

**International Leadership of Texas**  
**Windmill Lakes High**  
**2023-2024 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

## Demographics Strengths

Students and community have a strong language and cultural background with strong family ties. Students have great artistic 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:** 75% of students identified as At-Risk

**Problem Statement 2 (Prioritized):** Many students lack needed resources or have limited access to academic resources outside of school **Root Cause:** 85% of students identified as Economically Disadvantaged

**Problem Statement 3 (Prioritized):** English language acquisition limited **Root Cause:** 47% Emergent Bilinguals

**Problem Statement 4:** Sped students continue to perform significantly lower than their peers **Root Cause:** SPED curriculum and support is ever changing

**Problem Statement 5 (Prioritized):** English language development continues to be an obstacle in EOC rates and success **Root Cause:** 47% of our students are EB and high

numbers of families who are Spanish speaking

# Student Learning

## Student Learning Summary

Due to changes in STAAR scoring, at this time the only data we have available are the number of students who will need to retest in each area:

Test	WLOHS	Orem K8	WL K8
A1	22	1	4
Bio	28		
E1	76		
E2	51		
USH	10		

These numbers would indicate growth in every area, specifically in math and science.

English I & II continue to be areas of needed growth.

Based on 23-24 calculations, 93% of students received CCR credit

100% graduation for the Class of 2023

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 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 2 (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 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

# School Processes & Programs

## School Processes & Programs Summary

Instructional Programs-

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

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

**Problem Statement 1 (Prioritized):** 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

# 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

# Priority Problem Statements

**Problem Statement 1:** English language acquisition limited

**Root Cause 1:** 47% Emergent Bilinguals

**Problem Statement 1 Areas:** Demographics - Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Demographics

**Problem Statement 2:** English language development continues to be an obstacle in EOC rates and success

**Root Cause 2:** 47% of our students are EB and high numbers of families who are Spanish speaking

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

**Problem Statement 3:** Limited opportunities for parent involvement

**Root Cause 3:** Working class families do not have as much time for participation and limited abilities to take leadership roles in parent organizations

**Problem Statement 3 Areas:** Demographics - School Culture and Climate - Parent and Community Engagement - School Processes & Programs

**Problem Statement 4:** Students come from high economically disadvantaged homes with multiple at risk factors

**Root Cause 4:** 75% of students identified as At-Risk

**Problem Statement 4 Areas:** Demographics - Student Achievement - Demographics

**Problem Statement 5:** Many students lack needed resources or have limited access to academic resources outside of school

**Root Cause 5:** 85% of students identified as Economically Disadvantaged

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

**Problem Statement 6:** Incoming students continue to demonstrate low math skills and perform low on 8th grade math STAAR

**Root Cause 6:** Gaps in math foundation due to COVID gap and teacher turnover

**Problem Statement 6 Areas:** Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Student Learning

**Problem Statement 7:** New positions, teachers leaving mid year, challenges in filling positions leads to high teacher turnover and open vacancies

**Root Cause 7:** Higher than average rates of teacher resignations and teachers leaving the profession

**Problem Statement 7 Areas:** Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Student Learning

**Problem Statement 8:** Need for increased tutorial and online platforms for students to access in and out of the school day

**Root Cause 8:** Limited teacher and class time for interventions and small group tutorials



# 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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

# Goals





Revised/Approved: June 14, 2023

**Goal 1:** By the end of the 23-24 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:** By the end of the 23-24 school year, students in every STAAR EOC tested courses will demonstrate a growth (from BoY to EoY assessments).

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will provide after school and Saturday tutorials for students to attend in STAAR subject areas</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> GLA, Teacher, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 2, 4 - Demographics 2, 5 - Student Achievement 2, 5, 6, 8 - Student Learning 1, 3 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 3, 4 - Technology 1</p> <p><b>Funding Sources:</b> - 211 - Title 1-A - \$10,000</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> Many students lack needed resources or have limited access to academic resources outside of school <b>Root Cause:</b> 85% of students identified as Economically Disadvantaged</p>
<p><b>Problem Statement 5:</b> English language development continues to be an obstacle in EOC rates and success <b>Root Cause:</b> 47% of our students are EB and high numbers of families who are Spanish speaking</p>

## Student Learning

**Problem Statement 1:** 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 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

**Goal 1:** By the end of the 23-24 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 2023-24 school year.

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize platforms like Study Island, PLATO, etc. for continued practice, intervention, and acceleration.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased test scores across the board</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, IC, Media Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 2 - Demographics 2 - Student Achievement 2, 6, 8 - Student Learning 1, 3 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 3, 4 - Technology 1</p> <p><b>Funding Sources:</b> - 211 - Title 1-A - \$15,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Professional development for staff to increase support and understand TELPAS, SPED strategies, and closing the gap</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance in sub pop areas</p>	Formative			Summative
	Nov	Jan	May	June



**Staff Responsible for Monitoring:** 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

**Problem Statements:** Demographics 2 - Demographics 2 - Student Achievement 2, 6, 7, 8 - Student Learning 1, 2, 3 - School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 3, 4 - Curriculum, Instruction, and Assessment 3, 4 - Technology 1

**Funding Sources:** - 211 - Title 1-A - \$15,000



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:**

**Demographics**

**Problem Statement 2:** Many students lack needed resources or have limited access to academic resources outside of school **Root Cause:** 85% of students identified as Economically Disadvantaged

**Student Learning**

**Problem Statement 1:** 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 2:** 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

**Goal 1:** By the end of the 23-24 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 24 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			
<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, AP, Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Demographics 2, 3, 4 - Demographics 2, 3, 5 - Student Achievement 2, 3, 5, 8 - Student Learning 3 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 4 - Technology 1</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> Many students lack needed resources or have limited access to academic resources outside of school <b>Root Cause:</b> 85% of students identified as Economically Disadvantaged</p>
<p><b>Problem Statement 3:</b> English language acquisition limited <b>Root Cause:</b> 47% Emergent Bilinguals</p>
<p><b>Problem Statement 5:</b> English language development continues to be an obstacle in EOC rates and success <b>Root Cause:</b> 47% of our students are EB and high numbers of families who are Spanish speaking</p>
<b>Student Learning</b>
<p><b>Problem Statement 3:</b> Need for increased tutorial and online platforms for students to access in and out of the school day <b>Root Cause:</b> Limited teacher and class time for interventions and small group tutorials</p>

**Goal 1:** By the end of the 23-24 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 23-24 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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve learning readiness as measured by Rhithm</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Counselors</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Demographics 1, 2 - Student Achievement 1, 2, 8 - Student Learning 3 - Curriculum, Instruction, and Assessment 4 - Technology 1</p>	Formative			Summative
	Nov	Jan	May	June
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**Performance Objective 4 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Students come from high economically disadvantaged homes with multiple at risk factors <b>Root Cause:</b> 75% of students identified as At-Risk</p>
<p><b>Problem Statement 2:</b> Many students lack needed resources or have limited access to academic resources outside of school <b>Root Cause:</b> 85% of students identified as Economically Disadvantaged</p>
Student Learning
<p><b>Problem Statement 3:</b> Need for increased tutorial and online platforms for students to access in and out of the school day <b>Root Cause:</b> Limited teacher and class time for interventions and small group tutorials</p>

**Goal 1:** By the end of the 23-24 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 2024

**Evaluation Data Sources:** None

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide Career &amp; 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principals, AP, Counselors</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Demographics 1, 2 - Student Achievement 1, 2, 7, 8 - Student Learning 2, 3 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 4 - Curriculum, Instruction, and Assessment 4 - Technology 1</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 5 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Students come from high economically disadvantaged homes with multiple at risk factors <b>Root Cause:</b> 75% of students identified as At-Risk</p>
<p><b>Problem Statement 2:</b> Many students lack needed resources or have limited access to academic resources outside of school <b>Root Cause:</b> 85% of students identified as Economically Disadvantaged</p>
<b>Student Learning</b>
<p><b>Problem Statement 2:</b> New positions, teachers leaving mid year, challenges in filling positions leads to high teacher turnover and open vacancies <b>Root Cause:</b> Higher than average rates of teacher resignations and teachers leaving the profession</p>
<p><b>Problem Statement 3:</b> Need for increased tutorial and online platforms for students to access in and out of the school day <b>Root Cause:</b> Limited teacher and class time for interventions and small group tutorials</p>

**Goal 2:** By the end of the 23-24 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at least 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 2024, all students will demonstrate one level of growth in language courses using ACTFL assessments and teacher observations

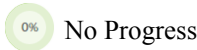
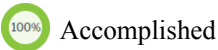
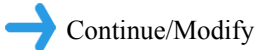

**High Priority**

**HB3 Goal**

**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:</b> 2.4, 2.5</p> <p><b>Problem Statements:</b> Demographics 2, 4 - Demographics 2, 5 - Student Achievement 2, 5, 8 - Student Learning 3 - Curriculum, Instruction, and Assessment 4 - Technology 1</p> <p><b>Funding Sources:</b> - 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:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 3, 5 - Demographics 3 - Student Achievement 3, 8 - Student Learning 3 - School Culture and Climate 3 - School Processes &amp; Programs 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 4 - Parent and Community Engagement 1 - Technology 1</p> <p><b>Funding Sources:</b> - 211 - Title 1-A - \$3,000</p>	Formative			Summative
	Nov	Jan	May	June

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> Many students lack needed resources or have limited access to academic resources outside of school <b>Root Cause:</b> 85% of students identified as Economically Disadvantaged</p>
<p><b>Problem Statement 3:</b> English language acquisition limited <b>Root Cause:</b> 47% Emergent Bilinguals</p>
<p><b>Problem Statement 5:</b> English language development continues to be an obstacle in EOC rates and success <b>Root Cause:</b> 47% of our students are EB and high numbers of families who are Spanish speaking</p>
<b>Student Learning</b>
<p><b>Problem Statement 3:</b> Need for increased tutorial and online platforms for students to access in and out of the school day <b>Root Cause:</b> Limited teacher and class time for interventions and small group tutorials</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Limited opportunities for parent involvement <b>Root Cause:</b> Working class families do not have as much time for participation and limited abilities to take leadership roles in parent organizations</p>





**Goal 3:** By the end of the 23-24 school year ILTexas will retain 75% of teachers, an increase from 70% achieved in the previous school year.

**Performance Objective 1:** New Teachers will receive year long mentoring from peer teachers and other staff on campus by the end of 2023-24

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Retention, surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> New Teacher Mentoring Program  <b>Strategy's Expected Result/Impact:</b> Increase retention and support of new teachers  <b>Staff Responsible for Monitoring:</b> AP, Principal</p> <p><b>Title I:</b> 2.4, 2.5  <b>Problem Statements:</b> Demographics 4 - Demographics 5 - Student Achievement 5, 7, 8 - Student Learning 2, 3 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 4 - Curriculum, Instruction, and Assessment 4 - Technology 1</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> New Teachers will receive year long mentoring from peer teachers and other staff on campus by the end of 23-24  <b>Strategy's Expected Result/Impact:</b> Retention, Surveys  <b>Staff Responsible for Monitoring:</b> Principal, AP</p> <p><b>Title I:</b> 2.5  <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals  <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Achievement 7 - Student Learning 2 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 5:** English language development continues to be an obstacle in EOC rates and success **Root Cause:** 47% of our students are EB and high numbers of families who are Spanish speaking

### Student Learning

**Problem Statement 2:** 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



# Plan Notes

## 2023-2024 Campus Advisory Council

**Meeting Date: June 9, 2023**

**Windmill Lakes Orem High School**

### **Campus Improvement Plan Meeting**

Notes taken by- Sandra Cano

Attendees-

Administrator- Stephanie Mott, Principal

Administrator- Nikia Wingard, Assistant Principal

Paraprofessional- Sandra Cano, Admin Assistant

Parent- Yesica Valencia Torres, 9th Grade Student

Classroom Teacher- Emmanuel Perez, Teacher

Non-classroom Professional- Sandra Cano, Admin

District Level Professional- Elvira Soto, Crisis Counselor

Business Representative- Bridget Thomas, Community Director

Community Representative- Shakendra Simmons

### Agenda

1. Introductions
2. Name and role
3. Why are you interested in the growth of WLOHS?

- For student success
- Growth of our campus
- Continued excellence

1. Purpose & Goal
2. 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
- 2. Student Needs

i. Closing the gaps- EL, SPED, Eco Dis, and AA/Hispanic Students

- 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,
- iii. Coaching- Working with Area Instructional Coaches for added and continuous support
- iv. Mentors- New teacher mentors; New Teacher Bootcamp w/ monthly meetings

Seesaw for LOTE

- Parent Needs

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

principal

- Community Needs

- i. Increased exposure and opportunities for engagement

- 1. Solutions
- 2. Tutoring opportunities
- 3. Additional PD
- 4. Digital Platforms
- 5. Intentional Planning and Focus
- 6. Engagement opportunities inside and outside of the classroom

7. Language supports for new and existing students
8. Increased focus on college readiness and opportunities

# Campus Funding Summary

420 - State					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$6,000.00
<b>Sub-Total</b>					\$6,000.00
211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$10,000.00
1	2	1			\$15,000.00
1	2	2			\$15,000.00
2	1	2			\$3,000.00
<b>Sub-Total</b>					\$43,000.00