is inconsistent

Problem Statement 2 (Prioritized): English language development continues to be an obstacle in EOC rates and success **Root Cause:** 45% of our students are EB and high numbers of families who are Spanish speaking

Problem Statement 3: Incoming students continue to demonstrate low math skills and perform low on 8th grade math STAAR **Root Cause:** Gaps in math foundation due to COVID gap and teacher turnover

Problem Statement 4 (Prioritized): English language acquisition limited **Root Cause:** 42% Emergent Bilinguals

Problem Statement 5 (Prioritized): New positions, teachers leaving mid year, challenges in filling positions leads to high teacher turnover and open vacancies **Root Cause:** Higher than average rates of teacher resignations and teachers leaving the profession

Problem Statement 6 (Prioritized): Need for increased tutorial and online platforms for students to access in and out of the school day **Root Cause:** Limited teacher and class time for interventions and small group tutorials

School Processes & Programs

School Processes & Programs Summary

Instructional Programs-

Instructional Coach- support teachers & instructional programming on campus, on boarding of teachers, data analysis, and campus PD

Tutorials- afterschool and Saturdays for EOC, AP, and grade level tutoring

FEV Tutoring- Online tutoring program for tested content areas

Eagle Academy- after school grade and homework support

PD- Teacher development, classroom management, increased instructional supports

Mentor Teachers- Support for teachers new to the profession and new to the campus

Teacher Retention-

New Teacher On-Boarding

New Teacher Professional Development

New Teacher Mentors

Culture & Climate Boosters

Staff Surveys

Teacher Retention Bonuses

School Processes & Programs Strengths

Instruction & Curriculum-

Data driven

Student needs analyzed and addressed

Small Group

Language Supports

Relational to address student needs

Teacher Retention-

Positive School Culture

Team Building Community

Incentives and Success Driven

Supportive Administration and Coaches

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): New positions, teachers leaving mid year, challenges in filling positions leads to high teacher turnover and open vacancies **Root Cause:** Higher than average rates of teacher resignations and teachers leaving the profession

Problem Statement 2: Programs and processes are at max capacity and being stretched thin at times **Root Cause:** Significant campus growth in a short time span

Problem Statement 3 (Prioritized): Need for increased tutorial and online platforms for students to access in and out of the school day **Root Cause:** Limited teacher and class time for interventions and small group tutorials

Problem Statement 4 (Prioritized): Students come from high economically disadvantaged homes with multiple at risk factors **Root Cause:** 85% of students identified as At-Risk

Problem Statement 5: Many students lack needed resources or have limited access to academic resources outside of school **Root Cause:** 83% of students identified as Economically Disadvantaged

Problem Statement 6 (Prioritized): English language acquisition limited **Root Cause:** 42% Emergent Bilinguals

Problem Statement 7 (Prioritized): English language development continues to be an obstacle in EOC rates and success **Root Cause:** 45% of our students are EB and high numbers of families who are Spanish speaking

Problem Statement 8: Incoming students continue to demonstrate low math skills and perform low on 8th grade math STAAR **Root Cause:** Gaps in math foundation due to COVID gap and teacher turnover

Problem Statement 9: 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 10: Lagging communication between school and parents **Root Cause:** Communication and technology barriers

Problem Statement 11: 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

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: 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 2: Lagging communication between school and parents **Root Cause:** Communication and technology barriers

Problem Statement 3: 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 4 (Prioritized): Students come from high economically disadvantaged homes with multiple at risk factors **Root Cause:** 85% of students identified as At-Risk

Problem Statement 5: Many students lack needed resources or have limited access to academic resources outside of school **Root Cause:** 83% of students identified as Economically Disadvantaged

Problem Statement 6 (Prioritized): New positions, teachers leaving mid year, challenges in filling positions leads to high teacher turnover and open vacancies **Root Cause:** Higher than average rates of teacher resignations and teachers leaving the profession

Problem Statement 7: Programs and processes are at max capacity and being stretched thin at times **Root Cause:** Significant campus growth in a short time span

Priority Problem Statements

Problem Statement 1: Students come from high economically disadvantaged homes with multiple at risk factors
Root Cause 1: 85% of students identified as At-Risk
Problem Statement 1 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 3: Sped students continue to perform significantly lower than their peers
Root Cause 3: SPED curriculum and staff is inconsistent
Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 5: New positions, teachers leaving mid year, challenges in filling positions leads to high teacher turnover and open vacancies
Root Cause 5: Higher than average rates of teacher resignations and teachers leaving the profession
Problem Statement 5 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: English language development continues to be an obstacle in EOC rates and success
Root Cause 4: 45% of our students are EB and high numbers of families who are Spanish speaking
Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: English language acquisition limited
Root Cause 2: 42% Emergent Bilinguals
Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 6: Need for increased tutorial and online platforms for students to access in and out of the school day
Root Cause 6: Limited teacher and class time for interventions and small group tutorials
Problem Statement 6 Areas: 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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- 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 rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- 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
- STEM and/or STEAM 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

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

Revised/Approved: June 15, 2022

Goal 1: By the end of the 22-23 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 1: Students in every content area will increase one level and show appropriate growth per TEA requirements by the end of 2022-23 school year.

Evaluation Data Sources: STAAR

Strategy 1 Details			Reviews			
Strategy 1: Teachers will provide after school and Saturday tutorials for students to attend in STAAR subject areas			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased performance on STAAR			**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Teachers, IC, AP, Principal **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 4, 5 - Student Learning 1, 2, 6 - School Processes & Programs 3, 4, 7 - Perceptions 4 **Funding Sources:** Extra Tutorials - 211 - Title 1-A - $10,000						
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students come from high economically disadvantaged homes with multiple at risk factors **Root Cause**: 85% of students identified as At-Risk
Problem Statement 4: Sped students continue to perform significantly lower than their peers **Root Cause**: SPED curriculum and staff is inconsistent
Problem Statement 5: English language development continues to be an obstacle in EOC rates and success **Root Cause**: 45% of our students are EB and high numbers of families who are Spanish speaking

Student Learning
Problem Statement 1: Sped students continue to perform significantly lower than their peers **Root Cause**: SPED curriculum and staff is inconsistent
Problem Statement 2: English language development continues to be an obstacle in EOC rates and success **Root Cause**: 45% of our students are EB and high numbers of families who are Spanish speaking
Problem Statement 6: Need for increased tutorial and online platforms for students to access in and out of the school day **Root Cause**: Limited teacher and class time for interventions and small group tutorials

School Processes & Programs
Problem Statement 3: Need for increased tutorial and online platforms for students to access in and out of the school day **Root Cause**: Limited teacher and class time for interventions and small group tutorials
Problem Statement 4: Students come from high economically disadvantaged homes with multiple at risk factors **Root Cause**: 85% of students identified as At-Risk
Problem Statement 7: English language development continues to be an obstacle in EOC rates and success **Root Cause**: 45% of our students are EB and high numbers of families who are Spanish speaking

Perceptions
Problem Statement 4: Students come from high economically disadvantaged homes with multiple at risk factors **Root Cause**: 85% of students identified as At-Risk

Goal 1: By the end of the 22-23 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 2: Students will demonstrate mastery of TEKS in Algebra 1 through unit assessments, continuous data collections, small group tutorials, and necessary online supports by the end of 2022-23 school year.

    High Priority

    Evaluation Data Sources: STAAR, Interim assessments, Carnegie Unit Exams, FEV Tutoring services

Strategy 1 Details		Reviews		
Strategy 1: Teachers will utilize platforms like Study Island, PLATO, etc. for continued practice, intervention, and acceleration.		**Formative**		**Summative**
		Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increased test scores across the board
    Staff Responsible for Monitoring: Principal, AP, IC, Media Specialist
 	
    Title I:
2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Problem Statements: Demographics 5 - Student Learning 2, 6 - School Processes & Programs 3, 7
Funding Sources: Online Resources - 211 - Title 1-A - $15,000					

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 5: English language development continues to be an obstacle in EOC rates and success **Root Cause**: 45% of our students are EB and high numbers of families who are Spanish speaking

Student Learning
Problem Statement 2: English language development continues to be an obstacle in EOC rates and success **Root Cause**: 45% of our students are EB and high numbers of families who are Spanish speaking
Problem Statement 6: Need for increased tutorial and online platforms for students to access in and out of the school day **Root Cause**: Limited teacher and class time for interventions and small group tutorials

School Processes & Programs
Problem Statement 3: Need for increased tutorial and online platforms for students to access in and out of the school day **Root Cause**: Limited teacher and class time for interventions and small group tutorials
Problem Statement 7: English language development continues to be an obstacle in EOC rates and success **Root Cause**: 45% of our students are EB and high numbers of families who are Spanish speaking

Goal 1: By the end of the 22-23 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 3: By the end of June 23 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

Strategy 1 Details	Reviews			
Strategy 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	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Close the gap in ELL performance and increase ELA passing scores
    Staff Responsible for Monitoring: Teachers, Tutor, IC, AP, Principal
 	
    Title I:
2.4, 2.5
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
    Problem Statements: Demographics 1, 3, 5 - Student Learning 2, 4, 6 - School Processes & Programs 3, 4, 6, 7
 - Perceptions 4
    Funding Sources: Tutorials and EL Resources - 263 - Title III - $8,000				

Strategy 2 Details	Reviews			
Strategy 2: Professional development for staff to increase support and understand TELPAS, SPED strategies, and closing the gap	Formative			Summative
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased performance in sub pop areas **Staff Responsible for Monitoring:** IC, AP, LPAC, SPED, Principal **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 3, 4, 5 - Student Learning 1, 2, 4, 5 - School Processes & Programs 1, 6, 7 - Perceptions 6 **Funding Sources:** Professional Development - 211 - Title 1-A - $15,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Students come from high economically disadvantaged homes with multiple at risk factors **Root Cause**: 85% of students identified as At-Risk
Problem Statement 3: English language acquisition limited **Root Cause**: 42% Emergent Bilinguals
Problem Statement 4: Sped students continue to perform significantly lower than their peers **Root Cause**: SPED curriculum and staff is inconsistent
Problem Statement 5: English language development continues to be an obstacle in EOC rates and success **Root Cause**: 45% of our students are EB and high numbers of families who are Spanish speaking

Student Learning
Problem Statement 1: Sped students continue to perform significantly lower than their peers **Root Cause**: SPED curriculum and staff is inconsistent
Problem Statement 2: English language development continues to be an obstacle in EOC rates and success **Root Cause**: 45% of our students are EB and high numbers of families who are Spanish speaking
Problem Statement 4: English language acquisition limited **Root Cause**: 42% Emergent Bilinguals
Problem Statement 5: New positions, teachers leaving mid year, challenges in filling positions leads to high teacher turnover and open vacancies **Root Cause**: Higher than average rates of teacher resignations and teachers leaving the profession
Problem Statement 6: Need for increased tutorial and online platforms for students to access in and out of the school day **Root Cause**: Limited teacher and class time for interventions and small group tutorials

School Processes & Programs
Problem Statement 1: New positions, teachers leaving mid year, challenges in filling positions leads to high teacher turnover and open vacancies **Root Cause**: Higher than average rates of teacher resignations and teachers leaving the profession
Problem Statement 3: Need for increased tutorial and online platforms for students to access in and out of the school day **Root Cause**: Limited teacher and class time for interventions and small group tutorials
Problem Statement 4: Students come from high economically disadvantaged homes with multiple at risk factors **Root Cause**: 85% of students identified as At-Risk
Problem Statement 6: English language acquisition limited **Root Cause**: 42% Emergent Bilinguals
Problem Statement 7: English language development continues to be an obstacle in EOC rates and success **Root Cause**: 45% of our students are EB and high numbers of families who are Spanish speaking

Perceptions
Problem Statement 4: Students come from high economically disadvantaged homes with multiple at risk factors **Root Cause**: 85% of students identified as At-Risk
Problem Statement 6: New positions, teachers leaving mid year, challenges in filling positions leads to high teacher turnover and open vacancies **Root Cause**: Higher than average rates of teacher resignations and teachers leaving the profession

Goal 1: By the end of the 22-23 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 4: By the end of the 22-23 school year, students' learning readiness indicator as measured by Rhithm, will increase 10% with the help of subject matter experts and specialized programs/resources aimed at improving the social emotional health of our students with a focus on safety.

    Evaluation Data Sources: Rhithm Insight reports and assessments

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Improve learning readiness as measured by Rhithm **Staff Responsible for Monitoring:** Principal, APs, Counselors **Title I:** 2.5, 2.6 **Problem Statements:** Student Learning 5 - School Processes & Programs 1 - Perceptions 6				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 5: New positions, teachers leaving mid year, challenges in filling positions leads to high teacher turnover and open vacancies **Root Cause**: Higher than average rates of teacher resignations and teachers leaving the profession
School Processes & Programs
Problem Statement 1: New positions, teachers leaving mid year, challenges in filling positions leads to high teacher turnover and open vacancies **Root Cause**: Higher than average rates of teacher resignations and teachers leaving the profession
Perceptions
Problem Statement 6: New positions, teachers leaving mid year, challenges in filling positions leads to high teacher turnover and open vacancies **Root Cause**: Higher than average rates of teacher resignations and teachers leaving the profession

Goal 1: By the end of the 22-23 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 5: The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 74% to 77% by June 2023

Strategy 1 Details			Reviews			
Strategy 1: Provide Career & Technical Education resources including but not limited to teacher professional development, hardware, software, peripherals, online resources, and industry-based tools to support the established Programs of Study.			**Formative**			**Summative**
			Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased Student Achievement **Staff Responsible for Monitoring:** Principal, APs, Counselors **Title I:** 2.4, 2.5 **Problem Statements:** Student Learning 5 - School Processes & Programs 1 - Perceptions 6						
Strategy 2 Details			**Reviews**			
Strategy 2: Title funds will be utilized to cover the cost of two AP exams per student, to incentivize and attract students to take AP courses and exams. This will help eliminate educational barriers and promote access to postsecondary education.			**Formative**			**Summative**
			Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased Student Achievement **Staff Responsible for Monitoring:** Principal, APs, Counselors **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college - **Problem Statements:** Demographics 1 - School Processes & Programs 4 - Perceptions 4						
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Students come from high economically disadvantaged homes with multiple at risk factors **Root Cause**: 85% of students identified as At-Risk
Student Learning
Problem Statement 5: New positions, teachers leaving mid year, challenges in filling positions leads to high teacher turnover and open vacancies **Root Cause**: Higher than average rates of teacher resignations and teachers leaving the profession

School Processes & Programs
Problem Statement 1: New positions, teachers leaving mid year, challenges in filling positions leads to high teacher turnover and open vacancies **Root Cause**: Higher than average rates of teacher resignations and teachers leaving the profession
Problem Statement 4: Students come from high economically disadvantaged homes with multiple at risk factors **Root Cause**: 85% of students identified as At-Risk

Perceptions
Problem Statement 4: Students come from high economically disadvantaged homes with multiple at risk factors **Root Cause**: 85% of students identified as At-Risk
Problem Statement 6: New positions, teachers leaving mid year, challenges in filling positions leads to high teacher turnover and open vacancies **Root Cause**: Higher than average rates of teacher resignations and teachers leaving the profession

Goal 2: By the end of the 22-23 school year, at least 75% of students graduate meeting language (students enrolled at ILTexas 7 years or more are at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

Performance Objective 1: By June of 2023, 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			
Strategy 1: Students will use Seesaw as a routine classroom resource to measure performance and assessment	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will increase their language performance in speaking and listening	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Teacher, AP, Principal **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 6 - School Processes & Programs 3 **Funding Sources:** Digital Platform - 420 - State - $6,000				

Strategy 2 Details	Reviews			
Strategy 2: 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.	Formative			Summative
	Nov	Jan	May	June
Strategy's Expected Result/Impact: Increase student confidence and increase student engagement with the languages and increase parent engagement on campus **Staff Responsible for Monitoring:** Teachers, AP, Principal **Title I:** 4.1, 4.2 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 3 - Student Learning 4 - School Processes & Programs 4, 6 - Perceptions 4 **Funding Sources:** - 211 - Title 1-A - $3,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students come from high economically disadvantaged homes with multiple at risk factors **Root Cause**: 85% of students identified as At-Risk
Problem Statement 3: English language acquisition limited **Root Cause**: 42% Emergent Bilinguals

Student Learning
Problem Statement 4: English language acquisition limited **Root Cause**: 42% Emergent Bilinguals
Problem Statement 6: Need for increased tutorial and online platforms for students to access in and out of the school day **Root Cause**: Limited teacher and class time for interventions and small group tutorials

School Processes & Programs
Problem Statement 3: Need for increased tutorial and online platforms for students to access in and out of the school day **Root Cause**: Limited teacher and class time for interventions and small group tutorials
Problem Statement 4: Students come from high economically disadvantaged homes with multiple at risk factors **Root Cause**: 85% of students identified as At-Risk
Problem Statement 6: English language acquisition limited **Root Cause**: 42% Emergent Bilinguals

Perceptions
Problem Statement 4: Students come from high economically disadvantaged homes with multiple at risk factors **Root Cause**: 85% of students identified as At-Risk

Goal 3: By the end of the 22-23 school year ILTexas will retain 75% of teachers, an increase from 74% achieved in the 2021-22 school year.

Performance Objective 1: New Teachers will receive year long mentoring from peer teachers and other staff on campus by the end of 2022-23.

    Evaluation Data Sources: Retention, surveys

Strategy 1 Details	Reviews			
Strategy 1: New Teacher Mentoring Program	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase retention and support of new teachers	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: IC, AP, Principal **Title I:** 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers **Problem Statements:** Demographics 4 - Student Learning 1, 5 - School Processes & Programs 1 - Perceptions 6 **Funding Sources:** New Teacher Mentor Stipends - 211 - Title 1-A - $5,000				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will work directly with an Instructional Coach to increase practice, feedback and coaching opportunities, supportive lesson planning, and data reflection	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve teacher curriculum and teacher practices in the classroom	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: AP, Principal **Title I:** 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers **Problem Statements:** Student Learning 5 - School Processes & Programs 1 - Perceptions 6 **Funding Sources:** Instructional Coach - 211 - Title 1-A - $57,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: Sped students continue to perform significantly lower than their peers **Root Cause**: SPED curriculum and staff is inconsistent

Student Learning
Problem Statement 1: Sped students continue to perform significantly lower than their peers **Root Cause**: SPED curriculum and staff is inconsistent
Problem Statement 5: New positions, teachers leaving mid year, challenges in filling positions leads to high teacher turnover and open vacancies **Root Cause**: Higher than average rates of teacher resignations and teachers leaving the profession

School Processes & Programs
Problem Statement 1: New positions, teachers leaving mid year, challenges in filling positions leads to high teacher turnover and open vacancies **Root Cause**: Higher than average rates of teacher resignations and teachers leaving the profession

Perceptions
Problem Statement 6: New positions, teachers leaving mid year, challenges in filling positions leads to high teacher turnover and open vacancies **Root Cause**: Higher than average rates of teacher resignations and teachers leaving the profession

Plan Notes

2022-2023 Campus Advisory Council

Meeting Date: June 9, 2022

Windmill Lakes Orem High School

Campus Improvement Plan Meeting

Notes taken by- Sandra Cano

Attendees-

Administrator- Stephanie Mott, Principal

Administrator- Awilda Rivas, Assistant Principal

Administrator- Terrence Duncan, Assistant Principal

Paraprofessional- Sandra Cano, Admin Assistant

Parent- Shakendra Simmons, 9th Grade Student

Classroom Teacher- Nikia Wingard, Teacher

Non-classroom Professional- D. Johnson, Counselor

District Level Professional- David Manning, Crisis Counselor

Business Representative- Bridget Thomas, Community Director

Community Representative- Latissha Clark

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

Campus Funding Summary

			420 - State		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Digital Platform		$6,000.00
				Sub-Total	$6,000.00
			211 - Title 1-A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Extra Tutorials		$10,000.00
1	2	1	Online Resources		$15,000.00
1	3	2	Professional Development		$15,000.00
2	1	2			$3,000.00
3	1	1	New Teacher Mentor Stipends		$5,000.00
3	1	2	Instructional Coach		$57,000.00
				Sub-Total	$105,000.00
			263 - Title III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Tutorials and EL Resources		$8,000.00
				Sub-Total	$8,000.00