International Leadership of Texas

Windmill Lakes High

Accountability Rating: A

2025-2026 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

Summary

Student Demographics	Count	Percent
Gender		
Female	426	50.90%
Male	411	49.10%
Ethnicity		
Hispanic-Latino	632	75.51%
Race		
American Indian - Alaskan Native	3	0.36%
Asian	3	0.36%
Black - African American	178	21.27%
Native Hawaiian - Pacific Islander	0	0.00%
White	8	0.96%
Two-or-More	13	1.55%

Special Education Services	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	10	13.70%
Auditory impairment	1	1.37%
Visual impairment	1	1.37%
Deaf-Blind	0	0.00%
Intellectual disability	8	10.96%
Emotional disturbance	6	8.22%
Learning disability	32	43.84%
Speech impairment	0	0.00%
Autism	15	20.55%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	0	0.00%

Student Indicators	Count	Percent
At-Risk	756	90.32%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	8	0.96%
Intervention Indicator	118	14.10%
Migrant	0	0.00%
Military Connected	32	3.82%
Transfer In Students	0	0%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	729	87.10%
Free Meals	46	5.50%
Reduced-Price Meals	7	0.84%
Other Economic Disadvantage	676	80.76%
Homeless and Unaccompanied Youth		
Homeless Status Total	6	0.72%
Bilingual/ESL		
Emergent Bilingual (EB)	397	47.43%
Bilingual	0	0.00%
English as a Second Language (ESL)	84	10.04%
Alternative Methods for Bilingual Education	0	0.00%

Alternative Methods for ESL	313	37.40%
Title I Part A		
Schoolwide Program	837	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Teachers & Staff- 77, diverse demographics of male/female; African American/Hispanic/and Asian

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.

Students are highly motivated to achieve based on intrinsic and extrinsic reward systems in place. As a result, students are very engaged in extra activities, tutoring opportunities, and working with the college advisor on campus.

Schoolwide Program	837	100.00%

Problem Statements Identifying Demographics Needs

		Problem Statement	**Root Cause**
1 ★		90% of students identified At Risk	Students come from high economically disadvantaged homes with multiple risk factors
2 ★		Many students lack resources of have limited access to academic resources outside of school	87% of students identified as Economically Disadvantaged
3 ★		English language acquisition limited	47% Emergent Bilinguals
4 ★		Sped students continue to perform significantly lower than their peers	SPED curriculum and support is ever changing
5 ★		English language development continues to be an obstacle in EOC rates and success	47% of our students are EB and high numbers of families who are Spanish speaking

★ = Priority

Summary

Content Area	Did Not Meet	Approaches	Meets	Masters
Algebra 1	20%	47%	19%	14%
English 1	45%	23%	29%	3%
English 2	29%	15%	50%	5%
Biology	14%	41%	35%	10%
US History	2%	47%	35%	16%

Strengths

Students are creative learners with a deep understanding of cultural connections, language, and relevancy.

Students are making significant gains in high school on standardized tests compared to their middle and elementary school performances.

Students engage well with math curriculum and show dedication and interest in meeting expectations.

Most students are highly motivated to be successful.

An increased focus on college readiness- SAT, AP testing, and upper level courses

Problem Statements Identifying Student Learning Needs

	Problem Statement	**Root Cause**
1 ⭐	Incoming students continue to demonstrate lower English language skills and perform low on 8th grade STAAR	Gaps in English language
2 ⭐	Need for increased SAT tutorial focus to prepare incoming students	Limited teacher and class time for interventions and small group tutorials to focus specifically on SAT prep
3 ⭐	Many students are first generation college students and lack a foundation of college readiness	First generation college students from working class families

⭐ = **Priority**

School Processes & Programs

Summary

Instructional Programs-

Tutorials- after school and Saturdays for EOC, AP, and grade level tutoring

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

Strengths

Instruction & Curriculum-

- Data driven
- Student needs analyzed and addressed
- Small Group
- Language Supports through ELL strategies
- Relational to address student needs
- Continued professional development embedded in 6 Week Data Meetings

Teacher Retention-

- Positive School Culture
- Team Building Community
- Incentives and Success Driven
- Supportive Administration

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	**Root Cause**
1 ⭐	Limited opportunities for parent involvement	Working class families do not have as much time to participate and limited abilities to take leadership roles in parent organizations
2 ⭐	Lagging communication between school and parents	Communication and technology barriers

⭐ **= Priority**

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.

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	Root Cause
1 ★	The campus is located in a transitioning neighborhood and works hard to stand out compared to neighborhood schools	Neighborhood schools have higher issues with discipline and lower levels of academic success
2 ★	Students struggle to see the school as providing a "normal high school" experience	School is smaller and has different programming and traditions.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	90% of students identified At Risk	Students come from high economically disadvantaged homes with multiple risk factors
2 ★	Many students lack resources of have limited access to academic resources outside of school	87% of students identified as Economically Disadvantaged
3 ★	English language acquisition limited	47% Emergent Bilinguals
4 ★	Sped students continue to perform significantly lower than their peers	SPED curriculum and support is ever changing
5 ★	English language development continues to be an obstacle in EOC rates and success	47% of our students are EB and high numbers of families who are Spanish speaking
6 ★	Incoming students continue to demonstrate lower English language skills and perform low on 8th grade STAAR	Gaps in English language

7 ⭐	Need for increased SAT tutorial focus to prepare incoming students	Limited teacher and class time for interventions and small group tutorials to focus specifically on SAT prep
8 ⭐	Limited opportunities for parent involvement	Working class families do not have as much time to participate and limited abilities to take leadership roles in parent organizations
9 ⭐	Lagging communication between school and parents	Communication and technology barriers
10 ⭐	The campus is located in a transitioning neighborhood and works hard to stand out compared to neighborhood schools	Neighborhood schools have higher issues with discipline and lower levels of academic success
11 ⭐	Students struggle to see the school as providing a "normal high school" experience	School is smaller and has different programming and traditions.
12 ⭐	Many students are first generation college students and lack a foundation of college readiness	First generation college students from working class families

⭐ **= Priority**

Goals

Goal 1

By the end of the 25-26 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 the previous year- specifically WLOHS will not deviate more than 2 points lower than their current standing at a 90.

Performance Objective 1

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

Strategy 1

Teachers will provide after school and Saturday tutorials for students to attend in STAAR subject areas

Strategy's Expected Result/Impact: Increased performance on STAAR

Staff Responsible for Monitoring: GLA, Teacher, AP, Principal

Problem Statements: Demographics 1, 2, 5

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Strategy 2

Provide instructional materials for students in Reading/ELA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, as well as STAAR aligned resources to aid in preparation of State and National Assessments (including Kamico, STAAR Master, Measuring UP, MAP, etc.)

Strategy's Expected Result/Impact: Increased student academic achievement

Staff Responsible for Monitoring: Administrators, GLAs, ICs, and teachers

Problem Statements: Demographics 3, 4, 5 - Student Learning 1

Funding Sources: 211 - Title 1-A, 263, $53,500

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Strategy 3

Implementation utilizing BRES to provide a combination of on-site and virtual coaching days with the leadership team in the Teacher Coaching. The coaching days will include Prioritization & Implementation Calendaring & selection. Shadowing support, Observation & Feedback, Classroom co-observations & calibration. Planning feedback and delivering feedback (and subsequent PD). Observation & Feedback Rubric aligned to ILTexas - GBF Scope & Sequence.

Strategy's Expected Result/Impact: Increased student achievement, teacher support, increase teacher retention

Staff Responsible for Monitoring: Principal, AP

Problem Statements: Demographics 1

Funding Sources: 211 - Title 1-A,

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	90% of students identified At Risk	Students come from high economically disadvantaged homes with multiple risk factors
2	Many students lack resources of have limited access to academic resources outside of school	87% of students identified as Economically Disadvantaged
3	English language acquisition limited	47% Emergent Bilinguals
4	Sped students continue to perform significantly lower than their peers	SPED curriculum and support is ever changing
5	English language development continues to be an obstacle in EOC rates and success	47% of our students are EB and high numbers of families who are Spanish speaking

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Incoming students continue to demonstrate lower English language skills and perform low on 8th grade STAAR	Gaps in English language

Performance Objective 2

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

Strategy 1

Teachers will utilize platforms like Sirius Learning, Edgnenuity, Measuring Up, etc for continued practice, intervention, and acceleration.

Strategy's Expected Result/Impact: Increase scores for all students

Staff Responsible for Monitoring: Teachers, GLA's, AP's

Problem Statements: Demographics 2, 3, 4 - Student Learning 2

Funding Sources: 211 - Title 1-A, $1,800

Title I: 2.5.1, 2.5.3

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

Formative Reviews

November	January	May	June

Strategy 2

Professional development for staff to increase support and understand TELPAS, SPED strategies, and closing the gap

Strategy's Expected Result/Impact: Increased performance in sub pops and teacher retention

Staff Responsible for Monitoring: GLA, AP, Principal

Funding Sources: 211 - Title 1-A, $12,000

Title I: 2.5.2

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 5: Effective Instruction

Formative Reviews

November	January	May	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Many students lack resources of have limited access to academic resources outside of school	87% of students identified as Economically Disadvantaged
3	English language acquisition limited	47% Emergent Bilinguals
4	Sped students continue to perform significantly lower than their peers	SPED curriculum and support is ever changing

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Need for increased SAT tutorial focus to prepare incoming students	Limited teacher and class time for interventions and small group tutorials to focus specifically on SAT prep

Performance Objective 3

The percent of graduates that demonstrate College, Career, and/or Military Readiness will maintain in the 90-99% range.

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.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: principals, AP, Counselors, Leadership Teachers

Problem Statements: Student Learning 2, 3

Funding Sources: 244 - Carl Perkins,

Title I: 2.5.1

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

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 post-secondary education

Strategy's Expected Result/Impact: Increase opportunities for students to take AP exam

Staff Responsible for Monitoring: AP Teachers, AP Coordinator, Principal

Problem Statements: Demographics 2 - Student Learning 3 - Perceptions 2

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

Title I:

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	January	May	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Many students lack resources of have limited access to academic resources outside of school	87% of students identified as Economically Disadvantaged

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Need for increased SAT tutorial focus to prepare incoming students	Limited teacher and class time for interventions and small group tutorials to focus specifically on SAT prep
3	Many students are first generation college students and lack a foundation of college readiness	First generation college students from working class families

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Students struggle to see the school as providing a "normal high school" experience	School is smaller and has different programming and traditions.

Performance Objective 4

By the end of the 25-26 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, 30% of all ILTexas students will perform at the meets level of achievement on STAAR Social Studies and 25% of EB students will perform at the meets level of achievement on STAAR Social Studies.

Strategy 1

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

Strategy's Expected Result/Impact: Close the gap in ELL performance and increase EOC passing scores

Staff Responsible for Monitoring: Teachers, Tutor, AP, Principal

Problem Statements: Demographics 3, 5 - Student Learning 1

Funding Sources: 263 - Title III, $7,000

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Performance Objective 4 Problem Statements Identifying Demographics

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

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Incoming students continue to demonstrate lower English language skills and perform low on 8th grade STAAR	Gaps in English language

Performance Objective 5

By the end of the 25-26 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 during the previous school year. ILTexas students enrolled in the Special Education program will maintain a Meets achievement standard at a 9% rate for Math and a 10% rate for Reading Language Arts state assessments.

Strategy 1

Increased differentiation strategies reviewed during PD for SPED support

Strategy's Expected Result/Impact: Increased SPED scores

Staff Responsible for Monitoring: Teachers & AP's

Problem Statements: Demographics 4

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	January	May	June

Performance Objective 5 Problem Statements Identifying Demographics

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

Performance Objective 6

During the 25-26 school year, 100% of all ILTexas students will have an assigned Chromebook, direct access to "loaner" devices and direct access for device repair\replacement at each campus location. 100% of all ILTexas staff will have an assigned laptop, direct access to "loaner" devices, direct access for device repair\replacement and access to multiple networked multi-function printer devices at each campus location. 100% of all ILTexas campus locations will have a stable internet connection and 100% WiFi coverage throughout each campus location.

Strategy 1

All students and staff are provided Chromebooks and laptops

Strategy's Expected Result/Impact: Provided technology to increase teaching and learning

Staff Responsible for Monitoring: IT tech, AP, Principal

Problem Statements: Demographics 2 - Perceptions 2

Funding Sources: 211 - Title 1-A, $100,000

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

| November | January | May | June |

Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Many students lack resources of have limited access to academic resources outside of school	87% of students identified as Economically Disadvantaged

Performance Objective 6 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Students struggle to see the school as providing a "normal high school" experience	School is smaller and has different programming and traditions.

Performance Objective 7

ILTexas will improve outcomes for students by aligning our efforts around the Effective Schools Framework (ESF) and district deliverables supporting the specifics of each ESF campus.

Performance Objective 8

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

Strategy 1

Students will check in on Rhithm during each leadership class

Strategy's Expected Result/Impact: Improved mental health to increase school success

Staff Responsible for Monitoring: Leadership Teacher, Counselor

Problem Statements: School Processes & Programs 1, 2

Funding Sources: 211 - Title 1-A, $2,500

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	May	June

Strategy 2

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

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

Staff Responsible for Monitoring: Principal, APs, Counselors

Problem Statements: Demographics 1 - School Processes & Programs 1

Funding Sources: 211 - Title 1-A, School Improvement, $3,000

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	May	June

Performance Objective 8 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	90% of students identified At Risk	Students come from high economically disadvantaged homes with multiple risk factors

Performance Objective 8 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Limited opportunities for parent involvement	Working class families do not have as much time to participate and limited abilities to take leadership roles in parent organizations
2	Lagging communication between school and parents	Communication and technology barriers

Performance Objective 9

By the end of the 25-26 school year, 15% of all ILTexas students served under special education will perform at the meets level of achievement on STAAR an increase of 3 percentage points from the 24-25 school year.

Goal 2

By the end of the 25-26 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

Performance Objective 1

By the end of 25-26 school year, 90% of K-12 fine art students will be successful in completing the specific TEKS required for all fine art courses.

Strategy 1

Students will be provided access to materials to allow them to be successful in fine arts

Strategy's Expected Result/Impact: Increased access and success in fine arts classes and competitions

Staff Responsible for Monitoring: Fine Arts Teachers, AP, Principal

Problem Statements: Demographics 1, 2

Funding Sources: 420 - State, $10,000

Title I: 2.5.1

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	January	May	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	90% of students identified At Risk	Students come from high economically disadvantaged homes with multiple risk factors
2	Many students lack resources of have limited access to academic resources outside of school	87% of students identified as Economically Disadvantaged

Performance Objective 2

By the end of 25-26 school year, the percentage of seniors receiving trilingual cord will increase from 40% to 45%.

Strategy 1

Students will use Seesaw as a routine classroom resource to measure performance and assessment

Strategy's Expected Result/Impact: Students will increase their language performance in speaking and listening

Staff Responsible for Monitoring: Teacher, AP, Principal

Problem Statements: Demographics 2, 3

Funding Sources: 263 - Title III, $5,000

Title I: 2.5.1, 2.5.3

Formative Reviews

November	January	May	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Many students lack resources of have limited access to academic resources outside of school	87% of students identified as Economically Disadvantaged
3	English language acquisition limited	47% Emergent Bilinguals

Performance Objective 3

By the end of 25-26 school year, 100% of students in 8th -12th grade students will be tested by AAPPL in both Chinese and Spanish and receive score reports.

Strategy 1

Students will test using AAPPL platform

Strategy's Expected Result/Impact: Increased proficiency in LOTE

Staff Responsible for Monitoring: LOTE Teachers, AP

Problem Statements: Demographics 1, 2

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

Title I: 2.5.1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	January	May	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	90% of students identified At Risk	Students come from high economically disadvantaged homes with multiple risk factors
2	Many students lack resources of have limited access to academic resources outside of school	87% of students identified as Economically Disadvantaged

Performance Objective 4

By the end of the 25-26 school year, all EB students will have made progress in English language acquisition and campuses will have met the long term target.

Strategy 1

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.

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

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

Funding Sources: 211 - Title 1-A, $3,000

Title I: 2.5.2

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

Formative Reviews

November	January	May	June

Performance Objective 4 Problem Statements Identifying Demographics

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

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Incoming students continue to demonstrate lower English language skills and perform low on 8th grade STAAR	Gaps in English language

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Lagging communication between school and parents	Communication and technology barriers

Performance Objective 5

By the end of 25-26 school year, 80% of students who participated in the Ole Miss Summer Chinese Language Institute will demonstrate at least one sub-level's growth in Chinese proficiency, measured by ACTFL's OPIC. The funding source of this project is DoDEA FY 22 Grant.

Performance Objective 6

By the end of 25-26 school year, the curriculum for Chinese Advanced A in Fine Arts and Martial Arts content will be created, and the key personnel will be hired. This project is funded by DoDEA FY24 Grant.

Performance Objective 7

By June of 2025, all graduating seniors will graduate with an acceptance into a four year college or university.

Goal 3

By the end of the 25-26 school year ILTexas will retain 76% of teachers, an increase from 73.88% achieved in the school year 22-23 (will update in August)- specifically, WLOHS will retain at least 80% of its teachers in the 25-26 school year.

Performance Objective 1

ILTexas will provide onboarding training for all new teachers in the classroom throughout the 25-26 School Year.

Strategy 1

New Teachers will receive year long mentoring from peer teachers and other staff on campus by the end of 24-25

Strategy's Expected Result/Impact: Retention, Surveys

Staff Responsible for Monitoring: Principal, AP

Funding Sources: 211 - Title 1-A, $6,000

Title I: 2.5.1

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

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	January	May	June

Performance Objective 2

We will increase the percent retention of our special education, math and reading teachers by 3% by the end of the 25-26 School year.

Strategy 1

SPED, math, and reading teachers will be supported to increase retention

Strategy's Expected Result/Impact: Increase teacher success rates and retention through increased teacher mentoring and support

Problem Statements: Demographics 4

Funding Sources: 211 - Title 1-A, $6,000

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	January	May	June

Performance Objective 2 Problem Statements Identifying Demographics
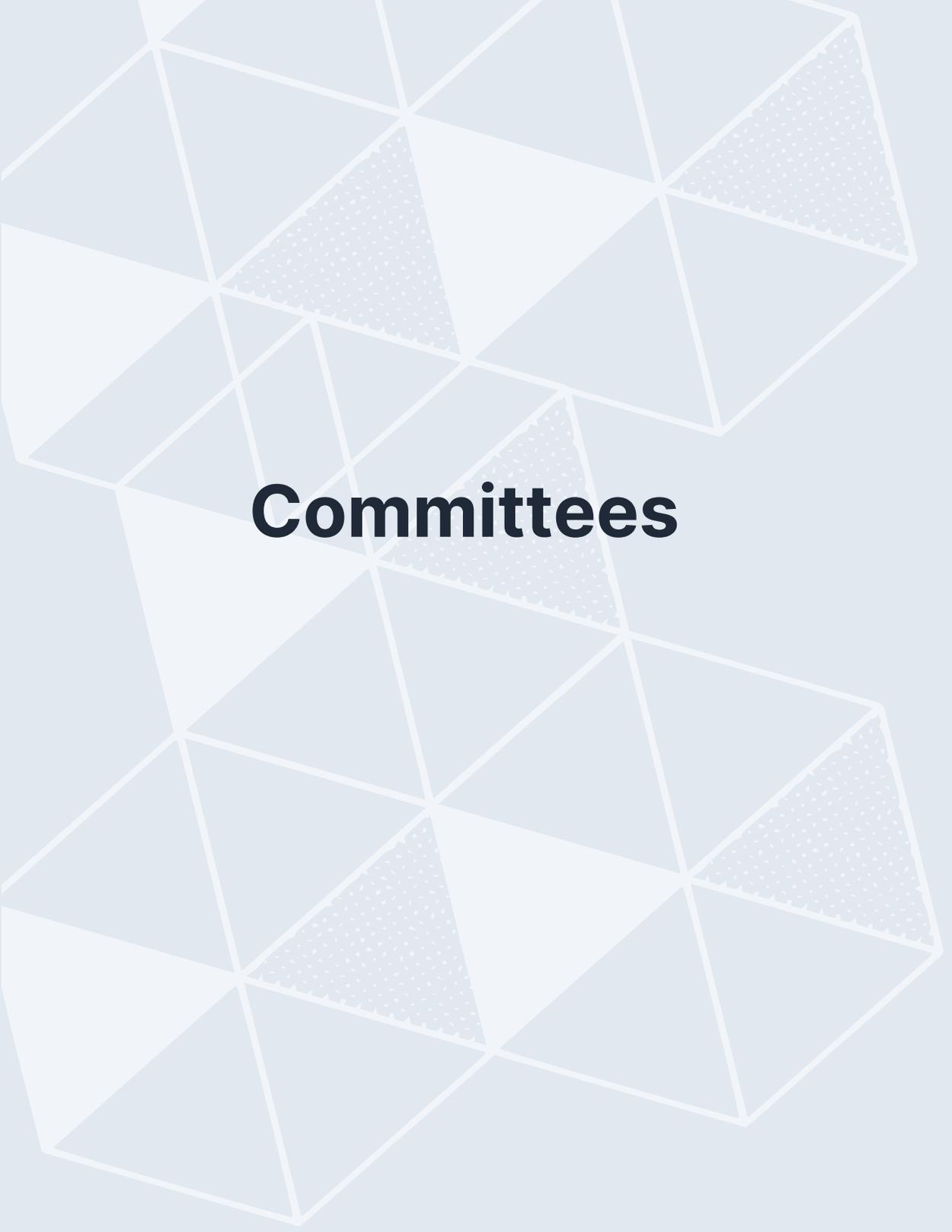
	Problem Statement	Root Cause
4	Sped students continue to perform significantly lower than their peers	SPED curriculum and support is ever changing

Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 8, 2025 @ 5:30 PM	WLOHS	Site Based Decision Making Committee.pdf	CNA Mtg Notes.pdf

Members

First Name	Last Name	Position	Committee Role
Keitrich	Rooks	Photographer	Business Representative
Sanni	Dadas	Student	Student
Kimberly	Redd	Teacher	Classroom Teacher
Sandra	Cano	Admin Assistant	Paraprofessional
Deidre	Johnson	Counselor	Non-classroom Professional
Carlton	Black	Community Member	Community Representative
Elvira	Soto	Crisis Counselor	District Level Professional
Mercedes	Davila	Parent	Parent
Omar	Velazquez	Assistant Principal	Administrator
Shakendra	Simmons	Parent	Parent
Stephanie	Mott	Principal	Administrator