International Leadership of Texas

Orem Elementary

2022-2023 Campus Improvement Plan

Mission Statement

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

Vision

ILTexas Orem Elementary School will grow and nurture students while guiding them as they reach their academic capacity. While attending ILTexas Orem Elementary, 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.

Core Beliefs

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Located in the Southeast area of Houston, TX, the ILTexas Orem Elementary is expected each year to meet capacity with at least 948 total students. In Kindergarten through 2nd grade, each grade level will have approxiamtely 160 students, and each classroom is expected to have a teacher: student ratio of 1:20. In 3rd through 5th grade, each grade level have 156 students, and each classroom is expected to have a teacher: student ratio of 1:26.

ILTexas Orem Elementary School is comprised of the following:

Gender

Female 414 (48.67%)

Male   435 (51.24%)

Ethnicity/Race

Hispanic/Latino	**41.11%**
American Indian-Alaskan Native	0.35%
Asian	0.24%
Black/African-American	54.65%
Native Hawaiian/Pacific Islander	0.12%
White	0.47%
Two or More	3.06%

Special Programs & Other Demographic Data

Emergent Bilingual	**30.39%**
Bilingual	4.24%
Gifted and Talented	1.3%
Special Education	5.18%
Dyslexia	1.41%
At-Risk	73.97%
Section 504	2.47%
Economically Disadvantaged	82.8%
Homeless Status	1.41%

ILTexas Orem Elementary School needs assessment will identify strengths and weaknesses in the instructional program that may affect student performance. The data highlighted in the Needs Assessment will be used to review the overall effectiveness of the instructional program at ILTexas Orem Elementary School. The Campus Improvement Plan Committee will meet approximately four times annually, and a summary of the minutes will be distributed to all faculty and committee members.
Campus leadership will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade level academic performance standards and/or meet or exceed growth measures. Teachers will follow the scope and sequence and use curriculum established by the charter for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments.

Critical thinking and problem-solving skills will be emphasized in all core subject areas, as well as in fitness, language and fine arts classes. Economically disadvantaged, Emergent Bilingual, and at-risk student population groups who have established a pattern of non-mastery will be targeted for acceleration. Small group instruction, tutorials, parent-teacher conferences and consistent written and oral communication between home and school will ensure that campus staff and parents/guardians work together to provide the necessary support to students. ILTexas Orem will provide student support services as outlined in IEPs, 504 plans, and intervention plans for qualifying students.

In order for students to be successful, they must attend school on a regular basis. Student absences will be closely monitored by homeroom teachers, school registrar and school counselor. Parents will be contacted when students begin to show a pattern of unexplained absence. Students with perfect attendance for the year will be recognized at our end-of-year awards program.

Demographics Strengths

At ILTexas Orem Elementary School, our student population consists primarily of Hispanic and Black/African American students; similarly, our staff population is also reflective of our students population. As a result of our dual language model, we also have a significant number of staff members who are immigrants and a high number of Spanish-speaking staff members. Many of our students and staff share similar experiences and have common cultural characteristics, which fosters better relationships between adults and students.

With approximately 160 students in each grade level, which is relatively small, a sense of community can be built within each grade level and across the campus. This is particulary important at ILTexas Orem Elementary School because many students live in homes with non-traditional family structures and are identified as economically disadvantaged; students feel a sense of belonging and safety within the school community, and this has helped campus personnel to target students who need additional support services.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Campus mobility rate is 18.11% for students in Kindergarten through 5th grade. **Root Cause:** Students lack the resources needed to remain in a stable home environment.

Problem Statement 2 (Prioritized): Students have learning gaps that coincide with patterns of inconsistent attendance. **Root Cause:** There are gaps in the lines of communication with parents/guardians due to frequently changing contact information, parents not responding to/reading communication, and varying frequency of outreach to parents/guardians.

Problem Statement 3 (Prioritized): On STAAR assessments, Black/African American students performed lower than the grade level population in most areas. **Root Cause:** Lesson planning processes do not emphasize checks for understanding and alignment of rigor.

Problem Statement 4 (Prioritized): In five of the seven STAAR tested areas, 0% of the Special Education sub-population met the minimum passing standard. **Root Cause:** General education teachers and Special Education staff need additional training on how to support students through differentiation.

Problem Statement 5 (Prioritized): There is minimal parent engagement within the Orem learning community that reinforces the values and priorities of ILTexas. **Root Cause:** Parents have limited time to attend school functions, work schedules that are not flexible, a lack of resources to purchase materials and may not know how to assist with homework

because of level of difficulty or language barriers.

Problem Statement 6 (Prioritized): Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause:** Teachers often lack the foundation to progressively move students at the same consistent pace.

Problem Statement 7 (Prioritized): There is a large polarity in the socio-economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communique as they are leading very busy lives providing for their families. **Root Cause:** Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

Problem Statement 8 (Prioritized): Students identified as Limited English proficient often do not perform on par with their peers across the state on state assessments. **Root Cause:** Students do not have the foundational academic skills in English due to living in households where English fluency is limited.

Problem Statement 9 (Prioritized): Campus leadership team has difficulty attracting and retaining experienced teachers who are able to relate to and manage students behaviors who have cultural differences. **Root Cause:** There is a limited selection pool of applicants who have the capacity and familiarity with our campus's demographic groups to be able to deliver effective, research-based instruction and classroom management strategies.

Problem Statement 10 (Prioritized): Instructional staff are not afforded enough time to spend enough time with at-risk students students to get them on grade level. **Root Cause:** More than half of the students at Orem ES are identified as being at-risk, which prohibits effective ratios as it relates to time with students and small group instruction.

Problem Statement 11 (Prioritized): Instructional staff are not able to use technology as an effective instructional tool. **Root Cause:** There are limited opportunities to practice and incorporate technology into lessons with the guidance of experienced support.

Problem Statement 12 (Prioritized): All teachers do not consistently implement data-driven instructional practices. **Root Cause:** Teachers need more professional development , practice and guidance surrounding data-driven instruction and assessments.

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Problem Statement 14 (Prioritized): Students identified as Emergent Bilinguals often struggle on state assessments. **Root Cause:** English and Spanish teachers need additional support and resources to plan and align lessons effectively.

Problem Statement 15 (Prioritized): Parents and guardians are not responsive to teacher communication regarding the need for academic support at home. **Root Cause:** Campus communication efforts are sometimes ineffective due to disengagement with community members.

Problem Statement 16 (Prioritized): Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause:** Some teachers are not experienced with differentiating instruction to meet students' needs.

Problem Statement 17 (Prioritized): Novice teachers have limited capacity to implement best practices needed to progressively move students forward towards higher academic achievement. **Root Cause:** Much of teachers' professional development occurs during the school day in the form of on-the-job training as their introduction to instructional practices.

Problem Statement 18 (Prioritized): The number of teachers on campus with sufficient knowledge and implementation of effective research-based strategies in core subject areas creates a challenge with achieving student mastery. **Root Cause:** Recruiting highly qualified teachers is difficult due current pay scale not being on level with surrounding districts.

Problem Statement 19 (Prioritized): In grades 3-5, approximately 48% of students are performing below grade level (at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Reading). **Root Cause:** Teachers are not comfortable with creating tailoring lessons to include strategies and appropriate rigor needed to meet students' needs.

Problem Statement 20 (Prioritized): In grades 3-5, approximately 62% of students are performing below grade level at a level that indicates they do not demonstrate a sufficient

understanding of the assessed knowledge and skills in Math.

Problem Statement 21 (Prioritized): In Kindergarten through 2nd grade, approximately 78% of students are reading below grade level. **Root Cause:** Teachers do not consistently differentiate instruction based on assessment data.

Problem Statement 22 (Prioritized): In 2nd grade, approximately 77% of students are performing below grade level in math. **Root Cause:** Students are not provided with ample opportunities to see the teachers model, practice independently or with a partner, and receive immediate feedback.

Problem Statement 23 (Prioritized): Attendance for Saturday and after school tutorials is low. **Root Cause:** Campus incentives are not enticing to students.

Problem Statement 24 (Prioritized): Teachers do not feel that the time provided during planning and PLC is sufficient to internalize lesson plans and curriculum. **Root Cause:** Due to the lack of experience, teachers need multiple days of instructional support from subject matter experts.

Problem Statement 25 (Prioritized): Teacher attrition prevents campus leadership from retaining and growing experienced teachers who are able to provide instruction based on best practices and implement effective classroom management strategies. **Root Cause:** Teachers feel undervalued and overworked because their salary is lower than teachers' salary in most surrounding ISDs.

Student Learning

Student Learning Summary

Content Area	Grade Level	# of Students Tested	Approaches	Meets	Masters
	3rd Grade	150	25.33%	14.67%	5.33%
READING	4th Grade	130	23.84%	15.39%	7.69%
	5th Grade	145	25.52%	14.48%	16.55%
	3rd Grade	150	30.67%	8%	5.33%
MATH	4th Grade	130	23.85%	5.38%	2.31%
	5th Grade	145	26.21%	8.96%	5.52%
SCIENCE	5th Grade	145	18.62%	5.52%	4.14%

Student Learning Strengths

Access to students' most recent report cards and STAAR scires

Extended instructional day

Daily enrichment time

Eagle Academy homework for academic mastery

District designated Data Days to analyze student achievement data

Remediation schedule created to asisst Tier III students in all STAAR tested grade levels

Problem Statements Identifying Student Learning Needs

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School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction:

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

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

Staff Recruitment and Retention:

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

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

School Organization

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

Technology

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

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

School Processes & Programs Strengths

Curriculum and Instruction:

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

Staff Recruitment and Retention:

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

School Organization:

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

Technology:

- device to student ratio
- updated classroom equipment
- Campus Technologist
- District level technology support
- Digital Learning Programs for students

Problem Statements Identifying School Processes & Programs Needs

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Problem Statement 24 (Prioritized): Campus had not established a climate and culture that transcends from the campus into the community. **Root Cause:** Staff attrition rates require rebuilding of an identifiable culture and positive climate throughout the school year.

Problem Statement 25 (Prioritized): Parents and guardians have minimal engagement in campus activities and events. **Root Cause:** Parents and guardians have work schedules that are not optimal for taking time time off from work and family time to volunteer on campus.

Perceptions

Perceptions Summary

Family and Community Engagement:

Parents of ILTexas Katy students are provided multiple opportunities to be involved with the school. This year the campus hosted a literacy night, Math Night, All About STAAR night, and several Coffee With the Principal meetings, and other family engagement activities. In addition, the campus held many events to celebrate the international community. We have hosted Trilingual Bingo nights with a fantastic participation. The community also has opportunities to be a part of the PTO, be a volunteer parent, or Watch D.O.G. Katy West-Park High School students often volunteer and support community events. The campus utilizes multiple social media to maintain communication with stakeholders.

 School Culture and Climate

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

Family and community members have multiple opportunities to engage in meaningful school activities that support student learning throughout the year. The campus hosts curriculum nights (literacy, math, science, STAAR parent education nights), and provides opportunities for the parents and community members to volunteer at the school. Volunteer opportunities include, but are not limited to, PTO, Watch D.O.G. program, reading buddies, decorations, etc.

ILTexas Katy strives to have strong relationships with the families and communities we serve. Creating opportunities for parental input and maintaining open line of communication with the parents is a priority. Communication avenues include Skyward access to student progress, School Messenger, Website, Facebook, tip411, email, Peachjar flyer distribution, parent conferences, Class Dojo, coffee with the principal, PTO meetings, and more.

Perceptions Strengths

Family and Community Engagement:

- Active PTO
- Active Watch D.O.G. program
- Parent Academic Nights
- Community events - Trilingual Bingo
- Career Day with community volunteers
- International Festival
- Lunar New Year Celebration
- Middle School Parent Group
- Social Media

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teacher attrition prevents campus leadership from retaining and growing experienced teachers who are able to provide instruction based on best

practices and implement effective classroom management strategies. **Root Cause:** Teachers feel undervalued and overworked because their salary is lower than teachers' salary in most surrounding ISDs.

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Priority Problem Statements

Problem Statement 16: Campus mobility rate is 18.11% for students in Kindergarten through 5th grade.

Root Cause 16: Students lack the resources needed to remain in a stable home environment.

Problem Statement 16 Areas: Demographics - Student Learning

Problem Statement 1: In grades 3-5, approximately 48% of students are performing below grade level (at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Reading).

Root Cause 1: Teachers are not comfortable with creating tailoring lessons to include strategies and appropriate rigor needed to meet students' needs.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 33: Teacher attrition prevents campus leadership from retaining and growing experienced teachers who are able to provide instruction based on best practices and implement effective classroom management strategies.

Root Cause 33: Teachers feel undervalued and overworked because their salary is lower than teachers' salary in most surrounding ISDs.

Problem Statement 33 Areas: Demographics - Student Learning - Perceptions

Problem Statement 28: Student misbehavior results in classroom disruptions that distract students from learning.

Root Cause 28: Many teachers do not implement effective classroom management practices that involve routines, systems and structures.

Problem Statement 28 Areas: Student Learning - School Processes & Programs

Problem Statement 17: Students have learning gaps that coincide with patterns of inconsistent attendance.

Root Cause 17: There are gaps in the lines of communication with parents/guardians due to frequently changing contact information, parents not responding to/reading communication, and varying frequency of outreach to parents/guardians.

Problem Statement 17 Areas: Demographics - Student Learning

Problem Statement 2: In grades 3-5, approximately 62% of students are performing below grade level at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Math.

Root Cause 2:

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 29: Teachers too rely heavily on technology for Tier 1 instruction.

Root Cause 29: There is a lack of confidence in managing students and maintaining a high level of students engagement while providing instruction.

Problem Statement 29 Areas: Student Learning - School Processes & Programs

Problem Statement 34: Campus lacks parent/community volunteers and community resources to assist in organizing and facilitating school event.

Root Cause 34: Parents and guardians do not feel a sense of belonging within the school community (due to external factors).

Problem Statement 34 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 18: On STAAR assessments, Black/African American students performed lower than the grade level population in most areas.

Root Cause 18: Lesson planning processes do not emphasize checks for understanding and alignment of rigor.

Problem Statement 18 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: In Kindergarten through 2nd grade, approximately 78% of students are reading below grade level.

Root Cause 3: Teachers do not consistently differentiate instruction based on assessment data.

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 30: Students are not taking full advantage of interventions that take place during the day (Fitness WIN and Enrichment and Remediation).

Root Cause 30: Campus staff lacks the experience to develop and implement procedures that encourage students prioritize the benefits supplemental instruction.

Problem Statement 30 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 36: Campus had not established a climate and culture that transcends from the campus into the community.

Root Cause 36: Staff attrition rates require rebuilding of an identifiable culture and positive climate throughout the school year.

Problem Statement 36 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 19: In five of the seven STAAR tested areas, 0% of the Special Education sub-population met the minimum passing standard.

Root Cause 19: General education teachers and Special Education staff need additional training on how to support students through differentiation.

Problem Statement 19 Areas: Demographics - School Processes & Programs

Problem Statement 4: In 2nd grade, approximately 77% of students are performing below grade level in math.

Root Cause 4: Students are not provided with ample opportunities to see the teachers model, practice independently or with a partner, and receive immediate feedback.

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

Problem Statement 31: Attendance for Saturday and after school tutorials is low.

Root Cause 31: Campus incentives are not enticing to students.

Problem Statement 31 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 35: Parents and guardians have minimal engagement in campus activities and events.

Root Cause 35: Parents and guardians have work schedules that are not optimal for taking time time off from work and family time to volunteer on campus.

Problem Statement 35 Areas: School Processes & Programs - Perceptions

Problem Statement 20: There is minimal parent engagement within the Orem learning community that reinforces the values and priorities of ILTexas.

Root Cause 20: Parents have limited time to attend school functions, work schedules that are not flexible, a lack of resources to purchase materials and may not know how to assist with homework because of level of difficulty or language barriers.

Problem Statement 20 Areas: Demographics - Perceptions

Problem Statement 32: Teachers do not feel that the time provided during planning and PLC is sufficient to internalize lesson plans and curriculum.

Root Cause 32: Due to the lack of experience, teachers need multiple days of instructional support from subject matter experts.

Problem Statement 32 Areas: Demographics - School Processes & Programs

Problem Statement 5: Student misbehavior results in classroom disruptions that distract students from learning.

Root Cause 5: Many teachers do not implement effective classroom management practices that involve routines, systems and structures.

Problem Statement 5 Areas: Student Learning - School Processes & Programs

Problem Statement 21: Students work at various learning levels, creating learning gaps among the various tiered learning groups.

Root Cause 21: Teachers often lack the foundation to progressively move students at the same consistent pace.

Problem Statement 21 Areas: Demographics - Student Learning

Problem Statement 23: There is a large polarity in the socio-economic needs of our families. Some families may expect small class sizes and highly specialized after school programs, while it may be a challenge to have other families come to school functions, check homework, and respond to communique as they are leading very busy lives providing for their families.

Root Cause 23: Geographic boundary allows for a diverse group of students to enroll rather than simply being a neighborhood school.

Problem Statement 23 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 6: The rigor of classroom instruction does not always reflect the rigor of standardized assessments.

Root Cause 6: More professional learning opportunities are needed to help teachers better understand grade level TEKS deepen content knowledge.

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

Problem Statement 7: The number of teachers on campus with sufficient knowledge and implementation of effective research-based strategies in core subject areas creates a challenge with achieving student mastery.

Root Cause 7: Recruiting highly qualified teachers is difficult due current pay scale not being on level with surrounding districts.

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

Problem Statement 24: Campus leadership team has difficulty attracting and retaining experienced teachers who are able to relate to and manage students behaviors who have cultural differences.

Root Cause 24: There is a limited selection pool of applicants who have the capacity and familiarity with our campus's demographic groups to be able to deliver effective, research-based instruction and classroom management strategies.

Problem Statement 24 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 22: Students identified as Limited English proficient often do not perform on par with their peers across the state on state assessments.

Root Cause 22: Students do not have the foundational academic skills in English due to living in households where English fluency is limited.

Problem Statement 22 Areas: Demographics

Problem Statement 8: Novice teachers have limited capacity to implement best practices needed to progressively move students forward towards higher academic achievement.

Root Cause 8: Much of teachers' professional development occurs during the school day in the form of on-the-job training as their introduction to instructional practices.

Problem Statement 8 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 9: Students work at various learning levels, creating learning gaps among the various tiered learning groups.

Root Cause 9: Some teachers are not experienced with differentiating instruction to meet students' needs.

Problem Statement 9 Areas: Demographics - Student Learning

Problem Statement 25: Instructional staff are not afforded enough time to spend enough time with at-risk students students to get them on grade level.

Root Cause 25: More than half of the students at Orem ES are identified as being at-risk, which prohibits effective ratios as it relates to time with students and small group instruction.

Problem Statement 25 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 10: Teachers do not consistently differentiate instruction based on students' needs.

Root Cause 10: There is a lack of resources that can be used to differentiate based on the needs of individual students' needs or subpopulations' specific needs.

Problem Statement 10 Areas: Student Learning - School Processes & Programs

Problem Statement 26: Instructional staff are not able to use technology as an effective instructional tool.

Root Cause 26: There are limited opportunities to practice and incorporate technology into lessons with the guidance of experienced support.

Problem Statement 26 Areas: Demographics - School Processes & Programs

Problem Statement 11: Teachers need support with lesson planning, classroom management and creating student centered lessons.

Root Cause 11: The majority of the instructional staff have not completed an educator preparation program.

Problem Statement 11 Areas: Student Learning - School Processes & Programs

Problem Statement 12: Parents and guardians are not responsive to teacher communication regarding the need for academic support at home.

Root Cause 12: Campus communication efforts are sometimes ineffective due to disengagement with community members.

Problem Statement 12 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 27: All teachers do not consistently implement data-driven instructional practices.

Root Cause 27: Teachers need more professional development , practice and guidance surrounding data-driven instruction and assessments.

Problem Statement 27 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 13: Students identified as Emergent Bilinguals often struggle on state assessments.

Root Cause 13: English and Spanish teachers need additional support and resources to plan and align lessons effectively.

Problem Statement 13 Areas: Demographics - Student Learning

Problem Statement 15: Instructional staff are not afforded enough time to spend enough time with at-risk students students to get them on grade level.

Root Cause 15: More than half of the students at Orem ES are identified as being at-risk, which prohibits effective ratios as it relates to time with students and small group instruction.

Problem Statement 15 Areas: Demographics - Student Learning

Problem Statement 14: Some teachers are not able to effectively use provided resources and implement strategies.

Root Cause 14: Some teachers lack experience using the curriculum to implement research-based strategies and have a limited understanding of the curriculum.

Problem Statement 14 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 Reading and math goals for PreK-3
- 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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

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: By the end of the 22-23 school year, all 3rd-5th grade students at ILTexas Orem K-8 will grow from 27% to 40% at the meets level of achievement on Reading/Language Arts STAAR .

Evaluation Data Sources: formative assessments, MAP assessments, STAAR Interim , Spring 2023 Reading STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: ILTexas Orem K-8 will implement Fitness WIN intervention time into all Fitness classes to be taught by specialized intervention teachers.	**Nov**	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Move students in 3rd-5th grades from current STAAR performance level to the next performance level.
     Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches, intervention teacher, and RLA teachers of record, GLA
 	
     Title I:
 2.5, 2.6
  - TEA Priorities:
 Build a foundation of reading and math, Improve low-performing schools
  - ESF Levers:
 Lever 5: Effective Instruction
     Problem Statements: Demographics 8, 13, 19, 21 - Student Learning 1, 3, 10, 15 - School Processes & Programs 16
     Funding Sources: teachers, classroom resources - 211 - Title I School Improvement - $75,000, student incentives - 211 - Title 1-A - $1,500				

Strategy 2 Details	Reviews			
Strategy 2: ILTexas Orem K-8 will hire/contract services from subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support student learning with a focus on increasing the MeetsTarget goal on the STAAR Reading assessment.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Orem K-8 teachers' capacity will improve so academic needs are addressed and each student can perform at the Meets Target goal on the STAAR Reading assessment. **Staff Responsible for Monitoring:** principal, assistant principals, dean, instructional coaches and RLA teachers of record **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 16, 17, 18 - Student Learning 6, 7, 8, 9, 10, 11 - School Processes & Programs 15, 16, 17, 18, 19 **Funding Sources:** consultant services, conferences, SME salaries, - 211 - Title I School Improvement - $100,000				

Strategy 3 Details	Reviews			
Strategy 3: ILTexas Orem K-8 will send campus staff to conferences and professional development sessions (e.g. Region 4, Region 10, Lead4Ward, Eduphoria, etc.) to assist teachers, administrators, and staff to strengthen their ability to support student achievement.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Orem K-8 teachers' and staff capacity will improve so they can address the academic needs and each student can exceed their academic goals. **Staff Responsible for Monitoring:** principal, assistant principals, dean **Title I:** 2.5 - **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 **Problem Statements:** Demographics 16, 17 - Student Learning 6, 8, 9, 14 - School Processes & Programs 13, 17, 19 **Funding Sources:** Accomodations, travel, funds for conference - 211 - Title 1-A - $20,000				

Strategy 4 Details	Reviews			
Strategy 4: ILTexas Orem K-8 will purchase supplemental resources to equip teachers and students with access to differentiated content, instructional materials and online platforms that improve instruction.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Orem K-8 teachers will use supplemental resources to consistently differentiate instruction based on individual student needs so learning gaps can close.				

Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Demographics 16 - Student Learning 9, 10 - School Processes & Programs 16

Funding Sources: supplemental resources, technology platforms - 211 - Title I School Improvement - $50,000

Strategy 5 Details	Reviews			
Strategy 5: ILTexas Orem K-8 will set assessment goals and monitor progress during data days.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Orem K-8 staff will possess a deep understanding of learners' academic needs so all stakeholders develop and utilize data informed practices while remaining aligned to the campus' mission and school wide goals.				

Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches

Title I:
2.4, 2.6
 - **TEA Priorities:**
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 18, 19, 20, 21, 22 - Student Learning 1, 2, 3, 4, 6, 7 - School Processes & Programs 18, 19, 20, 21

Funding Sources: data tracking resources, technology platforms for individualized instruction - 211 - Title I School Improvement - $5,000

Strategy 6 Details		Reviews		
Strategy 6: ILTexas Orem K-8 will provide supplemental tutoring to accelerate students' performance on both formative local and state assessments.		**Formative**		**Summative**
		Nov	**Jan**	**May**	**June**

Strategy 6 Details		Reviews			
Strategy 6: ILTexas Orem K-8 will provide supplemental tutoring to accelerate students' performance on both formative local and state assessments. **Strategy's Expected Result/Impact:** Students will meet or exceed their academic learning goals and learning gaps will be closed. **Staff Responsible for Monitoring:** principal, assistant principals, dean, instructional coaches, RLA teachers of record and Math teachers of record, GLA **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 19, 20, 21, 22 - Student Learning 1, 2, 3, 4 - School Processes & Programs 20, 21 **Funding Sources:** tutoring platforms, tutorial pay, supplemental resources - 211 - Title I School Improvement - $10,000		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**

Strategy 7 Details		Reviews			
Strategy 7: ILTexas Orem K-8 will provide enrichment and accelerated summer school to improve student performance in traditional core content areas. **Strategy's Expected Result/Impact:** Students will meet or exceed their academic learning goals. **Staff Responsible for Monitoring:** principal, assistant principals, dean, instructional coaches, RLA teachers of record and Math teachers of record **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 19, 20, 21, 22 - Student Learning 1, 2, 3, 4 - School Processes & Programs 20, 21 **Funding Sources:** individualized tutoring services, supplemental pay - 211 - Title I School Improvement - $40,000		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**

Strategy 8 Details	Reviews			
	Formative			**Summative**
Strategy 8: ILTexas Orem K-8 will provide parents and guardians with learning opportunities to support their children at home and understand the importance of local and state assessments. Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide online access to CNA/CIP.	**Nov**	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Parent engagement will increase, student attendance during testing will increase and students will exceed their academic learning goals. **Staff Responsible for Monitoring:** Principal, assistant principals, dean, PTO, GLA **Title I:** 2.4, 2.6, 4.1, 4.2 - 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 **Problem Statements:** Demographics 15, 19, 20, 21, 22 - Student Learning 1, 2, 3, 4, 12 - School Processes & Programs 14, 20, 21 **Funding Sources:** incentives, guest speakers, supplemental pay - 211 - Title I School Improvement - $50,000				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 8: Students identified as Limited English proficient often do not perform on par with their peers across the state on state assessments. **Root Cause**: Students do not have the foundational academic skills in English due to living in households where English fluency is limited.
Problem Statement 13: Instructional staff are not afforded enough time to spend enough time with at-risk students students to get them on grade level. **Root Cause**: More than half of the students at Orem ES are identified as being at-risk, which prohibits effective ratios as it relates to time with students and small group instruction.
Problem Statement 15: Parents and guardians are not responsive to teacher communication regarding the need for academic support at home. **Root Cause**: Campus communication efforts are sometimes ineffective due to disengagement with community members.
Problem Statement 16: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Some teachers are not experienced with differentiating instruction to meet students' needs.
Problem Statement 17: Novice teachers have limited capacity to implement best practices needed to progressively move students forward towards higher academic achievement. **Root Cause**: Much of teachers' professional development occurs during the school day in the form of on-the-job training as their introduction to instructional practices.
Problem Statement 18: The number of teachers on campus with sufficient knowledge and implementation of effective research-based strategies in core subject areas creates a challenge with achieving student mastery. **Root Cause**: Recruiting highly qualified teachers is difficult due current pay scale not being on level with surrounding districts.
Problem Statement 19: In grades 3-5, approximately 48% of students are performing below grade level (at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Reading). **Root Cause**: Teachers are not comfortable with creating tailoring lessons to include strategies and appropriate rigor needed to meet students' needs.

Demographics
Problem Statement 20: In grades 3-5, approximately 62% of students are performing below grade level at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Math.
Problem Statement 21: In Kindergarten through 2nd grade, approximately 78% of students are reading below grade level. **Root Cause**: Teachers do not consistently differentiate instruction based on assessment data.
Problem Statement 22: In 2nd grade, approximately 77% of students are performing below grade level in math. **Root Cause**: Students are not provided with ample opportunities to see the teachers model, practice independently or with a partner, and receive immediate feedback.

Student Learning
Problem Statement 1: In grades 3-5, approximately 48% of students are performing below grade level (at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Reading). **Root Cause**: Teachers are not comfortable with creating tailoring lessons to include strategies and appropriate rigor needed to meet students' needs.
Problem Statement 2: In grades 3-5, approximately 62% of students are performing below grade level at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Math.
Problem Statement 3: In Kindergarten through 2nd grade, approximately 78% of students are reading below grade level. **Root Cause**: Teachers do not consistently differentiate instruction based on assessment data.
Problem Statement 4: In 2nd grade, approximately 77% of students are performing below grade level in math. **Root Cause**: Students are not provided with ample opportunities to see the teachers model, practice independently or with a partner, and receive immediate feedback.
Problem Statement 6: The rigor of classroom instruction does not always reflect the rigor of standardized assessments. **Root Cause**: More professional learning opportunities are needed to help teachers better understand grade level TEKS deepen content knowledge.
Problem Statement 7: The number of teachers on campus with sufficient knowledge and implementation of effective research-based strategies in core subject areas creates a challenge with achieving student mastery. **Root Cause**: Recruiting highly qualified teachers is difficult due current pay scale not being on level with surrounding districts.
Problem Statement 8: Novice teachers have limited capacity to implement best practices needed to progressively move students forward towards higher academic achievement. **Root Cause**: Much of teachers' professional development occurs during the school day in the form of on-the-job training as their introduction to instructional practices.
Problem Statement 9: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Some teachers are not experienced with differentiating instruction to meet students' needs.
Problem Statement 10: Teachers do not consistently differentiate instruction based on students' needs. **Root Cause**: There is a lack of resources that can be used to differentiate based on the needs of individual students' needs or subpopulations' specific needs.
Problem Statement 11: Teachers need support with lesson planning, classroom management and creating student centered lessons. **Root Cause**: The majority of the instructional staff have not completed an educator preparation program.
Problem Statement 12: Parents and guardians are not responsive to teacher communication regarding the need for academic support at home. **Root Cause**: Campus communication efforts are sometimes ineffective due to disengagement with community members.
Problem Statement 14: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Some teachers lack experience using the curriculum to implement research-based strategies and have a limited understanding of the curriculum.
Problem Statement 15: Instructional staff are not afforded enough time to spend enough time with at-risk students students to get them on grade level. **Root Cause**: More than half of the students at Orem ES are identified as being at-risk, which prohibits effective ratios as it relates to time with students and small group instruction.

School Processes & Programs

Problem Statement 13: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Some teachers lack experience using the curriculum to implement research-based strategies and have a limited understanding of the curriculum.

Problem Statement 14: Parents and guardians are not responsive to teacher communication regarding the need for academic support at home. **Root Cause**: Campus communication efforts are sometimes ineffective due to disengagement with community members.

Problem Statement 15: Teachers need support with lesson planning, classroom management and creating student centered lessons. **Root Cause**: The majority of the instructional staff have not completed an educator preparation program.

Problem Statement 16: Teachers do not consistently differentiate instruction based on students' needs. **Root Cause**: There is a lack of resources that can be used to differentiate based on the needs of individual students' needs or subpopulations' specific needs.

Problem Statement 17: Novice teachers have limited capacity to implement best practices needed to progressively move students forward towards higher academic achievement. **Root Cause**: Much of teachers' professional development occurs during the school day in the form of on-the-job training as their introduction to instructional practices.

Problem Statement 18: The number of teachers on campus with sufficient knowledge and implementation of effective research-based strategies in core subject areas creates a challenge with achieving student mastery. **Root Cause**: Recruiting highly qualified teachers is difficult due current pay scale not being on level with surrounding districts.

Problem Statement 19: The rigor of classroom instruction does not always reflect the rigor of standardized assessments. **Root Cause**: More professional learning opportunities are needed to help teachers better understand grade level TEKS deepen content knowledge.

Problem Statement 20: In grades 3-5, approximately 62% of students are performing below grade level at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Math.

Problem Statement 21: In 2nd grade, approximately 77% of students are performing below grade level in math. **Root Cause**: Students are not provided with ample opportunities to see the teachers model, practice independently or with a partner, and receive immediate feedback.

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: By the end of the 22-23 school year, all 3rd-5th grade students at ILTexas Orem K-8 will grow from 11% to 25% at the meets level of achievement on Math STAAR .

Evaluation Data Sources: formative assessments, MAP assessments, STAAR Interim , Spring 2023 Math STAAR

Strategy 1 Details	Reviews			
Strategy 1: ILTexas Orem K-8 will implement Fitness WIN intervention time into all Fitness classes to be taught by specialized intervention teachers.	Formative			Summative
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Move students in 3rd-5th grades from current STAAR performance level to the next performance level. **Staff Responsible for Monitoring:** principal, assistant principals, dean, instructional coaches, intervention teacher, and Math teachers of record, GLA, Performance Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 19, 20, 21, 22 - Student Learning 1, 2, 3, 4 - School Processes & Programs 20, 21 **Funding Sources:** teacher salaries, supplemental resources - 211 - Title I School Improvement - $75,000, student incentives - 211 - Title 1-A - $1,500				

Strategy 2 Details	Reviews			
Strategy 2: ILTexas Orem K-8 will hire/contract services from subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support student learning with a focus on increasing the Meets Target goal on the STAAR Math assessment.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Orem K-8 teachers' capacity will improve so academic needs are addressed and each student can perform at the Meets Target goal on the Math assessment. **Staff Responsible for Monitoring:** principal, assistant principals, dean, instructional coaches and Math teachers of record **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 16, 17, 18 - Student Learning 6, 7, 8, 9, 10 - School Processes & Programs 16, 17, 18, 19 **Funding Sources:** salaries, consultation services - 211 - Title I School Improvement - $100,000				

Strategy 3 Details	Reviews			
Strategy 3: ILTexas Orem K-8 will send staff to conferences and professional development sessions (e.g. Region 4, Region 10, Lead4Ward, Eduphoria, etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support student achievement.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Orem K-8 teachers' and staff capacity will improve so they can address the academic needs and each student can exceed their academic goals. **Staff Responsible for Monitoring:** principal, assistant principals, dean **Title I:** 2.4, 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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 16, 17 - Student Learning 6, 8, 9, 14 - School Processes & Programs 13, 17, 19 **Funding Sources:** accomodations, travel, conference fees - 211 - Title 1-A - $20,000				

Strategy 4 Details	Reviews			
Strategy 4: ILTexas Orem K-8 will purchase supplemental resources to equip teachers and students with access to differentiated content, instructional materials and online platforms that improve instruction.	Formative			Summative
	Nov	Jan	May	June
Strategy's Expected Result/Impact: Orem K-8 teachers will use supplemental resources to consistently differentiate instruction based on individual student needs to limit learning gaps. **Staff Responsible for Monitoring:** principal, assistant principals, dean, instructional coaches **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 16 - Student Learning 9, 10 - School Processes & Programs 16 **Funding Sources:** supplemental resources - 211 - Title I School Improvement - $50,000				

Strategy 5 Details	Reviews			
Strategy 5: ILTexas Orem K-8 will set assessment goals and monitor progress during data days.	Formative			Summative
	Nov	Jan	May	June
Strategy's Expected Result/Impact: Orem K-8 staff will possess a deep understanding of learners' academic needs so all stakeholders develop and utilize data informed practices while remaining aligned to the campus' mission and school wide goals. **Staff Responsible for Monitoring:** principal, assistant principals, dean, instructional coaches **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 18, 19, 20, 21, 22 - Student Learning 1, 2, 3, 4, 6, 7 - School Processes & Programs 18, 19, 20, 21 **Funding Sources:** data tracking resources, technology platforms for individualized instruction - 211 - Title I School Improvement - $5,000				

Strategy 6 Details	Reviews			
Strategy 6: ILTexas Orem K-8 will provide supplemental tutoring to accelerate students' performance on both formative local and state assessments. **Strategy's Expected Result/Impact:** Students will meet or exceed their academic learning goals and learning gaps will be closed. **Staff Responsible for Monitoring:** principal, assistant principals, dean, instructional coaches, RLA teachers of record and Math teachers of record **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 19, 20, 21, 22 - Student Learning 1, 2, 3, 4 - School Processes & Programs 20, 21 **Funding Sources:** individualized tutoring services, supplemental play - 211 - Title I School Improvement - $10,000	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy 7 Details	Reviews			
Strategy 7: ILTexas Orem K-8 will provide enrichment and accelerated summer school to improve student performance in traditional core content areas. **Strategy's Expected Result/Impact:** ILTexas Orem K-8 will provide enrichment and accelerated summer school to improve student performance in traditional core content areas. **Staff Responsible for Monitoring:** principal, assistant principals, dean, instructional coaches, RLA teachers of record and Math teachers of record **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 19, 20, 21, 22 - Student Learning 1, 2, 3, 4 - School Processes & Programs 20, 21 **Funding Sources:** supplemental pay, individualized tutoring services, supplemental resources - 211 - Title 1-A - $40,000	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy 8 Details	Reviews			
	Formative			**Summative**
Strategy 8: ILTexas Orem K-8 will provide parents and guardians with learning opportunities to support their children at home and understand the importance of local and state assessments.	**Nov**	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Parent engagement will increase, student attendance during testing will increase and students will exceed their academic learning goals. **Staff Responsible for Monitoring:** Principal, assistant principals, dean, PTO, GLA **Title I:** 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 15, 19, 20, 21, 22 - Student Learning 1, 2, 3, 4, 12 - School Processes & Programs 14, 20, 21 **Funding Sources:** guest speakers, parent literature, supplemental pay - 211 - Title 1-A - $50,000				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 15: Parents and guardians are not responsive to teacher communication regarding the need for academic support at home. **Root Cause**: Campus communication efforts are sometimes ineffective due to disengagement with community members.
Problem Statement 16: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Some teachers are not experienced with differentiating instruction to meet students' needs.
Problem Statement 17: Novice teachers have limited capacity to implement best practices needed to progressively move students forward towards higher academic achievement. **Root Cause**: Much of teachers' professional development occurs during the school day in the form of on-the-job training as their introduction to instructional practices.
Problem Statement 18: The number of teachers on campus with sufficient knowledge and implementation of effective research-based strategies in core subject areas creates a challenge with achieving student mastery. **Root Cause**: Recruiting highly qualified teachers is difficult due current pay scale not being on level with surrounding districts.
Problem Statement 19: In grades 3-5, approximately 48% of students are performing below grade level (at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Reading). **Root Cause**: Teachers are not comfortable with creating tailoring lessons to include strategies and appropriate rigor needed to meet students' needs.
Problem Statement 20: In grades 3-5, approximately 62% of students are performing below grade level at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Math.
Problem Statement 21: In Kindergarten through 2nd grade, approximately 78% of students are reading below grade level. **Root Cause**: Teachers do not consistently differentiate instruction based on assessment data.
Problem Statement 22: In 2nd grade, approximately 77% of students are performing below grade level in math. **Root Cause**: Students are not provided with ample opportunities to see the teachers model, practice independently or with a partner, and receive immediate feedback.

Student Learning

Problem Statement 1: In grades 3-5, approximately 48% of students are performing below grade level (at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Reading). **Root Cause**: Teachers are not comfortable with creating tailoring lessons to include strategies and appropriate rigor needed to meet students' needs.

Problem Statement 2: In grades 3-5, approximately 62% of students are performing below grade level at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Math.

Problem Statement 3: In Kindergarten through 2nd grade, approximately 78% of students are reading below grade level. **Root Cause**: Teachers do not consistently differentiate instruction based on assessment data.

Problem Statement 4: In 2nd grade, approximately 77% of students are performing below grade level in math. **Root Cause**: Students are not provided with ample opportunities to see the teachers model, practice independently or with a partner, and receive immediate feedback.

Problem Statement 6: The rigor of classroom instruction does not always reflect the rigor of standardized assessments. **Root Cause**: More professional learning opportunities are needed to help teachers better understand grade level TEKS deepen content knowledge.

Problem Statement 7: The number of teachers on campus with sufficient knowledge and implementation of effective research-based strategies in core subject areas creates a challenge with achieving student mastery. **Root Cause**: Recruiting highly qualified teachers is difficult due current pay scale not being on level with surrounding districts.

Problem Statement 8: Novice teachers have limited capacity to implement best practices needed to progressively move students forward towards higher academic achievement. **Root Cause**: Much of teachers' professional development occurs during the school day in the form of on-the-job training as their introduction to instructional practices.

Problem Statement 9: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Some teachers are not experienced with differentiating instruction to meet students' needs.

Problem Statement 10: Teachers do not consistently differentiate instruction based on students' needs. **Root Cause**: There is a lack of resources that can be used to differentiate based on the needs of individual students' needs or subpopulations' specific needs.

Problem Statement 12: Parents and guardians are not responsive to teacher communication regarding the need for academic support at home. **Root Cause**: Campus communication efforts are sometimes ineffective due to disengagement with community members.

Problem Statement 14: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Some teachers lack experience using the curriculum to implement research-based strategies and have a limited understanding of the curriculum.

School Processes & Programs

Problem Statement 13: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Some teachers lack experience using the curriculum to implement research-based strategies and have a limited understanding of the curriculum.

Problem Statement 14: Parents and guardians are not responsive to teacher communication regarding the need for academic support at home. **Root Cause**: Campus communication efforts are sometimes ineffective due to disengagement with community members.

Problem Statement 16: Teachers do not consistently differentiate instruction based on students' needs. **Root Cause**: There is a lack of resources that can be used to differentiate based on the needs of individual students' needs or subpopulations' specific needs.

Problem Statement 17: Novice teachers have limited capacity to implement best practices needed to progressively move students forward towards higher academic achievement. **Root Cause**: Much of teachers' professional development occurs during the school day in the form of on-the-job training as their introduction to instructional practices.

Problem Statement 18: The number of teachers on campus with sufficient knowledge and implementation of effective research-based strategies in core subject areas creates a challenge with achieving student mastery. **Root Cause**: Recruiting highly qualified teachers is difficult due current pay scale not being on level with surrounding districts.

Problem Statement 19: The rigor of classroom instruction does not always reflect the rigor of standardized assessments. **Root Cause**: More professional learning opportunities are needed to help teachers better understand grade level TEKS deepen content knowledge.

School Processes & Programs

Problem Statement 20: In grades 3-5, approximately 62% of students are performing below grade level at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Math.

Problem Statement 21: In 2nd grade, approximately 77% of students are performing below grade level in math. **Root Cause**: Students are not provided with ample opportunities to see the teachers model, practice independently or with a partner, and receive immediate feedback.

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 the 22-23 school year, all 5th grade students at ILTexas Orem K-8 will grow from 9% to 25% at the meets level of achievement on Science STAAR .

    Evaluation Data Sources: formative assessments, MAP assessments, STAAR Interim , Spring 2023 Science STAAR

Strategy 1 Details	Reviews			
Strategy 1: ILTexas Orem K-8 will hire/contract services from subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support student learning with a focus on increasing the Meets target goal on the Science STAAR assessment.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Orem K-8 teachers' capacity will improve so academic needs are addressed and each student can perform at the Meets Target goal on the STAAR Reading assessment. **Staff Responsible for Monitoring:** principal, assistant principals, dean, instructional coaches and RLA teachers of record **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 16, 17, 18 - Student Learning 6, 7, 8, 9, 10, 11 - School Processes & Programs 15, 16, 17, 18, 19 **Funding Sources:** salaries, consultant services - 211 - Title I School Improvement - $100,000				

Strategy 2 Details	Reviews			
Strategy 2: ILTexas Orem K-8 will send campus staff to conferences and professional development sessions (e.g. Region 4, Region 10, Lead4Ward, Eduphoria, etc.) to assist teachers, administrators, and staff to strengthen their ability to support student achievement.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Orem K-8 teachers' and staff capacity will improve so they can address the academic needs and each student can exceed their academic goals. **Staff Responsible for Monitoring:** principal, assistant principals, dean **Title I:** 2.4, 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 5: Effective Instruction **Problem Statements:** Demographics 16, 17 - Student Learning 6, 8, 9, 14 - School Processes & Programs 13, 17, 19 **Funding Sources:** accommodations, conference fees, travel - 211 - Title I School Improvement - $15,000				

Strategy 3 Details	Reviews			
Strategy 3: ILTexas Orem K-8 will purchase supplemental resources to equip teachers and students with access to differentiated content, instructional materials and online platforms that improve instruction.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Orem K-8 teachers will use supplemental resources to consistently differentiate instruction based on individual student needs to ensure students' master the subject's content. **Staff Responsible for Monitoring:** principal, assistant principals, dean, instructional coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 16 - Student Learning 9, 10 - School Processes & Programs 16 **Funding Sources:** supplemental resources, technology platform (i.e., IXL, Study Island, NearPod, FEV) - 211 - Title I School Improvement - $50,000				

Strategy 4 Details	**Reviews**			
Strategy 4: ILTexas Orem K-8 will set assessment goals and monitor progress during data days.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Orem K-8 staff will possess a deep understanding of learners' academic needs so all stakeholders develop and utilize data informed practices while remaining aligned to the campus' mission and school wide goals.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 18, 19, 20, 21, 22 - Student Learning 1, 2, 3, 4, 6, 7 - School Processes & Programs 18, 19, 20, 21 **Funding Sources:** data tracking resources, technology platforms for individualized instruction - 211 - Title I School Improvement - $5,000				

Strategy 5 Details	**Reviews**			
Strategy 5: ILTexas Orem K-8 will provide supplemental tutoring to accelerate students' performance on both formative local and state assessments.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will meet or exceed their academic learning goals and learning gaps will be closed.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches, RLA teachers of record and Math teachers of record **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 19, 20, 21, 22 - Student Learning 1, 2, 3, 4 - School Processes & Programs 20, 21 **Funding Sources:** tutoring platforms, tutorial pay, supplemental resources - 211 - Title I School Improvement - $10,000				

Strategy 6 Details	Reviews			
Strategy 6: ILTexas Orem K-8 will provide enrichment and accelerated summer school to improve student performance in traditional core content areas. **Strategy's Expected Result/Impact:** Students will meet or exceed their academic learning goals. **Staff Responsible for Monitoring:** principal, assistant principals, dean, instructional coaches, RLA teachers of record and Math teachers of record **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 19, 20, 21, 22 - Student Learning 1, 2, 3, 4 - School Processes & Programs 20, 21 **Funding Sources:** individualized tutoring services, supplemental pay - 211 - Title I School Improvement - $40,000	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy 7 Details	Reviews			
Strategy 7: ILTexas Orem K-8 will provide parents and guardians with learning opportunities to support their children at home and understand the importance of local and state assessments. **Strategy's Expected Result/Impact:** Parent engagement will increase, student attendance during testing will increase and students will exceed their academic learning goals. **Staff Responsible for Monitoring:** Principal, assistant principals, dean, PTO, GLA **Title I:** 2.4, 2.6, 4.1, 4.2 - **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 **Problem Statements:** Demographics 15, 19, 20, 21, 22 - Student Learning 1, 2, 3, 4, 12 - School Processes & Programs 14, 20, 21 **Funding Sources:** incentives, guest speakers, supplemental pay - 211 - Title I School Improvement - $50,000	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 15: Parents and guardians are not responsive to teacher communication regarding the need for academic support at home. **Root Cause**: Campus communication efforts are sometimes ineffective due to disengagement with community members.

Demographics

Problem Statement 16: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Some teachers are not experienced with differentiating instruction to meet students' needs.

Problem Statement 17: Novice teachers have limited capacity to implement best practices needed to progressively move students forward towards higher academic achievement. **Root Cause**: Much of teachers' professional development occurs during the school day in the form of on-the-job training as their introduction to instructional practices.

Problem Statement 18: The number of teachers on campus with sufficient knowledge and implementation of effective research-based strategies in core subject areas creates a challenge with achieving student mastery. **Root Cause**: Recruiting highly qualified teachers is difficult due current pay scale not being on level with surrounding districts.

Problem Statement 19: In grades 3-5, approximately 48% of students are performing below grade level (at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Reading). **Root Cause**: Teachers are not comfortable with creating tailoring lessons to include strategies and appropriate rigor needed to meet students' needs.

Problem Statement 20: In grades 3-5, approximately 62% of students are performing below grade level at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Math.

Problem Statement 21: In Kindergarten through 2nd grade, approximately 78% of students are reading below grade level. **Root Cause**: Teachers do not consistently differentiate instruction based on assessment data.

Problem Statement 22: In 2nd grade, approximately 77% of students are performing below grade level in math. **Root Cause**: Students are not provided with ample opportunities to see the teachers model, practice independently or with a partner, and receive immediate feedback.

Student Learning

Problem Statement 1: In grades 3-5, approximately 48% of students are performing below grade level (at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Reading). **Root Cause**: Teachers are not comfortable with creating tailoring lessons to include strategies and appropriate rigor needed to meet students' needs.

Problem Statement 2: In grades 3-5, approximately 62% of students are performing below grade level at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Math.

Problem Statement 3: In Kindergarten through 2nd grade, approximately 78% of students are reading below grade level. **Root Cause**: Teachers do not consistently differentiate instruction based on assessment data.

Problem Statement 4: In 2nd grade, approximately 77% of students are performing below grade level in math. **Root Cause**: Students are not provided with ample opportunities to see the teachers model, practice independently or with a partner, and receive immediate feedback.

Problem Statement 6: The rigor of classroom instruction does not always reflect the rigor of standardized assessments. **Root Cause**: More professional learning opportunities are needed to help teachers better understand grade level TEKS deepen content knowledge.

Problem Statement 7: The number of teachers on campus with sufficient knowledge and implementation of effective research-based strategies in core subject areas creates a challenge with achieving student mastery. **Root Cause**: Recruiting highly qualified teachers is difficult due current pay scale not being on level with surrounding districts.

Problem Statement 8: Novice teachers have limited capacity to implement best practices needed to progressively move students forward towards higher academic achievement. **Root Cause**: Much of teachers' professional development occurs during the school day in the form of on-the-job training as their introduction to instructional practices.

Problem Statement 9: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Some teachers are not experienced with differentiating instruction to meet students' needs.

Problem Statement 10: Teachers do not consistently differentiate instruction based on students' needs. **Root Cause**: There is a lack of resources that can be used to differentiate based on the needs of individual students' needs or subpopulations' specific needs.

Problem Statement 11: Teachers need support with lesson planning, classroom management and creating student centered lessons. **Root Cause**: The majority of the instructional staff have not completed an educator preparation program.

Student Learning

Problem Statement 12: Parents and guardians are not responsive to teacher communication regarding the need for academic support at home. **Root Cause**: Campus communication efforts are sometimes ineffective due to disengagement with community members.

Problem Statement 14: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Some teachers lack experience using the curriculum to implement research-based strategies and have a limited understanding of the curriculum.

School Processes & Programs

Problem Statement 13: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Some teachers lack experience using the curriculum to implement research-based strategies and have a limited understanding of the curriculum.

Problem Statement 14: Parents and guardians are not responsive to teacher communication regarding the need for academic support at home. **Root Cause**: Campus communication efforts are sometimes ineffective due to disengagement with community members.

Problem Statement 15: Teachers need support with lesson planning, classroom management and creating student centered lessons. **Root Cause**: The majority of the instructional staff have not completed an educator preparation program.

Problem Statement 16: Teachers do not consistently differentiate instruction based on students' needs. **Root Cause**: There is a lack of resources that can be used to differentiate based on the needs of individual students' needs or subpopulations' specific needs.

Problem Statement 17: Novice teachers have limited capacity to implement best practices needed to progressively move students forward towards higher academic achievement. **Root Cause**: Much of teachers' professional development occurs during the school day in the form of on-the-job training as their introduction to instructional practices.

Problem Statement 18: The number of teachers on campus with sufficient knowledge and implementation of effective research-based strategies in core subject areas creates a challenge with achieving student mastery. **Root Cause**: Recruiting highly qualified teachers is difficult due current pay scale not being on level with surrounding districts.

Problem Statement 19: The rigor of classroom instruction does not always reflect the rigor of standardized assessments. **Root Cause**: More professional learning opportunities are needed to help teachers better understand grade level TEKS deepen content knowledge.

Problem Statement 20: In grades 3-5, approximately 62% of students are performing below grade level at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Math.

Problem Statement 21: In 2nd grade, approximately 77% of students are performing below grade level in math. **Root Cause**: Students are not provided with ample opportunities to see the teachers model, practice independently or with a partner, and receive immediate feedback.

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, 25% of 3rd-5th grade Emergent Bilingual students will perform at the meets level of achievement on Reading, Math and Science STAAR assessments(in 2022 Math-13%, RLA-23.%, Science-11.5%) , and 70% of Kindergarden-2nd grade Emergent Bilingual students(2021-21%) will read at or above grade level.

Evaluation Data Sources: formative assessments, MAP assessments, STAAR Interim , Spring 2023 Reading, Math and Science STAAR Reading-mCLASS, monthly ISIP assessments

Strategy 1 Details	Reviews			
Strategy 1: ILTexas Orem K-8 will provide Sheltered Instruction training for Fitness WIN teachers who will be supporting math and reading interventions.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: All Kindergarten-2nd grade students perform on grade level on ISIP and mCLASS. Move students in 4th-5th grades from current STAAR performance level to the next performance level. **Staff Responsible for Monitoring:** principal, assistant principals, dean, instructional coaches, intervention teacher, and RLA teachers of record **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 19, 20, 21, 22 - Student Learning 1, 2, 3, 4 - School Processes & Programs 20, 21 **Funding Sources:** professional development - 263 - Title III - $10,000				

Strategy 2 Details	Reviews			
Strategy 2: ILTexas Orem K-8 will hire/contract services from subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students with a focus on increasing the Meets Target goal on the STAAR Reading, Math and Science assessment for 3rd-5th graders and a focus on getting students in Kindergarten-2nd on grade level based on MAP, mCLASS, and ISIP scores.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Orem K-8 teachers' capacity will improve so academic needs are addressed and each student can perform at the Meets Target goal on the STAAR Reading assessment. **Staff Responsible for Monitoring:** principal, assistant principals, dean, instructional coaches and teachers of record, Accelerated Learning teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 16, 17, 18 - Student Learning 6, 7, 8, 9, 10, 11 - School Processes & Programs 15, 16, 17, 18, 19 **Funding Sources:** consultant services, DLI Instructional Coach salary - 263 - Title III - $50,000				

Strategy 3 Details	Reviews			
Strategy 3: ILTexas Orem K-8 will send campus staff to conferences (e.g. Title III Symposium, La Cosecha, TESOL, BEAM Symposium etc.) to assist ILTexas teachers, administrators, and charter staff strengthen their ability to support Emergent Bilingual students.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Orem K-8 teachers' and staff capacity will improve so they can address the academic needs and each student can exceed their academic goals. **Staff Responsible for Monitoring:** principal, assistant principals, dean **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 16, 17 - Student Learning 6, 8, 9, 14 - School Processes & Programs 13, 17, 19 **Funding Sources:** professional development registration fees, travel accommodations - 263 - Title III - $15,000				

Strategy 4 Details	Reviews			
Strategy 4: ILTexas Orem K-8 will purchase supplemental resources for Emergent Bilingual students such as instructional materials (bilingual dictionaries, leveled readers) and online platforms to increase access to language acquisition and differentiation.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Orem K-8 teachers will use supplemental resources to consistently differentiate instruction based on individual student needs. **Staff Responsible for Monitoring:** principal, assistant principals, dean, instructional coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 16 - Student Learning 9, 10 - School Processes & Programs 16 **Funding Sources:** bilingual dictionaries, leveled readers, dual language technology platforms - 263 - Title III - $15,000				

Strategy 5 Details	Reviews			
Strategy 5: ILTexas Orem K-8 campuses will set STAAR and TELPAS goals with their Emergent Bilingual students and will monitor progress during data days.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Orem K-8 staff will possess a deep understanding of learners' academic needs so all stakeholders develop and utilize data informed practices while remaining aligned to the campus' mission and school wide goals. **Staff Responsible for Monitoring:** principal, assistant principals, dean, instructional coaches **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 18, 19, 20, 21, 22 - Student Learning 1, 2, 3, 4, 6, 7 - School Processes & Programs 18, 19, 20, 21 **Funding Sources:** - 211 - Title I School Improvement - $0				

Strategy 6 Details	Reviews			
Strategy 6: ILTexas Orem K-8 will provide supplemental tutoring sessions to Emergent Bilingual students to accelerate their performance on both local and state assessments.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Students will meet or exceed their academic learning goals and learning gaps will be closed. **Staff Responsible for Monitoring:** principal, assistant principals, dean, instructional coaches, RLA teachers of record and Math teachers of record. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 19, 20, 21, 22 - Student Learning 1, 2, 3, 4 - School Processes & Programs 20, 21 **Funding Sources:** tutoring platforms, tutorial pay, supplemental resources - 211 - Title 1-A - $7,500, tutoring platforms, tutorial pay,, supplemental resources - 263 - Title III - $7,500				

Strategy 7 Details	Reviews			
Strategy 7: ILTexas Orem K-8 will provide enrichment summer school to Emergent Bilingual students to develop and strengthen their knowledge base as well as their English language proficiency in all four domains.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Students will meet or exceed their academic learning goals and learning gaps will be closed. **Staff Responsible for Monitoring:** principal, assistant principals, dean, instructional coaches, RLA teachers of record and Math teachers of record **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 19, 20, 21, 22 - Student Learning 1, 2, 3, 4 - School Processes & Programs 20, 21 **Funding Sources:** supplemental pay, supplemental resources - 263 - Title III - $20,000				

Strategy 8 Details	Reviews			
Strategy 8: ILTexas Orem K-8 will provide parents of Emergent Bilingual students learning opportunities to support their children at home and understand the importance of local and state assessments.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Parent engagement will increase, student attendance during testing will increase and students will exceed their academic learning goals. **Staff Responsible for Monitoring:** Principal, assistant principals, dean, PTO **Title I:** 2.5 **Problem Statements:** Demographics 15, 19, 20, 21, 22 - Student Learning 1, 2, 3, 4, 12 - School Processes & Programs 14, 20, 21 **Funding Sources:** incentives, guest speakers, supplemental pay - 263 - Title III - $10,000				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 15: Parents and guardians are not responsive to teacher communication regarding the need for academic support at home. **Root Cause**: Campus communication efforts are sometimes ineffective due to disengagement with community members.
Problem Statement 16: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Some teachers are not experienced with differentiating instruction to meet students' needs.
Problem Statement 17: Novice teachers have limited capacity to implement best practices needed to progressively move students forward towards higher academic achievement. **Root Cause**: Much of teachers' professional development occurs during the school day in the form of on-the-job training as their introduction to instructional practices.
Problem Statement 18: The number of teachers on campus with sufficient knowledge and implementation of effective research-based strategies in core subject areas creates a challenge with achieving student mastery. **Root Cause**: Recruiting highly qualified teachers is difficult due current pay scale not being on level with surrounding districts.
Problem Statement 19: In grades 3-5, approximately 48% of students are performing below grade level (at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Reading). **Root Cause**: Teachers are not comfortable with creating tailoring lessons to include strategies and appropriate rigor needed to meet students' needs.
Problem Statement 20: In grades 3-5, approximately 62% of students are performing below grade level at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Math.
Problem Statement 21: In Kindergarten through 2nd grade, approximately 78% of students are reading below grade level. **Root Cause**: Teachers do not consistently differentiate instruction based on assessment data.
Problem Statement 22: In 2nd grade, approximately 77% of students are performing below grade level in math. **Root Cause**: Students are not provided with ample opportunities to see the teachers model, practice independently or with a partner, and receive immediate feedback.

Student Learning

Problem Statement 1: In grades 3-5, approximately 48% of students are performing below grade level (at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Reading). **Root Cause**: Teachers are not comfortable with creating tailoring lessons to include strategies and appropriate rigor needed to meet students' needs.

Problem Statement 2: In grades 3-5, approximately 62% of students are performing below grade level at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Math.

Problem Statement 3: In Kindergarten through 2nd grade, approximately 78% of students are reading below grade level. **Root Cause**: Teachers do not consistently differentiate instruction based on assessment data.

Problem Statement 4: In 2nd grade, approximately 77% of students are performing below grade level in math. **Root Cause**: Students are not provided with ample opportunities to see the teachers model, practice independently or with a partner, and receive immediate feedback.

Problem Statement 6: The rigor of classroom instruction does not always reflect the rigor of standardized assessments. **Root Cause**: More professional learning opportunities are needed to help teachers better understand grade level TEKS deepen content knowledge.

Problem Statement 7: The number of teachers on campus with sufficient knowledge and implementation of effective research-based strategies in core subject areas creates a challenge with achieving student mastery. **Root Cause**: Recruiting highly qualified teachers is difficult due current pay scale not being on level with surrounding districts.

Problem Statement 8: Novice teachers have limited capacity to implement best practices needed to progressively move students forward towards higher academic achievement. **Root Cause**: Much of teachers' professional development occurs during the school day in the form of on-the-job training as their introduction to instructional practices.

Problem Statement 9: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Some teachers are not experienced with differentiating instruction to meet students' needs.

Problem Statement 10: Teachers do not consistently differentiate instruction based on students' needs. **Root Cause**: There is a lack of resources that can be used to differentiate based on the needs of individual students' needs or subpopulations' specific needs.

Problem Statement 11: Teachers need support with lesson planning, classroom management and creating student centered lessons. **Root Cause**: The majority of the instructional staff have not completed an educator preparation program.

Problem Statement 12: Parents and guardians are not responsive to teacher communication regarding the need for academic support at home. **Root Cause**: Campus communication efforts are sometimes ineffective due to disengagement with community members.

Problem Statement 14: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Some teachers lack experience using the curriculum to implement research-based strategies and have a limited understanding of the curriculum.

School Processes & Programs

Problem Statement 13: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Some teachers lack experience using the curriculum to implement research-based strategies and have a limited understanding of the curriculum.

Problem Statement 14: Parents and guardians are not responsive to teacher communication regarding the need for academic support at home. **Root Cause**: Campus communication efforts are sometimes ineffective due to disengagement with community members.

Problem Statement 15: Teachers need support with lesson planning, classroom management and creating student centered lessons. **Root Cause**: The majority of the instructional staff have not completed an educator preparation program.

Problem Statement 16: Teachers do not consistently differentiate instruction based on students' needs. **Root Cause**: There is a lack of resources that can be used to differentiate based on the needs of individual students' needs or subpopulations' specific needs.

Problem Statement 17: Novice teachers have limited capacity to implement best practices needed to progressively move students forward towards higher academic achievement. **Root Cause**: Much of teachers' professional development occurs during the school day in the form of on-the-job training as their introduction to instructional practices.

School Processes & Programs

Problem Statement 18: The number of teachers on campus with sufficient knowledge and implementation of effective research-based strategies in core subject areas creates a challenge with achieving student mastery. **Root Cause**: Recruiting highly qualified teachers is difficult due current pay scale not being on level with surrounding districts.

Problem Statement 19: The rigor of classroom instruction does not always reflect the rigor of standardized assessments. **Root Cause**: More professional learning opportunities are needed to help teachers better understand grade level TEKS deepen content knowledge.

Problem Statement 20: In grades 3-5, approximately 62% of students are performing below grade level at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Math.

Problem Statement 21: In 2nd grade, approximately 77% of students are performing below grade level in math. **Root Cause**: Students are not provided with ample opportunities to see the teachers model, practice independently or with a partner, and receive immediate feedback.

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: By the end of the 22-23 school year, ILTexas students enrolled in the Special Education program will grow from a 3% Meets achievement standard to a 9% rate for Math and grow from a 4% to a 10% rate for English Language Arts and Reading state assessments.

Evaluation Data Sources: MAP, Interim assessments, STAAR

Strategy 1 Details	Reviews			
Strategy 1: With the support of the Special Education lead and monitoring teachers, Special Education teachers will collaborate with general education teachers to internalize lesson plans.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Collaboration efforts will result in teachers becoming more proficient at providing effective instruction that includes accommodations. **Staff Responsible for Monitoring:** Special Education lead, assistant principal, monitoring teacher, teacher of record **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 4, 6, 16, 18, 20, 21, 22 - Student Learning 2, 3, 4, 6, 7, 9, 10, 19 - School Processes & Programs 7, 16, 18, 19, 20, 21 **Funding Sources:** Special Education lead salary, supplemental resources - 224 - IDEA B - $25,000				
0% **No Progress** 100% **Accomplished** ➡ **Continue/Modify** ✖ **Discontinue**				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 4: In five of the seven STAAR tested areas, 0% of the Special Education sub-population met the minimum passing standard. **Root Cause**: General education teachers and Special Education staff need additional training on how to support students through differentiation.
Problem Statement 6: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Teachers often lack the foundation to progressively move students at the same consistent pace.
Problem Statement 16: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Some teachers are not experienced with differentiating instruction to meet students' needs.
Problem Statement 18: The number of teachers on campus with sufficient knowledge and implementation of effective research-based strategies in core subject areas creates a challenge with achieving student mastery. **Root Cause**: Recruiting highly qualified teachers is difficult due current pay scale not being on level with surrounding districts.

Demographics

Problem Statement 20: In grades 3-5, approximately 62% of students are performing below grade level at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Math.

Problem Statement 21: In Kindergarten through 2nd grade, approximately 78% of students are reading below grade level. **Root Cause**: Teachers do not consistently differentiate instruction based on assessment data.

Problem Statement 22: In 2nd grade, approximately 77% of students are performing below grade level in math. **Root Cause**: Students are not provided with ample opportunities to see the teachers model, practice independently or with a partner, and receive immediate feedback.

Student Learning

Problem Statement 2: In grades 3-5, approximately 62% of students are performing below grade level at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Math.

Problem Statement 3: In Kindergarten through 2nd grade, approximately 78% of students are reading below grade level. **Root Cause**: Teachers do not consistently differentiate instruction based on assessment data.

Problem Statement 4: In 2nd grade, approximately 77% of students are performing below grade level in math. **Root Cause**: Students are not provided with ample opportunities to see the teachers model, practice independently or with a partner, and receive immediate feedback.

Problem Statement 6: The rigor of classroom instruction does not always reflect the rigor of standardized assessments. **Root Cause**: More professional learning opportunities are needed to help teachers better understand grade level TEKS deepen content knowledge.

Problem Statement 7: The number of teachers on campus with sufficient knowledge and implementation of effective research-based strategies in core subject areas creates a challenge with achieving student mastery. **Root Cause**: Recruiting highly qualified teachers is difficult due current pay scale not being on level with surrounding districts.

Problem Statement 9: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Some teachers are not experienced with differentiating instruction to meet students' needs.

Problem Statement 10: Teachers do not consistently differentiate instruction based on students' needs. **Root Cause**: There is a lack of resources that can be used to differentiate based on the needs of individual students' needs or subpopulations' specific needs.

Problem Statement 19: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Teachers often lack the foundation to progressively move students at the same consistent pace.

School Processes & Programs

Problem Statement 7: In five of the seven STAAR tested areas, 0% of the Special Education sub-population met the minimum passing standard. **Root Cause**: General education teachers and Special Education staff need additional training on how to support students through differentiation.

Problem Statement 16: Teachers do not consistently differentiate instruction based on students' needs. **Root Cause**: There is a lack of resources that can be used to differentiate based on the needs of individual students' needs or subpopulations' specific needs.

Problem Statement 18: The number of teachers on campus with sufficient knowledge and implementation of effective research-based strategies in core subject areas creates a challenge with achieving student mastery. **Root Cause**: Recruiting highly qualified teachers is difficult due current pay scale not being on level with surrounding districts.

Problem Statement 19: The rigor of classroom instruction does not always reflect the rigor of standardized assessments. **Root Cause**: More professional learning opportunities are needed to help teachers better understand grade level TEKS deepen content knowledge.

Problem Statement 20: In grades 3-5, approximately 62% of students are performing below grade level at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Math.

Problem Statement 21: In 2nd grade, approximately 77% of students are performing below grade level in math. **Root Cause**: Students are not provided with ample opportunities to see the teachers model, practice independently or with a partner, and receive immediate feedback.

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 6: By the end of the 2022-2023 school year, 65% of all Kindergarten-2nd grade students will perform on grade level in reading (2022-21%).

Evaluation Data Sources: Reading-mCLASS, monthly ISIP assessments
Math-Eureka math assessments, MAP (2nd grade only)

Strategy 1 Details	Reviews			
Strategy 1: ILTexas Orem K-8 will implement Fitness WIN intervention time into all Fitness classes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All Kindergarten-2nd grade students perform on grade level on ISIP and mClass. Move students in 4th-5th grades from current STAAR performance level to the next performance level.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: principal, assistant principals, dean, instructional coaches, intervention teacher, and RLA teachers of record **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 21 - Student Learning 3 **Funding Sources:** teacher salaries, classroom resources - 211 - Title I School Improvement - $75,000, student incentives - 211 - Title 1-A - $1,500				

Strategy 2 Details	Reviews			
Strategy 2: ILTexas Orem K-8 will bring in subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support student learning with a focus on "on grade level" performance in reading and math.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Orem K-8 teachers' capacity will improve so academic needs are addressed and each student can perform at the Meets Target goal on the STAAR Reading assessment. **Staff Responsible for Monitoring:** principal, assistant principals, dean, instructional coaches and RLA and Math teachers of record **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 16, 17, 18 - Student Learning 6, 7, 8, 9, 10, 11 - School Processes & Programs 15, 16, 17, 18, 19 **Funding Sources:** consultant services, SME salaries, conference/professional development fees - 211 - Title I School Improvement - $100,000				

Strategy 3 Details	Reviews			
Strategy 3: ILTexas Orem K-8 will send campus staff to conferences and professional development sessions (e.g. Region 4, Region 10, Lead4Ward, Eduphoria, etc.) to assist teachers, administrators, and staff to strengthen their ability to support student achievement.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Orem K-8 teachers' and staff capacity will improve so they can address the academic needs and each student can exceed their academic goals. **Staff Responsible for Monitoring:** principal, assistant principals, dean **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 16, 17 - Student Learning 6, 8, 9, 14 - School Processes & Programs 13, 17, 19 **Funding Sources:** travel accommodations, conference and professional development registration fees - 211 - Title 1-A - $20,000				

Strategy 4 Details		Reviews		
Strategy 4: ILTexas Orem K-8 will purchase supplemental resources to equip teachers and students with access to differentiated content, instructional materials and online platforms that improve instruction.		Formative		Summative
		Nov	Jan	May	June

Strategy 4 Details	Reviews			
Strategy 4: ILTexas Orem K-8 will purchase supplemental resources to equip teachers and students with access to differentiated content, instructional materials and online platforms that improve instruction.	Formative			Summative
	Nov	Jan	May	June
Strategy's Expected Result/Impact: Orem K-8 teachers will use supplemental resources to consistently differentiate instruction based on student needs so all students can exceed their goal. **Staff Responsible for Monitoring:** principal, assistant principals, dean **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 16 - Student Learning 9, 10 - School Processes & Programs 16 **Funding Sources:** supplemental resources, technology platforms - 211 - Title 1-A - $50,000				

Strategy 5 Details	Reviews			
Strategy 5: ILTexas Orem K-8 will set assessment goals and monitor progress during data days.	Formative			Summative
	Nov	Jan	May	June
Strategy's Expected Result/Impact: Orem K-8 staff will possess a deep understanding of learners' academic needs so all stakeholders develop and utilize data informed practices while remaining aligned to the campus' mission and school wide goals. **Staff Responsible for Monitoring:** principal, assistant principals, dean, instructional coaches **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Demographics 18, 19, 20, 21, 22 - Student Learning 1, 2, 3, 4, 6, 7 - School Processes & Programs 18, 19, 20, 21 **Funding Sources:** data tracking resources, teachniology platforms for individualized instruction - 211 - Title 1-A - $5,000				

Strategy 6 Details				**Reviews**			
Strategy 6: ILTexas Orem K-8 will provide enrichment and accelerated summer school to improve student performance in traditional core content areas.				**Formative**			**Summative**
				Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Students will meet or exceed their academic learning goals. **Staff Responsible for Monitoring:** principal, assistant principals, dean, instructional coaches, RLA teachers of record and Math teachers of record **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 19, 20, 21, 22 - Student Learning 1, 2, 3, 4 - School Processes & Programs 20, 21 **Funding Sources:** individualized tutoring services, supplemental pay - 211 - Title I School Improvement - $40,000							

Strategy 7 Details				**Reviews**			
Strategy 7: ILTexas Orem K-8 will provide parents and guardians with learning opportunities to support their children at home and understand the importance of local and state assessments.				**Formative**			**Summative**
				Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Parent engagement will increase, student attendance during testing will increase and students will exceed their academic learning goals. **Staff Responsible for Monitoring:** Principal, assistant principals, dean, PTO **Title I:** 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 15, 19, 20, 21, 22 - Student Learning 1, 2, 3, 4, 12 - School Processes & Programs 14, 20, 21 **Funding Sources:** guest speakers, supplemental pay, incentives - 211 - Title 1-A - $25,000							
0% No Progress 100% Accomplished Continue/Modify ✖ Discontinue							

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 15: Parents and guardians are not responsive to teacher communication regarding the need for academic support at home. **Root Cause**: Campus communication efforts are sometimes ineffective due to disengagement with community members.

Problem Statement 16: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Some teachers are not experienced with differentiating instruction to meet students' needs.

Problem Statement 17: Novice teachers have limited capacity to implement best practices needed to progressively move students forward towards higher academic achievement. **Root Cause**: Much of teachers' professional development occurs during the school day in the form of on-the-job training as their introduction to instructional practices.

Problem Statement 18: The number of teachers on campus with sufficient knowledge and implementation of effective research-based strategies in core subject areas creates a challenge with achieving student mastery. **Root Cause**: Recruiting highly qualified teachers is difficult due current pay scale not being on level with surrounding districts.

Problem Statement 19: In grades 3-5, approximately 48% of students are performing below grade level (at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Reading). **Root Cause**: Teachers are not comfortable with creating tailoring lessons to include strategies and appropriate rigor needed to meet students' needs.

Problem Statement 20: In grades 3-5, approximately 62% of students are performing below grade level at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Math.

Problem Statement 21: In Kindergarten through 2nd grade, approximately 78% of students are reading below grade level. **Root Cause**: Teachers do not consistently differentiate instruction based on assessment data.

Problem Statement 22: In 2nd grade, approximately 77% of students are performing below grade level in math. **Root Cause**: Students are not provided with ample opportunities to see the teachers model, practice independently or with a partner, and receive immediate feedback.

Student Learning

Problem Statement 1: In grades 3-5, approximately 48% of students are performing below grade level (at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Reading). **Root Cause**: Teachers are not comfortable with creating tailoring lessons to include strategies and appropriate rigor needed to meet students' needs.

Problem Statement 2: In grades 3-5, approximately 62% of students are performing below grade level at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Math.

Problem Statement 3: In Kindergarten through 2nd grade, approximately 78% of students are reading below grade level. **Root Cause**: Teachers do not consistently differentiate instruction based on assessment data.

Problem Statement 4: In 2nd grade, approximately 77% of students are performing below grade level in math. **Root Cause**: Students are not provided with ample opportunities to see the teachers model, practice independently or with a partner, and receive immediate feedback.

Problem Statement 6: The rigor of classroom instruction does not always reflect the rigor of standardized assessments. **Root Cause**: More professional learning opportunities are needed to help teachers better understand grade level TEKS deepen content knowledge.

Problem Statement 7: The number of teachers on campus with sufficient knowledge and implementation of effective research-based strategies in core subject areas creates a challenge with achieving student mastery. **Root Cause**: Recruiting highly qualified teachers is difficult due current pay scale not being on level with surrounding districts.

Problem Statement 8: Novice teachers have limited capacity to implement best practices needed to progressively move students forward towards higher academic achievement. **Root Cause**: Much of teachers' professional development occurs during the school day in the form of on-the-job training as their introduction to instructional practices.

Problem Statement 9: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Some teachers are not experienced with differentiating instruction to meet students' needs.

Problem Statement 10: Teachers do not consistently differentiate instruction based on students' needs. **Root Cause**: There is a lack of resources that can be used to differentiate based on the needs of individual students' needs or subpopulations' specific needs.

Student Learning

Problem Statement 11: Teachers need support with lesson planning, classroom management and creating student centered lessons. **Root Cause**: The majority of the instructional staff have not completed an educator preparation program.

Problem Statement 12: Parents and guardians are not responsive to teacher communication regarding the need for academic support at home. **Root Cause**: Campus communication efforts are sometimes ineffective due to disengagement with community members.

Problem Statement 14: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Some teachers lack experience using the curriculum to implement research-based strategies and have a limited understanding of the curriculum.

School Processes & Programs

Problem Statement 13: Some teachers are not able to effectively use provided resources and implement strategies. **Root Cause**: Some teachers lack experience using the curriculum to implement research-based strategies and have a limited understanding of the curriculum.

Problem Statement 14: Parents and guardians are not responsive to teacher communication regarding the need for academic support at home. **Root Cause**: Campus communication efforts are sometimes ineffective due to disengagement with community members.

Problem Statement 15: Teachers need support with lesson planning, classroom management and creating student centered lessons. **Root Cause**: The majority of the instructional staff have not completed an educator preparation program.

Problem Statement 16: Teachers do not consistently differentiate instruction based on students' needs. **Root Cause**: There is a lack of resources that can be used to differentiate based on the needs of individual students' needs or subpopulations' specific needs.

Problem Statement 17: Novice teachers have limited capacity to implement best practices needed to progressively move students forward towards higher academic achievement. **Root Cause**: Much of teachers' professional development occurs during the school day in the form of on-the-job training as their introduction to instructional practices.

Problem Statement 18: The number of teachers on campus with sufficient knowledge and implementation of effective research-based strategies in core subject areas creates a challenge with achieving student mastery. **Root Cause**: Recruiting highly qualified teachers is difficult due current pay scale not being on level with surrounding districts.

Problem Statement 19: The rigor of classroom instruction does not always reflect the rigor of standardized assessments. **Root Cause**: More professional learning opportunities are needed to help teachers better understand grade level TEKS deepen content knowledge.

Problem Statement 20: In grades 3-5, approximately 62% of students are performing below grade level at a level that indicates they do not demonstrate a sufficient understanding of the assessed knowledge and skills in Math.

Problem Statement 21: In 2nd grade, approximately 77% of students are performing below grade level in math. **Root Cause**: Students are not provided with ample opportunities to see the teachers model, practice independently or with a partner, and receive immediate feedback.

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 the end of 22-23 school year, 90% of Orem ES's fine art students will be successful in completing the specific TEKS required for all fine art courses.

Strategy 1 Details	Reviews			
Strategy 1: ILTexas Orem K-8 will hire/contract consultation services from subject matter experts and consultants to help teachers, administrators, and charter staff strengthen their ability to support student learning with a focus on the TEKS required for all fine art courses.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increased student involvement in fine arts courses and program **Staff Responsible for Monitoring:** principal, assistant principals, dean **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 17 - Student Learning 8, 11 - School Processes & Programs 15, 17 **Funding Sources:** consultant services, professional development services - 211 - Title 1-A - $10,000				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 17: Novice teachers have limited capacity to implement best practices needed to progressively move students forward towards higher academic achievement. **Root Cause**: Much of teachers' professional development occurs during the school day in the form of on-the-job training as their introduction to instructional practices.

Student Learning
Problem Statement 8: Novice teachers have limited capacity to implement best practices needed to progressively move students forward towards higher academic achievement. **Root Cause**: Much of teachers' professional development occurs during the school day in the form of on-the-job training as their introduction to instructional practices.
Problem Statement 11: Teachers need support with lesson planning, classroom management and creating student centered lessons. **Root Cause**: The majority of the instructional staff have not completed an educator preparation program.

School Processes & Programs

Problem Statement 15: Teachers need support with lesson planning, classroom management and creating student centered lessons. **Root Cause**: The majority of the instructional staff have not completed an educator preparation program.

Problem Statement 17: Novice teachers have limited capacity to implement best practices needed to progressively move students forward towards higher academic achievement. **Root Cause**: Much of teachers' professional development occurs during the school day in the form of on-the-job training as their introduction to instructional practices.

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 2: By the end of the 22-23 school year, 85% of students at Orem ES will increase by at least one ACTFL proficiency level Spanish.

    Evaluation Data Sources: AAPPL Chinese & Spanish.

Strategy 1 Details	Reviews			
Strategy 1: Bring in a tool to more effectively track language proficiency, to include artifacts of learning and progress.	**Formative**			**Summative**
Strategy's Expected Result/Impact: More rapid identification of gaps in learning and proficiency	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: GLAs and instructional coaches **Title I:** 2.5 **Problem Statements:** Demographics 14 - Student Learning 13 **Funding Sources:** Funding needed to purchase tracking systems. - 211 - Title 1-A - $500				

Strategy 2 Details	Reviews			
Strategy 2: Provide teachers with bilingual resources for student engagement	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased bilingual exposure and proficiency	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Principals, assistant principals, GLAs and instructional coaches. **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 10 - School Processes & Programs 16 **Funding Sources:** Funding needed for bilingual resources. - 211 - Title 1-A - $10,000				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 14: Students identified as Emergent Bilinguals often struggle on state assessments. **Root Cause**: English and Spanish teachers need additional support and resources to plan and align lessons effectively.

Student Learning
Problem Statement 10: Teachers do not consistently differentiate instruction based on students' needs. **Root Cause**: There is a lack of resources that can be used to differentiate based on the needs of individual students' needs or subpopulations' specific needs.
Problem Statement 13: Students identified as Emergent Bilinguals often struggle on state assessments. **Root Cause**: English and Spanish teachers need additional support and resources to plan and align lessons effectively.

School Processes & Programs
Problem Statement 16: Teachers do not consistently differentiate instruction based on students' needs. **Root Cause**: There is a lack of resources that can be used to differentiate based on the needs of individual students' needs or subpopulations' specific needs.

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 3: By the end of 22-23 school year, at least 50% of 5th grade students who have been with ILTexas for more than 5 years will reach a Novice Mid proficiency in Chinese and Novice High in Spanish.

Evaluation Data Sources: AAPPL and ACTFL rating.

Strategy 1 Details			Reviews		
Strategy 1: FLES and Spanish DLI teachers will report ACTFL ratings each cycle and analyze student progress.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers identify students who are not making sufficient progress and develop individualized plans to accelerate their learning.		**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: FLES and DLI Spanish teachers, assistant principal					
Title I: 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 14 - Student Learning 13 **Funding Sources:** - 211 - Title 1-A - $0					

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 14: Students identified as Emergent Bilinguals often struggle on state assessments. **Root Cause**: English and Spanish teachers need additional support and resources to plan and align lessons effectively.
Student Learning
Problem Statement 13: Students identified as Emergent Bilinguals often struggle on state assessments. **Root Cause**: English and Spanish teachers need additional support and resources to plan and align lessons effectively.

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 4: By the end of 22-23 school year, 100% of students in 3rd and 5th grade will be tested by AAPPL Chinese and Spanish and receive score reports.

    Evaluation Data Sources: AAPPL assessment results

Strategy 1 Details	Reviews			
Strategy 1: GLAs will share each class's testing completion rates with campus assessment coordinator on a daily basis during testing week.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: All students will have assessments scores on record to monitor progress and assist with placement for the upcoming year.
    Staff Responsible for Monitoring: GLAs, campus assessment coordinator
 	
    Title I:
2.5
 - ESF Levers:
Lever 5: Effective Instruction
    Problem Statements: Demographics 2, 6 - Student Learning 17, 19
    Funding Sources: - 211 - Title I School Improvement - $0				

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

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: Students have learning gaps that coincide with patterns of inconsistent attendance. **Root Cause**: There are gaps in the lines of communication with parents/guardians due to frequently changing contact information, parents not responding to/reading communication, and varying frequency of outreach to parents/guardians.
Problem Statement 6: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Teachers often lack the foundation to progressively move students at the same consistent pace.
Student Learning
Problem Statement 17: Students have learning gaps that coincide with patterns of inconsistent attendance. **Root Cause**: There are gaps in the lines of communication with parents/guardians due to frequently changing contact information, parents not responding to/reading communication, and varying frequency of outreach to parents/guardians.
Problem Statement 19: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Teachers often lack the foundation to progressively move students at the same consistent pace.

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: By the end of the 22-23 school year, Orem Middle School will have a 90% retention rate for our special education, math and reading teachers.

    Evaluation Data Sources: Human Resources reports

Strategy 1 Details		Reviews			
Strategy 1: All new teachers who are new to ILTexas will be provided with a mentor through the campus mentorship program.		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Teacher retention will increase as teachers' capacity increases.
    Staff Responsible for Monitoring: assistant principal over new teachers
 	
    Title I:
2.4, 2.5
  - **TEA Priorities:**
Recruit, support, retain teachers and principals
  - **ESF Levers:**
Lever 1: Strong School Leadership and Planning
    Problem Statements: Demographics 9, 17 - Student Learning 8, 28 - School Processes & Programs 9, 17, 24 - Perceptions 3, 7
    Funding Sources: mentor stipends - 211 - Title 1-A - $15,000					

Strategy 2 Details		Reviews			
Strategy 2: All teachers will be supported through instructional coaching, observations, feedback, and ongoing professional development.		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Teachers will feel supported and their instructional capacity will increase.
    Staff Responsible for Monitoring: principal, assistant principal, dean, instructional coach, GLAs and area office personnel
 	
    Title I:
2.4, 2.5
  - **TEA Priorities:**
Recruit, support, retain teachers and principals
    Problem Statements: Student Learning 28 - School Processes & Programs 24 - Perceptions 3
    Funding Sources: instructional coaches, SchoolMintGrow platform - 211 - Title I School Improvement - $75,000					

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

Orem Elementary
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65 of 70

Campus #057848027
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 9: Campus leadership team has difficulty attracting and retaining experienced teachers who are able to relate to and manage students behaviors who have cultural differences. **Root Cause**: There is a limited selection pool of applicants who have the capacity and familiarity with our campus's demographic groups to be able to deliver effective, research-based instruction and classroom management strategies.
Problem Statement 17: Novice teachers have limited capacity to implement best practices needed to progressively move students forward towards higher academic achievement. **Root Cause**: Much of teachers' professional development occurs during the school day in the form of on-the-job training as their introduction to instructional practices.

Student Learning
Problem Statement 8: Novice teachers have limited capacity to implement best practices needed to progressively move students forward towards higher academic achievement. **Root Cause**: Much of teachers' professional development occurs during the school day in the form of on-the-job training as their introduction to instructional practices.
Problem Statement 28: Campus had not established a climate and culture that transcends from the campus into the community. **Root Cause**: Staff attrition rates require rebuilding of an identifiable culture and positive climate throughout the school year.

School Processes & Programs
Problem Statement 9: Campus leadership team has difficulty attracting and retaining experienced teachers who are able to relate to and manage students behaviors who have cultural differences. **Root Cause**: There is a limited selection pool of applicants who have the capacity and familiarity with our campus's demographic groups to be able to deliver effective, research-based instruction and classroom management strategies.
Problem Statement 17: Novice teachers have limited capacity to implement best practices needed to progressively move students forward towards higher academic achievement. **Root Cause**: Much of teachers' professional development occurs during the school day in the form of on-the-job training as their introduction to instructional practices.
Problem Statement 24: Campus had not established a climate and culture that transcends from the campus into the community. **Root Cause**: Staff attrition rates require rebuilding of an identifiable culture and positive climate throughout the school year.

Perceptions
Problem Statement 3: Campus had not established a climate and culture that transcends from the campus into the community. **Root Cause**: Staff attrition rates require rebuilding of an identifiable culture and positive climate throughout the school year.
Problem Statement 7: Campus leadership team has difficulty attracting and retaining experienced teachers who are able to relate to and manage students behaviors who have cultural differences. **Root Cause**: There is a limited selection pool of applicants who have the capacity and familiarity with our campus's demographic groups to be able to deliver effective, research-based instruction and classroom management strategies.

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 2: During the first half of the school year, Orem Elementary School will implement at least one recurring retention/incentive program for teachers.

    Evaluation Data Sources: campus event calendar

Strategy 1 Details	Reviews			
Strategy 1: Campus will host teacher appreciation events at least once per cycle.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus will foster a culture of appreciated and respect for teachers that makes the workplace more comfortable. **Staff Responsible for Monitoring:** principal, assistant principals, dean **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 28 - School Processes & Programs 24 - Perceptions 3 **Funding Sources:** staff incentives, funding needed to hire teachers, hiring event paraphernalia - 211 - Title 1-A - $75,000	**Nov**	**Jan**	**May**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 28: Campus had not established a climate and culture that transcends from the campus into the community. **Root Cause**: Staff attrition rates require rebuilding of an identifiable culture and positive climate throughout the school year.

School Processes & Programs
Problem Statement 24: Campus had not established a climate and culture that transcends from the campus into the community. **Root Cause**: Staff attrition rates require rebuilding of an identifiable culture and positive climate throughout the school year.

Perceptions
Problem Statement 3: Campus had not established a climate and culture that transcends from the campus into the community. **Root Cause**: Staff attrition rates require rebuilding of an identifiable culture and positive climate throughout the school year.

Campus Funding Summary

211 - Title 1-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	student incentives		$1,500.00
1	1	3	Accomodations, travel, funds for conference		$20,000.00
1	2	1	student incentives		$1,500.00
1	2	3	accomodations, travel, conference fees		$20,000.00
1	2	7	supplemental pay, individualized tutoring services, supplemental resources		$40,000.00
1	2	8	guest speakers, parent literature, supplemental pay		$50,000.00
1	4	6	tutoring platforms, tutorial pay, supplemental resources		$7,500.00
1	6	1	student incentives		$1,500.00
1	6	3	travel accommodations, conference and professional development registration fees		$20,000.00
1	6	4	supplemental resources, technology platforms		$50,000.00
1	6	5	data tracking resources, teachniology platforms for individualized instruction		$5,000.00
1	6	7	guest speakers, supplemental pay, incentives		$25,000.00
2	1	1	consultant services, professional development services		$10,000.00
2	2	1	Funding needed to purchase tracking systems.		$500.00
2	2	2	Funding needed for bilingual resources.		$10,000.00
2	3	1			$0.00
3	1	1	mentor stipends		$15,000.00
3	2	1	staff incentives, funding needed to hire teachers, hiring event paraphernalia		$75,000.00
				Sub-Total	$352,500.00

224 - IDEA B

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Special Education lead salary, supplemental resources		$25,000.00
				Sub-Total	$25,000.00

263 - Title III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	professional development		$10,000.00
1	4	2	consultant services, DLI Instructional Coach salary		$50,000.00

263 - Title III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	professional development registration fees, travel accommodations		$15,000.00
1	4	4	bilingual dictionaries, leveled readers, dual language technology platforms		$15,000.00
1	4	6	tutoring platforms, tutorial pay,, supplemental resources		$7,500.00
1	4	7	supplemental pay, supplemental resources		$20,000.00
1	4	8	incentives, guest speakers, supplemental pay		$10,000.00
				Sub-Total	$127,500.00

211 - Title I School Improvement

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	teachers, classroom resources		$75,000.00
1	1	2	consultant services, conferences, SME salaries,		$100,000.00
1	1	4	supplemental resources, technology platforms		$50,000.00
1	1	5	data tracking resources, technology platforms for individualized instruction		$5,000.00
1	1	6	tutoring platforms, tutorial pay, supplemental resources		$10,000.00
1	1	7	individualized tutoring services, supplemental pay		$40,000.00
1	1	8	incentives, guest speakers, supplemental pay		$50,000.00
1	2	1	teacher salaries, supplemental resources		$75,000.00
1	2	2	salaries, consultation services		$100,000.00
1	2	4	supplemental resources		$50,000.00
1	2	5	data tracking resources, technology platforms for individualized instruction		$5,000.00
1	2	6	individualized tutoring services, supplemental play		$10,000.00
1	3	1	salaries, consultant services		$100,000.00
1	3	2	accommodations, conference fees, travel		$15,000.00
1	3	3	supplemental resources, technology platform (i.e., IXL, Study Island, NearPod, FEV)		$50,000.00
1	3	4	data tracking resources, technology platforms for individualized instruction		$5,000.00
1	3	5	tutoring platforms, tutorial pay, supplemental resources		$10,000.00
1	3	6	individualized tutoring services, supplemental pay		$40,000.00
1	3	7	incentives, guest speakers, supplemental pay		$50,000.00
1	4	5			$0.00
1	6	1	teacher salaries, classroom resources		$75,000.00

211 - Title I School Improvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	2	consultant services, SME salaries, conference/professional development fees		$100,000.00
1	6	6	individualized tutoring services, supplemental pay		$40,000.00
2	4	1			$0.00
3	1	2	instructional coaches, SchoolMintGrow platform		$75,000.00
				Sub-Total	$1,130,000.00